



# REGZ9000

## University Orientation & Study Skills

SEMESTER 2 2009 • COURSE INFORMATION

**Course Coordinators: Dr Ian Collinson & Dr Dominic Fitzsimmons**

**The Learning Centre**

**The University of New South Wales**

# Course Content: Semester 2, 2009

Outline	Content Overview	Assessments
<b>Week 1</b> (20 - 24 July)	Lecture 1 • Managing your time • Managing your reading and writing	
<b>Week 2</b> (27 - 31 July)	The research process Introduction to essay structure	
<b>Week 3</b> (3 - 7 August)	Academic argument and structure	Plan
<b>Week 4</b> (10 - 13 August)	Academic writing/paragraph structure Presentation skills	
<b>Week 5</b> (17 - 21 August)	Integrating and developing an argument	Oral pres. 1
<b>Week 6</b> (24 - 28 August)	Lecture 2 • Critical thinking	Essay 1
<b>Week 7</b> (31 August - 4 September)	More critical thinking	Oral pres. 2
<b>Mid-Semester Recess 7 - 11 September 2009</b>		
<b>Week 8</b> (14 - 18 September)	Writing development 1	Oral pres. 3
<b>Week 9</b> (21 - 25 September)	Writing development 2	Oral pres. 4
<b>Week 10</b> (28 September - 2 October)	Writing development 3	Oral pres. 5
<b>Week 11</b> (6 - 9 October)	The transition to full time study (Due to the public holiday, Monday classes will be rescheduled)	Essay 2 Oral pres. 6
<b>Week 12</b> (12 - 16 October)	Exam preparation	Oral pres. 7
<b>Week 13</b> (19 - 23 October)	Exam Tuesday 20 October 2009 6 - 8 pm	Exam
<b>Week 14</b> (26 - 30 October)	Feedback	

# Important Contact Information

## Who to Call

### About The UOSS Course

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#### UOSS Coordinators Phone-Call & Consultation Times

**Dominic Fitzsimmons & Ian Collinson**

Telephone: 9385 - 1500

Consultation Times: Wednesday 2.30 - 3.30 pm

Consultations can be booked at alternative times if urgent. Unless urgent, please only ring during the time indicated above to arrange an appointment with the coordinators.

#### About The University Preparation Program, application to university and about administration matters:

The Admissions Office

The University of New South Wales, SYDNEY 2052

Email: [ugadmis@unsw.edu.au](mailto:ugadmis@unsw.edu.au)

Tel: 9385 3228

#### About your UPP elective course:

Students enrolled in The University Preparation Program study two courses. In addition to the core 'University Orientation & Study Skills' (UOSS) course, students undertake an elective course of their own choosing. Inquiries about all elective courses should be directed to either the tutor or lecturer of the course, or the appropriate school or faculty office.

### Contacting your UOSS Tutor

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In your first seminar, your tutor will provide contact information. Make sure you make a note of your tutor's name and contact details:

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### The Learning Centre Website

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UOSS information is also available on:

<http://www.lc.unsw.edu.au/UOSS/index.html>

# University Preparation Program (UPP) Aims

*The broad aims of the UPP course are to:*

- enable you to develop lifelong learning strategies and academic literacy skills appropriate for study in a university context
- facilitate the process of orientation and transition into an academic learning and teaching culture
- facilitate the development of confidence in your ability to succeed in tertiary studies

The UPP is organised into streams with varying options of general studies courses. The core course is The University Orientation & Study Skills course (UOSS).

## University Orientation & Study Skills Course (UOSS)

### **The Rationale**

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UOSS aims to increase students' understanding of academic discourse while developing their academic literacy skills. The objectives of the course fall into two categories:

### **Introduction to Academic Culture**

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The objectives are to provide you with an opportunity to become familiar with:

- University culture and teaching culture
- University terminology
- University assessment practices
- The university structure
- Library facilities
- University student support services

### **Learning and Academic Skills**

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The objective of this section is to provide you with the opportunity to develop and engage with a range of academic literacy skills necessary for successful tertiary study. These skills are:

- Academic reading and writing styles
- Note-taking and note-making
- Critical thinking strategies
- Research
- Listening and note-taking
- Oral presentations
- Examinations

## Learning Outcomes

*The learning outcomes of UOSS will enable you to:*

- gain skills in study and time management strategies
- develop independent learning strategies
- develop an understanding of the process of being critical and analytical in your thinking
- develop critical and reflective learning skills
- learn, interact and work cooperatively with your fellow students and experience the peer learning process

*You will develop skills in the following areas:*

### **Study Management**

- Planning a study timetable
- Basic principles of effective study
- Coping with being a student
- Managing your time

### **Research Skills**

- Using resources
- Interpreting reading materials
- Selective and critical reading
- Note-taking and note-making
- Producing appropriate referenced material

### **Essay Writing**

- Writing in an academic genre
- Analysing essay questions
- Determining the audience
- Structuring an essay
- Planning and drafting an essay
- Using evidence
- Referencing conventions (Harvard)
- Editing, revising and redrafting an essay

### **Oral Presentations**

- Identifying genres of oral presentations
- Analysing topics
- Planning and presenting seminars
- Use of voice
- Use of body language
- Use of audiovisual aids
- Managing discussion
- Preparing handouts
- Team work

### **Examination Skills**

- Preparing for exams
- Study techniques
- Multiple choice exams
- Short answer exams
- Essay exams
- Revision techniques

# Course Organisation

UOSS runs over a 14-week period and is offered three times a week. You attend one class per week. Once you have registered in a class these times are not transferable.

## Timetable

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<i>Day</i>	<i>Time</i>
Monday	6-8 pm
Tuesday	6-8 pm
Friday	12-2 pm

## UOSS Dates for Semester 2, 2009

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Monday 20 July 2009	Semester 2 begins
Friday 4 September 2009	Last day before Mid-semester break
<b>Mid-semester break</b>	<b>7 — 11 September 2009</b>
Monday 14 Semester 2009	Classes resume
Tuesday 20 October 2009	EXAM

## Withdrawal from the UPP program 2009

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Further enquiries should be directed to the Admissions Office:

Email: [ugadmis@unsw.edu.au](mailto:ugadmis@unsw.edu.au)

Tel: +61 2 9385 3228

Students withdrawing from the UPP must the reasons for withdrawal in writing and send copies to both The Learning Centre and the Admissions Office.

## Students with Disabilities

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UNSW is committed to ensuring that, as far as possible, all students are allowed to participate equally in the educational opportunities offered by the university. As part of this commitment, it provides a range of services for students with disabilities. These include note-takers, readers or sign interpreters, examination support, library provisions and resource materials. If you require assistance contact the Equity Officer (Disability) as soon as you can to discuss your support needs. Telephone (02) 9385 4770, email [equity\\_diversity@unsw.edu.au](mailto:equity_diversity@unsw.edu.au) or visit the web site at: <http://www.equity.unsw.edu.au>

## Essential Text & Class Notes

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The **essential text** you must purchase for UOSS is:

- University Orientation & Study Skills [Course Readings REGZ9000](#)

You must purchase it and are advised to do so as soon as possible. Copies will be available at the University Bookshop, Quadrangle Building, Ph. 9385 6622. Please purchase early or pre-order, as this will avoid disappointment and the delay of re-ordering.

UOSS **class notes** are available online from the UOSS website. Materials can be downloaded in PDF format each week from the UOSS website:

<http://www.lc.unsw.edu.au/UOSS/uoss2.html>

- Initially, only weeks 1-5 will be available. The remaining weeks of class notes will be posted for downloading in due course.
- **You are required to print a hard copy of each week's material.** As it is frequently drawn on during class it is important that you **bring the material with you each week.**

## UOSS Assessment Tasks

### Assessment Schedule

Task	% Of Total	Date Due
Assignment No 1 (Essay plan)	5%	Week 3
Assignment No. 2 (Essay 1)	15%	Week 6
Assignment No. 3 (Presentation)	15%	Weeks 5-12
Assignment No. 4 (Essay 2)	30%	Week 11
Exam	25%	Week 13
Participation	10%	Ongoing

(Includes effort made and active participation in group activities)

### Marking Scale

HD	High Distinction	85-100%
D	Distinction	75-84%
C	Credit	65-74%
P	Pass	50-64%
F	Fail	0-49%

# Assignment 1: Essay Plan

*Percentage of Overall Mark: 5%*

*Due: in class, Week 3 (3—7 August 2009)*

## Rationale

This assignment:

- is designed to demonstrate that you are familiar with the organisational and structural format of a persuasive academic essay;
- gives you the opportunity to write about your thinking and to engage with the topic.

When you later come to write your essay, you may discover that your plan has changed. This change demonstrates your continued reading and thinking, which informs your understanding of the essay topic.

## Task

This assignment requires you to:

1. carefully read Essay 1 (Assignment No. 2);
2. produce an essay plan that offers a possible answer to that essay question.

This plan should be a one page, point-form plan. It should:

- indicate the structure of your essay; that is, your introduction, body and conclusion.
- include a clear thesis statement that offers a provisional answer.
- include the major ideas that might support your thesis.
- indicate which readings you might draw upon.

## Assignment 1 (Essay Plan) Feedback Criteria

Essay Plan	Comments
Introduction/ body/ conclusion	
Thesis that answers the question	
Outline of possible main points	
Research	
<b>Total mark</b> <b>5%</b>	

# Assignment 2: Essay 1

*Percentage of Overall Mark: 15%*

*Due: in class before the lecture begins: Week 6 (24—28 August 2009)*

*Essay Length: 1000 Words*

*Self-Evaluation: 1 page*

## Rationale

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This assignment is designed to encourage you to develop the skills to critically evaluate some of the academic research and viewpoints expressed in the Course Readings and in other readings. It is important to come to a scholarly decision about the merits of the issues discussed and communicate them in an acceptable academic style.

During the UOSS course you will be handing in two essays:

- **Essay 1** (Assignment No. 2) will focus on specific marking criteria. It is expected to be a thoughtful and complete piece of writing. Extensive constructive written feedback will be given on this paper. It will be marked by your UOSS class tutor.
- **Essay 2** (Assignment No. 4) will represent your final, fully developed and rewritten product. It will focus on different criteria and you will be expected to engage with the feedback given to you in your first essay. This paper will be marked by another UOSS tutor (one who is not your class tutor).

## Task

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Answer the essay question below. This one topic will be developed by you through **both** essay assignments. The emphasis is on the process of developing a well-rounded and well informed piece of academic writing. Please note that the essay question changes each Semester.

You will be required to complete a self-evaluation sheet for each essay. This sheet follows the same criteria as the marking feedback sheet so that you can compare the two when your work is returned. Please take time to do this task. Reflection is a powerful tool in your learning process. Self-evaluation sheets are available from the UOSS website.

### The Essay Question

‘The traditional virtues of egalitarianism, classlessness and ‘a fair go’ ...’ (Cousins 2005) are often thought to be the foundation of Australian society. But to what extent is Australia an egalitarian society? Discuss.

## Other Requirements

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**Research Requirements:** You should complete Essay 1 by using at least four readings from the UOSS Course Reader. Internet sources will not be accepted.

**Presentation and style:** Follow the guidelines in the *General Conventions for Assignments* section of this book.

## Assignment 2 (Essay 1) Marking Criteria

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	<b>Assessable Elements</b>
<p><b>Introduction</b> /20</p>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Thesis statement</li> <li>• Outline</li> </ul>
<p><b>Body</b> /20</p>	<ul style="list-style-type: none"> <li>• Paragraph structure (topic sentences etc..)</li> <li>• Elaboration &amp; development</li> <li>• Cohesion (logical sequence, links between paragraphs)</li> </ul>
<p><b>Conclusion</b> /20</p>	<ul style="list-style-type: none"> <li>• Restates thesis</li> <li>• Relates to question</li> <li>• Sums up main points</li> </ul>
<p><b>Academic English</b> /10</p>	<ul style="list-style-type: none"> <li>• Grammar, spelling, syntax, punctuation</li> <li>• Expression, tone, vocabulary, flow</li> </ul>
<p><b>Critical analysis &amp; use of evidence</b> /10</p>	<ul style="list-style-type: none"> <li>• Critical approach</li> <li>• Appropriate &amp; sufficient evidence</li> <li>• Integration of evidence: using paraphrasing, summarising or quotes; using reporting phrases</li> </ul>
<p><b>Answers the question</b> /10</p>	<ul style="list-style-type: none"> <li>• Does the thesis offer a possible answer to the question?</li> <li>• A sustained and focused argument throughout the essay</li> </ul>
<p><b>Presentation</b> Edited/ title page etc. /6</p>	<ul style="list-style-type: none"> <li>• Appropriate cover sheet</li> <li>• Page numbers</li> <li>• Title page</li> <li>• Editing</li> <li>• Font size and spacing</li> </ul>
<p><b>Self-reflection</b> /4</p>	<ul style="list-style-type: none"> <li>• Realistic &amp; reflective</li> </ul>

# Assignment 3: Seminar Presentation & Discussion

*Percentage of Overall Mark: 15%*

*Scheduled For Weeks 5—12*

## **Rationale**

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The purpose of this assessment is:

- to practise the presentation and discussion skills necessary for university study
- to give you and your partner the opportunity to work corroboratively

## **Task**

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Deliver a 5-minute individual oral presentation and co-lead a discussion.

- Two students sign up for one reading. Topics will be selected from the UOSS Course Reader.
- The total time allowed for your seminar presentation and discussion is 15 minutes. Each student will present individually for 5 minutes and then jointly lead a 5-minute group discussion.
- Each of you will be asked to read your assigned reading and then collaborate with your co-presenter and share your individual scholarly interpretation of what the author is saying. From these discussions, formulate your own position.
- As part of your collaboration, you will help each other rehearse your individual five-minute individual presentations
- Together you are expected to conduct and maintain a group discussion, so you will both need to create a discussion question to present to the class.
- Each student must prepare an individual point-form summary of their part of the presentation (no longer than an A4 page). It must be handed to your tutor prior to giving the presentation.

You must present on the day assigned or a late penalty will apply. Please refer to the section of UOSS policy on late work and extensions.

## **Presentation Guidelines**

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**In your presentation & discussion, you and your colleague should:**

1. Demonstrate an understanding of the author's thesis and the main points of the reading.
2. Express your point of view on the thesis you think the author is trying to convey.
3. Have a clear organised structure to the presentation:
  - introduction of topic;
  - a short summary of what is said in the reading;

- your critique of the reading (i.e., your evaluation of the argument);
  - document your critique by referring to specific parts of the reading.
  - a conclusion.
- Try to express your ideas in your own words
  - Keep within the allotted time (5 minutes).
  - Invite and engage the audience in a discussion in response to you and your partner's interpretations (5 minutes).

### Assignment 3 (Oral Presentation) Assessment Criteria Checklist

Content/ Structure		Comments
<b>Opening</b>	Gain group's attention Opening used to establish rapport	/1
<b>Introduction</b>	Introduction makes apparent how the topic is to be approached	/1
<b>Clarity of argument</b>	States argument clearly Remains focused	/2
<b>Conclusion</b>	Reviews and finalises	/1
<b>Evidence</b>	Arguments supported by interesting/ relevant text examples and ideas	/1
<b>Critical thinking</b>	Critical and analytical approach Individual interpretation of the literature offered	/1
<b>Performance</b>	Awareness of body language Presentation audible and presenter clearly seen by everyone Verbally fluent	/3
<b>Techniques</b>	Material clearly organised Appropriate for oral medium Audio visual aids used where appropriate Clear evidence of adequate preparation Keeps within time constraints	/3
<b>Outline</b>	One-page outline provided?	Yes/ No
<b>Discussion Skills</b>	Allows adequate time for discussion Listens carefully to questions Responds clearly to questions Effective in engaging others in discussion Adequately manages individuals in the group and the group as a whole	/3

# Assignment 4: Essay 2

*Percentage of Overall Mark: 30%*

*Due: Week 11 (6—9 October 2009)*

*Essay Length: 1500 Words*

*Self-Evaluation: 1 page*

## Rationale

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This assignment is designed to help you demonstrate that you have further developed your writing and analytical skills.

## Task

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- Using the feedback from Essay 1 plus research from at least four additional academic readings, rewrite your paper to produce a well-developed and informed academic essay. Please note the different skill areas that are being assessed in this paper (see Essay 2 Marking Criteria).
- Complete the self-evaluation sheet. Please take time to do this task. Reflection is a powerful tool in your learning process. These self-evaluation sheets are available from the UOSS website or from your tutor.

## Research Requirements for Essay No. 2

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In addition to the four (or more) sources you used in Essay 1, you need to do further research. You must use at least four other academic texts.

- The list of suggested readings provides a starting point for extra research. Most of these books are available from the UNSW Library. As many of the suggested books are well-known texts, it is also worth looking for them in your local municipal library.
- Internet sources will not be accepted.

Locating sources for assignment research is an important skill for tertiary study, so take this opportunity to practise. Try using the library catalogue to do subject or keyword searches. When you locate a book you want to use in the library, try browsing through other books on the shelves nearby.

## Other Requirements

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**Presentation and style:** Follow the guidelines in the *General Conventions for Assignments* section of this guide.

**Acknowledging Sources:** Essay 2 should be fully referenced in Harvard style.

## Assignment 4 (Essay 2) Marking Criteria

	Comments
<p><b>Introduction</b> /10</p>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Thesis statement</li> <li>• Outline</li> </ul>
<p><b>Body</b> /10</p>	<ul style="list-style-type: none"> <li>• Paragraph structure (topic sentences etc.)</li> <li>• Elaboration &amp; development</li> <li>• Cohesion (logic sequence, links between paragraphs)</li> </ul>
<p><b>Conclusion</b> /10</p>	<ul style="list-style-type: none"> <li>• Restates thesis</li> <li>• Relates to question</li> <li>• Sums up main points</li> </ul>
<p><b>Language use/ clarity or expression</b> /7</p>	<ul style="list-style-type: none"> <li>• Correct grammatical structures e.g. sentence structure; subject verb agreement; verb tense; punctuation; spelling</li> </ul>
<p><b>Academic language</b> /3</p>	<ul style="list-style-type: none"> <li>• Appropriately formal: absence of colloquialisms; appropriate vocabulary</li> </ul>
<p><b>Use and integration of evidence into the argument/ discussion</b> /10</p>	<ul style="list-style-type: none"> <li>• Synthesis: integration of knowledge and ideas to form a coherent argument</li> <li>• Appropriate &amp; sufficient evidence</li> <li>• Integration of evidence: using paraphrasing, summarising or quotes; using reporting phrases</li> </ul>
<p><b>Attempts to provide a critical response</b> /10</p>	<ul style="list-style-type: none"> <li>• Analysis of texts: identification of key arguments and assumptions</li> <li>• Critical approach</li> <li>• Evaluation: reasoned judgements about the evidence</li> </ul>
<p><b>Answers the question</b> /10</p>	<ul style="list-style-type: none"> <li>• The thesis should offer a possible answer to the question</li> <li>• There is a sustained and focused argument throughout the essay</li> </ul>
<p><b>Overall readability and flow of argument and discussion</b> /10</p>	<ul style="list-style-type: none"> <li>• Engagement and demonstration of all the above skills</li> </ul>
<p><b>Fulfils Harvard conventions</b> /10</p>	<ul style="list-style-type: none"> <li>• Appropriate in-text referencing demonstrated</li> <li>• Correct reference list style and layout</li> </ul>
<p><b>Length, self evaluation &amp; overall visual presentation</b> /10</p>	<ul style="list-style-type: none"> <li>• Within 10% of word count</li> <li>• Realistic and reflective self-evaluation</li> <li>• Followed all presentation guidelines</li> </ul>

# Examination

*In Class: Week 13*

*Percent of total mark: 25%*

- The exam will be held on Tuesday 20 October 2009 between 6-8 pm
- Location: BIOMED A
- There will be no tutorial classes this week

## Rationale

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This exam is based on demonstrating and engaging in the skills you have learned during the UOSS course. The exam will include multiple choice questions, short answer questions and an essay-style question.

# Participation

*Continuous Assessment*

*Percent of total mark: 10%*

You will be graded on your active participation in tutorials. The participation mark includes an assessment of your contribution to class discussions, group tasks and your overall class efforts.

# Assignment Procedures

## Handing in Your Work

*All written assignments must be ready to hand in at the beginning of class on the due date. However, if this is not possible, there are alternatives:*

### After Hours

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Assignments may be handed in after hours at The Learning Centre, Level 2, Library (enter from the main doors in front of the Library Lawn and turn left). There is a slot for assignments in the door of The Learning Centre. Please do not push assignments under the door.

### Alternatives

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Under exceptional circumstances (and only with the permission of the UOSS coordinators) assignments can be submitted by post or fax. However, when submitting assignments by any means other than handing it directly to your tutor, it is your responsibility to check and confirm that the assignment has been received.

No assignment submissions will be accepted via email unless special previous arrangements have been made with your Tutor and the UOSS course coordinators. The student is then expected to submit a hard copy at the first possible opportunity.

## Assignment Cover Sheets

When written assignments are handed in, they must have an essay cover sheet. They can be downloaded from The Learning Centre website (<http://www.lc.unsw.edu.au/UOSS/index.html>). These sheets double as a declaration of original work and as a receipt of your work. They must be attached to the front of your assignments.

### Remember

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- For guidelines on assignment presentation, see the section outlining General Conventions for Assignments (further on in this book).
- Submissions must be stapled securely.
- Do not submit essays in folders or plastic covers.
- Make copies of your work. It is your responsibility to make copies of all your assessment tasks prior to handing them in.
- Computer problems are the responsibility of the student. If you have a computer problem, then hand in a handwritten assignment.

# UOSS Policy on Late Work & Extensions

*The following policies apply to every student in the University Orientation & Study Skills course.*

- All work must be handed in regardless of how overdue. If all work is not handed in, this will result in automatic failure of the course. Unless students have an approved extension, the very last date for submission of late work is 30 October 2009.
- Work that is handed in late (after the due date) will be penalised 5% of the overall mark per late day (including weekends).
- Work handed in late on extension (that is, after the date of the extension) will lose 10% of the overall mark automatically and a further 5% of the overall mark per late day.

## **Extensions**

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*The UOSS course has a formal process of application for extension:*

1. **If an extension is needed, it must be asked for ONE WEEK before the due date.**
2. No extensions will be given on or after the due date of an assignment. Your tutor can grant an extension of up to one week for Essay 1. Extensions for Essay 2 can only be granted by the UOSS coordinators.
3. If you need a longer extension, it is your responsibility to contact the UOSS coordinators. You must contact the coordinators prior to the last day of the extension.
4. Late submissions without an extension will result in marks being deducted.
5. Extensions will only be granted for illness or serious problems beyond your control. Applications on the grounds of illness must be supported by documentation (eg, a medical certificate.) The demands of employment are not an acceptable excuse for late assignments.
6. Applications must be made on the appropriate form which is available from your class tutor or the UOSS coordinators.

## **Seminar Presentation Extensions**

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Due to timetable constraints, extensions for seminar presentations can only be granted in extreme circumstances.

- If you are unable to give your seminar presentation on the allocated date, you must contact your tutor or the coordinators to inform them.
- You will need to provide appropriate documentation to support your claim, or there will be a 20% penalty on the overall mark.
- You will be expected to provide the documentation and present your seminar the following week, or present at another time negotiated with your tutor. If there are no times available and the presentation is not completed, a fail will be recorded.

## **Special Consideration**

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On some occasions sickness, misadventure, or other circumstance beyond your control may prevent you from completing a course requirement or attending or submitting assessable work on the due date. It is also possible that such situations may significantly affect your performance in an assessable task. The university has procedures that allow you to apply for consideration for the affected assessments. This consideration is not retrospective. You must inform the UOSS coordinators at the first possible opportunity so this process can be put into operation.

You should note that merely submitting a request for consideration does not automatically mean that it will be granted, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a Semester/year in a course, you may be failed regardless of illness or other reason affecting a final assessment in that course.

If you believe that you have grounds for special consideration due to serious illness or misadventure beyond your control, you must make a formal application for consideration as soon as practicable after the problem occurs, and within three working days of the assessment to which it refers. Be sure to inform the UOSS coordinators and your tutor of your circumstances as soon as possible. Formal applications for special consideration are available from the UOSS coordinators.

# Students' Rights & Responsibilities

*This section outlines the rights and responsibilities of a student undertaking the UOSS course. It is designed to help you and your tutors establish a good working relationship and avoid unnecessary friction through misunderstanding. It also advises you of the 'grievance' procedures available to you if you believe that you have fulfilled your responsibilities but your rights have not been met.*

## Students' Rights

### Information

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All students should receive accurate written information on key aspects of the course, including:

- course content and aims
- assessment details and submission dates
- policy on late submissions
- class timetables.

All information will be available by the first class of each Semester, but may be changed later with notice.

### Essay return

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Every effort will be made to ensure that all essays completed and handed in on time will be returned with a mark, and comments where appropriate, about two weeks after their due date.

### Review

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A request for clarification of a mark awarded for an assignment should be addressed to your tutor. However, students are not automatically entitled to a 'remark' (a rereading and reassessing). Remarking is at the discretion of the UOSS coordinators and the Director of The Learning Centre. You must contact the UOSS coordinators within one week of the mark having been given.

### Recount

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You have a right, subject to lodging an application and paying a fee, to have your overall marks for a course 'recounted' if you believe there may have been a computation error. A recount is not a 'remark'.

### Access

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You have a right of reasonable access to discuss problems. A regular time for contact with the UOSS coordinators is listed at the front of this guide. Please only telephone during that time.

## Appeal

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If you have a grievance you should contact the UOSS coordinators. The Director of The Learning Centre is the final authority for all courses offered in the Centre and is called upon to exercise judgement on the fair and equitable implementation of assessment and other formal procedures involved. If you wish to approach the Director, you must make a formal appointment and you may be requested to set out your case in writing.

## Equal Opportunity in Education

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The university is required not to discriminate against students on the grounds of sex, marital status, pregnancy, race, nationality, national or ethnic origin, colour, sexuality, disability or religion.

Further, the university is committed to course/subject procedures and other aspects of campus life which will provide equality of educational opportunity to all students. If you feel disadvantaged in ways that you think fall within the scope of the Equal Opportunity in Education Policy, you should approach the Director of The Learning Centre (for the UOSS course) or the Head of School (for your elective course).

## Students' Responsibilities

*UNSW students are responsible for themselves and their studies. They are also expected to conduct themselves appropriately in class and in relation to staff and other students. Please give careful consideration to the following:*

### Ownership

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Studying at University will be different to your previous educational experience, and will require a different approach. To study successfully, you must take *responsibility* for your studies.

At University, most of your learning occurs independently—*outside* the classroom, through reading and written assignments. While UOSS provides students with an orientation and introduction to university study, ultimately your learning is your own responsibility. This means you (rather than your tutor) must take the most active role in your learning process. You must make adequate time for your studies, work hard and seek help when you need it.

### Program & Course Information

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It is your responsibility to:

- read the course information
- familiarise yourself with all aspects and requirements of the UOSS course

It is also your responsibility to be aware of details like:

- the time and location of your classes,
- the name of your tutor and their contact details
- assignment submissions dates, etc.

## **University Rules and Codes of Conduct**

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All UNSW students are expected to follow the University Rules and Codes of Conduct. Further information is available from the *Policies, Procedures and Guidelines for Students* section of the UNSW website:

<https://my.unsw.edu.au/student/resources/Policies.html>

## **Scheduling University Work**

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It is your responsibility to plan your work. You are expected to manage your time and schedule work so that you complete all your assignments by the due dates. All assessment tasks are listed in this course outline, along with the dates they are due. The demands of other university work are not an acceptable excuse for late assignments.

## **Outside Employment**

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Most students in the UPP program are employed outside the university. It is assumed that you have taken on your studies after making a responsible assessment of your ability to fulfil the requirements of both your job and your university work. While the demands of outside employment and the rest of your life can become overwhelming, this is not an acceptable excuse for late assignments. However if problems occur, please discuss your situation with your tutor or the UOSS coordinators. We are here to help you succeed.

## **Attendance**

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In line with UNSW Policy, students must attend 80% of classes. Unless specific and formal permission has been granted by the UOSS coordinators, failure to attend 80% of classes may result in failure.

- Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to your tutor. Any absence should be explained and, where applicable, be accompanied by a medical certificate.
- The first two weeks of class must be attended. If not, this will lead to an automatic withdrawal from the course.
- Students are expected to be on time to class. Chronic late arrivals will be calculated as absences if warnings go unheeded.

## **Assessment**

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You must complete every assessment task. Failure to complete any assessment will be regarded as failure in that assessment, unless written approval to withdraw from the course without failure is obtained from Admissions. University students must complete the requirements for each course, and failure to perform satisfactorily in any single component may result in failure in the course.

# Acknowledging Sources & Academic Misconduct

## What is Referencing?

Academic writing is governed by the convention of referencing. This is based on the understanding that knowledge is a collaborative activity and never stands on its own. It acknowledges that current knowledge builds on the thinking and writing of previous scholars and those who report on those understandings. In your academic writing you will be required to explore such 'sources' (readings). This will help you to arrive at and support your argument (your thinking) in the form of evidence.

"They are sources of information that you interpret; of ideas that you support, criticize, or develop; of vivid language that you quote and analyse" (Harvey 1998, p.1).

This active process of research and exploration is fundamental to your university experience. Understanding the referencing conventions and using sources and evidence effectively strengthens your argument in an academically appropriate way.

For the purpose of UOSS a standard form of referencing will be adopted. This is based on a simplified Harvard (author/ date) system of referencing.

Not acknowledging your sources appropriately can result in the serious claim of academic misconduct known as plagiarism.

## What is Plagiarism?

Plagiarism is taking the ideas or words of others and passing them off as your own. Plagiarism is a type of intellectual theft. Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Plagiarism can have serious consequences, so it is important that students be aware of what it is, and how to avoid it.

If you are indebted to any source for ANY fact or opinion, even if it is not a direct quotation, your debt must be acknowledged.

1. All students must reference all the information and ideas they gain from a source. Copying words, ideas or information and presenting it as your own is plagiarism.
2. All written assignments must be in your own words. Rearrangement of an author's words in a sentence or paragraph (paraphrasing) is not considered original and should therefore be referenced with appropriate In-text citations.
3. An assignment that depends heavily on 'cutting and pasting' the work and citations of others is plagiarism. The piece of work does not represent your own words or ideas.

The act of plagiarism is often unintentional and a result of poor academic literacy skills. Avoiding plagiarism starts at the very beginning of your university career. It is your job to develop effective reading, note taking and note making skills which will help you to organise your own thinking and the thinking of others.

## What is cheating?

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**Cheating is a form of academic misconduct that implies a conscious intention.**

It is a serious offence to:

- submit any work which is copied from the work of another student, whether that work was submitted in the current year, previously, or in another course.
- cheat in examinations
- get other students to write your essays, etc.

If you have been working closely with another student undertaking (say) research for an essay, you should discuss this cooperation with your UOSS tutor to ensure that no misunderstandings arise about the originality of the work, and to identify your contribution.

*Cheating and plagiarism can attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specified period. For further information please see <http://www.lc.unsw.edu.au/plagiarism/index.html>*

# General Conventions for Assignments

## Referencing

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- You should use the Harvard referencing method taught during this course.
- A list of references must be included and should only include those resources that you have referenced for your essay.

## Presentation Layout

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Essays should:

- be printed on A4 paper, on one side of the paper only
- use 1.5 line spacing
- have margins of at least 3 cm
- use a 12 point font size
- have a title page
- have a UOSS cover sheet
- be typed or written neatly (if your essay is hand-written, write on every second line. Make sure your handwriting is neat and that your pages have margins);
- be firmly stapled in the top left hand corner
- have page numbers

## Word Limit

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- You must adhere to the word limit for each assignment.
- Long quotes are not included in the word limit—as someone else has written them, they are not your work.

## Written Expression

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- Colloquial and conversational expressions are inappropriate in an academic essay.
- Avoid vulgarisms and slang.
- Avoid using emotive language. A detached stance is usual in academic writing. Emotive language takes away from an argument.

### Don't use:

- **Headings:** An academic essay does not include headings. They are used in reports.
- **Bullet points:** Do not use bullet point lists in essays. Write in complete sentences and paragraphs.
- **Personal pronouns:** Do not use “I”. Whilst using personal pronouns (such as ‘I’ or ‘I think’) is acceptable in some schools and faculties, UOSS students should write their essays without using them. Remember, we know that it is your opinion—you wrote the essay—so phrase it in other ways.
- **Contractions:** Do not use contractions (such as isn't, doesn't, they're). If it can be said as two words then it should be written as two words.
- **Abbreviations:** Do not use general abbreviations like ‘eg.’ or ‘etc.’ in essays. Think of other ways to express your ideas.
- **Sexist and discriminatory language.**

## Spelling

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- Accurate spelling is essential. If there is more than one correct way to spell a word, then the same spelling should be used consistently.
- Do not use American spelling (unless quoting directly from a publication in which the American form is used).

**Please refer to the marking criteria for each essay.**

# Suggested Readings

*Suggested reading lists are given to students as a place to start and to encourage independent reading and study.*

## Suggested reading for study skills

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### Books

- Ballard, B & Clanchy, J 1997, *Essay writing for students*, 3rd ed, Longman, Melbourne
- Bonnett, A 2001, *How to argue: A student's guide*, New York, Pearson Education.
- Cotterill, S 1999, *The study skills handbook*, Macmillan, London.
- Green, D & Campbell, R 2003, *Literacies & Learners*, 2<sup>nd</sup> edn Prentice Hall, Sydney.
- Morley-Warner, T 2001, *Academic writing is...: a guide to writing in a university context*, 2nd edn, CREA Publications, University of Technology Sydney, Lindfield, NSW.

### Online resources

- The University of New South Wales, Online Study Skills Resources- <http://www.lc.unsw.edu.au/olib.html>
- Deakin University -<http://www.deakin.edu.au/studentlife/academic-skills/handouts/ideas.php>
- James Cook University Study Skills - <http://www.jcu.edu.au/studying/services/studyskills/writing/>
- University of Technology Bell Assignment Writing Guide - <http://www.bell.uts.edu.au/awg/academic>

## Suggested reading for the essay

- Allon, F 2008, *Renovation nation: our obsession with home*, University of New South Wales Press, Sydney.
- Anderson, B 1991, *Imagined communities: reflections on the origin and spread of nationalism*, Verso, London.
- Argus, J & Cox, S 2000, *Queer in the 21st century: challenge and response*, Gay and Lesbian Welfare Association, Fortitude Valley, Qld.
- Blainey, G 2001, *This land is all horizons: Australian fears and visions*, ABC Books for Australian Broadcasting Corporation, Sydney.
- Broome, R 2002, *Aboriginal Australians: black responses to white dominance 1788-2001*, 3rd edn, Allen & Unwin, Crows Nest.
- Carter, DJ 2006, *Dispossession, dreams & diversity: issues in Australian studies*, Pearson Education, Frenchs Forest.
- Cashman, R 2002, *Sport in the national imagination: Australian sport in the Federation decades*, Walla Walla Press, Sydney.
- Castles, S, Kalantzis, M, Cope, B & Morissey, M 1992, *Mistaken identity: multiculturalism and the demise of nationalism in Australia*, 3rd edn, Pluto Press, Sydney.
- Cope, B & Kalantzis, M 2000, *A place in the sun: re-creating the Australian way of life*, HarperCollins, Pymble.
- Dalrymple, R 2003, *Continental drift: Australia's search for a regional identity*, Ashgate, Burlington.

- Davis, M 2008, *The land of plenty: Australia in the 2000s*, Melbourne University Press, Carlton.
- Davison, G, Dingle, T & O'Hanlon, S (eds) 1995, *The cream brick frontier: histories of Australian suburbia*, Monash Publications in History, Dept. of History, Monash University, Victoria.
- Dixson, M 1999, *The imaginary Australian: Anglo-celts and identity, 1788 to the present*, UNSW Press, Sydney.
- Dixson, M 1999, *The real Matilda: woman and identity in Australia 1788 to the present*, 4th edn, University of New South Wales Press, Sydney.
- Docker, J and Fischer, G (eds) 2000, *Race, colour and identity in Australia and New Zealand*, University of New South Wales Press, Sydney.
- Dovers, S (ed.) 2000, *Environmental history and policy: still settling Australia*, Oxford University Press, South Melbourne.
- Elder, C 2007, *Being Australian: narratives of national identity*, Allen & Unwin, Crows Nest.
- Fitzgerald, J 2007, *Big white lie: Chinese Australians in white Australia*, University of New South Wales Press, Sydney.
- Hage, G, 2003, *Against paranoid nationalism: searching for hope in a shrinking society*, Pluto Press, Victoria.
- Hage, G (ed.) 2002, *Arab-Australians today: citizenship and belonging*, Melbourne University Press, Melbourne.
- Hercus, L, Hodges, F & Simpson, J (eds) 2002, *The land is a map: placenames of indigenous origin in Australia*, Pandanus Books, Canberra.
- Jamrozik, A 2004, *The chains of colonial inheritance: searching for identity in a subservient nation*, University of New South Wales Press, Sydney.
- Lake, M 1999, *Getting equal: the history of Australian feminism*, Allen & Unwin, St Leonards, NSW.
- McGregor, C 2001, *Class in Australia*, 2nd edn, Penguin, Ringwood, Victoria.
- McKenna, M & Hudson, W (eds) 2003, *Australian republicanism: a reader*, Melbourne University Publishing, Melbourne.
- Moran, A 2005, *Australia: nation, belonging, and globalization*, Routledge, New York.
- Nicoll, FJ 2001, *From diggers to drag queens: configurations of Australian national identity*, Pluto Press, Sydney.
- O'Regan, T 1996, *Australian national cinema*, Routledge, New York.
- Reynolds, H 1996, *Dispossession: Black Australians and white Invaders*, 2nd edn, Allen & Unwin, N.S.W.
- Stratton, J 1998, *Race daze: Australia in identity crisis*, Alken Press, Smithfield.
- Tamis, AM 2005, *The Greeks in Australia*, Cambridge University Press, Port Melbourne.
- Tavan, G 2005, *The long, slow death of white Australia*, Scribe, Victoria.
- Thompson, E 1994, *Fair enough: egalitarianism in Australia*, University of New South Wales Press, Sydney.