**Unit Outline**

# GRDE2030 DIG24 Web Design 2
## OpenUnis SP 2, 2023

| | |
|---|---|
| **Unit study package code:** | GRDE2030 |
| **Mode of study:** | Area External |
| **Tuition pattern summary:** | Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. |
| **Credit Value:** | 25.0 |
| **Pre-requisite units:** | GRDE2023 (v.0) DIG22 Web Design 1 or any previous version |
| **Co-requisite units:** | Nil |
| **Anti-requisite units:** | Nil |
| **Result type:** | Grade/Mark |
| **Approved incidental fees:** | Information about approved incidental fees can be obtained from our website. Visit https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees/ for details. |

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|---|---|---|
| **Unit coordinator:** | **Title:** | Ms |
| | **Name:** | Amber Southall |
| | **Phone:** | - |
| | **Email:** | amber.southall@curtin.edu.au |
| | **Location:** | Building: - - Room: - |
| **Teaching Staff:** | **Name:** | Meng Dunmow |
| | **Phone:** | . |
| | **Email:** | meng.dunmow@curtin.edu.au |
| | **Location:** | Building: . - Room: . |
| **Administrative contact:** | **Name:** | Humanities Teaching Support |
| | **Phone:** | Please contact by email |
| | **Email:** | dbetso@curtin.edu.au |
| | **Location:** | Building: 209 - Room: 324 |

**Learning Management System:** Blackboard (lms.curtin.edu.au)

## Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

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## Coronavirus (COVID-19) Update

Curtin University is committed to supporting all our students and staff whether they are on campus, working remotely or overseas. Your health, safety and wellbeing are our priority and the continuing COVID-19 pandemic may require changes to the unit schedule, learning activities, delivery modes and assessment to provide flexible and safe options to our community. Curtin will endeavour to keep changes and disruptions to a minimum at all times. For current advice and further information visit https://www.curtin.edu.au/novel-coronavirus/.

## Syllabus

This unit introduces students to more advanced concepts, skills and toolsets required to design and construct intermediate websites which feature enhanced interactivity and engagement, while maintaining a high level of user-friendliness. It builds on the foundations set in the preceding unit, Web Design 1, and extends that knowledge with workflows into modern front-end development methodologies.

## Introduction

In Web Design 2, you will be expected to build upon a working knowledge of basic web design using HTML5 and CSS. Over the duration of this unit, you will get an opportunity to 'refresh' these core development skills and push them further, as well as cover new ground by learning JavaScript. You will also have the opportunity to extend upon the web design theory foundations that were laid in previous units. Being a well-rounded web designer involves combining visual creativity with an analytical approach to programming. This unit aims to lay down foundational programming concepts that will allow you to leverage JavaScript in your web and digital design projects to enhance the usability and interactivity of the projects that you create.

While you have the benefit of flexible study time as an online student, you are expected to spend at least 10 hours per week on this unit. Depending on your own study strategies, we recommend 2-3 hours reading through the weekly unit materials, 1-2 hours in the discussion board connecting with your peers and asking your tutor questions and 6-7 hours per week working on your assignments.  Your tutor will endeavour to respond to your enquires in the discussion board within 1-2 days.

We hope you enjoy the unit.

## Unit Learning Outcomes

All graduates of Curtin University achieve a set of six Graduate Capabilities during their course of study. These inform an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and capabilities which employers would value in a professional setting. Each unit in your course addresses the Graduate Capabilities through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes notify you of what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your knowledge of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of learning processes in each unit.

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| | On successful completion of this unit students can: | Graduate Capabilities addressed |
|---|---|---|
| 1 | Apply fundamental programming concepts | ☑ |
| 2 | Analyse interaction design problems in order to create procedural steps for a programmatic solution | 💡 |
| 3 | Translate the identified procedural steps into program-efficient code | ☑ 🖵 |
| 4 | Evaluate and revise code to optimise its effectiveness | 🖵 🌐 |
| 5 | Create and implement code solutions into a user-centred digital design experience | 🌐 |

**Curtin's Graduate Capabilities**

| | | | | | |
|---|---|---|---|---|---|
| ☑ | Apply discipline knowledge, principles and concepts | 💡 | Innovative, creative and entrepreneurial | 🖵 | Effective communicators with digital competency |
| 🌐 | Globally engaged and responsive | 👥 | Culturally competent to engage respectfully with local First Peoples and other diverse cultures | ⓘ | Industry connected and career capable |

Find out more about Curtin's Graduate Capabilities at the Learning Innovation and Teaching Excellence Centre (LITEC) website: litec.curtin.edu.au

## Learning Activities

In this unit you will undertake three assignments that are scaffolded in nature, firstly catalysing your programming skills with JavaScript via an initial technical exercise, then later designing, planning and executing a fully interactive website project that leverages JavaScript and modern libraries. You will learn fundamental concepts in programming and interaction design, and synthesise that understanding through hands-on activities with HTML, CSS and Javascript code. Weekly in-class lectures, discussions and activities will support your learning journey of both practical and theoretical knowledge.

The learning activities for this unit are all available online via the unit's relevant Blackboard site under "Study Topics" > "Weekly Study Materials" menu item and are arranged into weekly modules. Each week's activities will leverage a range of resources including:

- Exercises– covers specific concepts for that week as well as a detailed prescription for activities that you will need to complete to stay on track for the unit's assessment points;

- Scheduled 'Live' Collaborate Sessions - Tutors will conduct scheduled 'live' Collaborate sessions throughout the Study Period. You are encouraged to attend these sessions to get live help from the tutor or to just connect with them and your peers in an immediate, realtime setting;

- Discussion board participation – the discussion board provides you with a 'live' feedback platform where you can share your ideas, offer/accept critique and engage in discussions around the unit topics. This iterative feedback and development process will be crucial in helping you to hone your web development approach. The Weekly Study Material provides descriptions of the weekly activities that you'll need to post about on the discussion board.

- LinkedIn Learning video library- You will be provided with access to the LinkedIn Learning training library. You are encouraged to leverage this resource to learn any advanced technical skills required to successfully create your projects;

- Any additional module specific websites and related resources.

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Students will have access to Module materials via Blackboard, in addition to which they will be expected to participate in the Discussion Board activities to learn from each other and their tutor. There is also an expectation for students to undertake a reasonable amount of self-directed learning to supplement the Module materials. The notes alone cannot be considered sufficient knowledge to pass this unit and additional self-directed learning will be required reading (i.e. from the recommended reading list), reading professional journals, discussion board activities with peers and other industry personnel and ultimately in watching and listening to the environment around you. The Program Calendar provides the broad topics that are covered in lectures each week.

## Learning Resources

### Other resources

- As a Curtin student undertaking this unit, you will be provided free access to the premium LinkedIn Learning library https://www.linkedin.com/learning/ for the duration of your unit enrolment. LinkedIn Learning is a leading online learning company that provides training tutorials to help you learn software, technology and creative skills to achieve personal and professional goals.

- It is highly recommended that you supplement your weekly learning activities in this unit with an independent learning routine that leverages the resources of the LinkedIn Learning training library, in particular their software/technical training tutorials

- EBooks: there are  a number of other eBooks relevant to digital design available through Curtin University library's E-Reserve > databases > Ebook Library - links accessible here, http://catalogue.curtin.edu.au/primo_library/libweb/action/search.do?mode=Basic&vid=CUR&tab=courseresevres&

### LinkedIn Learning

As a Curtin University OUA student within this unit, you have full access to the premium **LinkedIn Learning** library for the duration of your enrolment. LinkedIn Learning is a leading online learning company that provides training tutorials to help you learn software, technology and creative skills to achieve personal and professional goals.

To start using your LinkedIn Learning account, new students should look for the "Invitation Email" in your Curtin student email account from the Humanities Office of Teaching and Learning. If you wish to activate your account follow the registration instructions. If you are unable to locate your "Invitation Email" refer to the LinkedIn Learning tab in Blackboard.

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## Assessment

### Assessment policy exemptions

- There are no exemptions to the assessment policy

### Assessment schedule

| | Task | Value % | Date Due | Unit Learning Outcome(s) Assessed | Late Assessments Accepted?* | Assessment Extensions Considered?* |
|---|---|---|---|---|---|---|
| **1** | Exercise | 20% | **Week:** Week 5 **Day:** Monday 26 June **Time:** 11:59PM AWST | 1,3,4 | Yes | Yes |
| **2** | Design Investigation | 40% | **Week:** Week 8 **Day:** Monday 17 July **Time:** 11:59PM AWST | 1,2 | Yes | Yes |
| **3** | Project | 40% | **Week:** Week 13 **Day:** Wednesday 23 August **Time:** 11:59PM AWST | 3,4,5 | Yes | Yes |

*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

### Detailed information on assessment tasks

1. **A1: Single Page JavaScript Application**

   Online estimators and converters have become invaluable tools in the modern era of web development, and with knowledge of HTML, CSS and JavaScript they can be built with relative ease. In Assignment 1, students are to choose from one of three potential project briefs, and create a singlepage website application using HTML, CSS and JavaScript to satisfy the specific project brief requirements. Leveraging programming concepts taught in class, as well as foundational HTML and CSS knowledge taught in prior units, students will map out their application using pseudo-code to outline the programming logic. The Single Page JavaScript application must be aesthetically appealing, highly usable, and intuitive to use, without the user needing to read any instructions.

   **For further assessment details, please refer to the relevant Assignment Brief and Marking Rubric which can be found in the Assessment section of Blackboard.**

   **Gen-AI software permissibility, guidelines and instructions are contained in the full Assessment Brief.**

2. **A2: Website Proposal Document & Presentation**

   Modern web technologies offer the potential for rich interactive experiences, enabling users to engage with different content and media in unique ways. It is for this reason many organisations have chosen the web as their preferred medium for delivering educational material, as well as advertising and promoting commercial products/services.

   In Assignment 2, students are tasked to respond to the provided project brief, and compose a website proposal document that outlines the plan and details for a final website project they will build for Assignment 3. In addition to the proposal document, students will also share an overview of their project

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with their tutor and peers via a short pitch presentation.

**For further assessment details, please refer to the relevant Assignment Brief and Marking Rubric which can be found in the Assessment section of Blackboard.**

**Gen-AI software permissibility, guidelines and instructions are contained in the full Assessment Brief.**

3. **A3: Final Website Application**

In this final assessment students are tasked to build and deploy their final website application as per their proposal document from Assignment 2. The website must be created from scratch utilising HTML, CSS, and JavaScript to create a meaningful, engaging and intuitive interaction experience which satisfies all project brief requirements.

**For further assessment details, please refer to the relevant Assignment Brief and Marking Rubric which can be found in the Assessment section of Blackboard.**

**Gen-AI software permissibility, guidelines and instructions are contained in the full Assessment Brief.**

## Pass requirements

In order to pass this unit, students are required to achieve an overall unit mark of 50 or higher, and meet all of the unit learning outcomes.

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## Assessment Moderation

### Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that students work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/findapolicy/

### Pre-marking moderation

- Provision of an assessment rubric.
- Discussion of assessment briefs and marking rubrics with students before assessments are due.

### Intra-marking / Post-marking moderation

- Second marking or check second marking of a random sample of student work to check for consistent application of marking criteria and standards.
- Second marking or check second marking of a sample of student work deemed to be at significant thresholds (e.g. Pass/Fail, but could also include credit/distinction/high distinction, if appropriate).
- Second marking or check second marking student work deemed to be borderline (just above/below pass mark).
- Second marking or check second marking of a sample of outliers (high or low scoring assessments).

### Late assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

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## Assessment extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at https://students.curtin.edu.au/essentials/forms-documents/forms/ and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation via the online form.
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

## Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

## Further assessment

Further assessments, if granted by the Board of Examiners, will be held between 11/10/2023 and 20/10/2023 . Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further assessment you should immediately check OASIS for details.

## Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from AccessAbility Services.

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP please provide it to the Unit Coordinator in week 1 of each study period.

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### Referencing style

The referencing style for this unit is Chicago 17th B.

More information can be found on this style from the Library web site: https://libguides.library.curtin.edu.au/uniskills/referencing/chicago17.

## Privacy

As part of a learning or assessment activity, or class participation, your image or voice may be recorded or transmitted by equipment and systems operated by Curtin University. Transmission may be to other venues on campus or to others both in Australia and overseas.

Your image or voice may also be recorded by students on personal equipment for individual or group study or assessment purposes. Such recordings may not be reproduced or uploaded to a publicly accessible web environment. If you wish to make such recordings for study purposes as a courtesy you should always seek the permission of those who are impacted by the recording.

Recording of classes or course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than personal study for the enrolled students in the unit. Breach of this may subject a student to disciplinary action under Statute No 10 – Student Disciplinary Statute.

If you wish to discuss this please talk to your Unit Coordinator.

## Copyright

The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites without the express written consent of Curtin University.

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## Academic Integrity (including plagiarism and cheating)

### Academic Integrity

Curtin's Student Charter, Academic Integrity Program (AIP), and core Values guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the Academic Integrity Website.

### Academic Integrity Warnings

An Academic Integrity Warning may be issued to a student in limited circumstances and only where misconduct is not involved.

### Academic Misconduct

Staff members are required to report poor academic practice and suspected misconduct. Academic Misconduct means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. Contract cheating, the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, and assignment help websites also may be considered academic misconduct.

Check your assessment instructions carefully before using any generative artificial intelligence (Gen-AI) software (e.g. Chat GPT, Midjourney, GitHub Copilot, etc.). You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assignment specifications). If the use of Gen-AI software has been approved, you must document its use, apply appropriate acknowledgement and attribution rules, and include a statement as to the nature and extent of the use when submitting the assessment. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and thus considered misconduct. For further information on the use of Gen-AI software see the Academic Integrity Website.

The longer term personal, social, and financial consequences of misconduct can be severe, so please ask your tutors or unit coordinator if you need clarification or are unsure what to do. If your work is the subject of an inquiry, you will be given an opportunity to respond and appropriate support will be provided. Academic work under inquiry will not be graded until the process has concluded. Penalties for misconduct may include a warning, a reduced or nil grade, a requirement to repeat the assessment, an annulled grade (ANN) or termination from the course. For more information refer to Statute No.10 Student Discipline and Academic Misconduct Rules.

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## Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

The computer should be capable of running the following software:
- Plain text editor
- Bitmap image editor
- Current Internet Browser

**LinkedIn Learning Online Training**

Curtin University provides free access to LinkedIn Learning for this unit (in accordance with LinkedIn Learning terms and conditions).

To access your account on LinkedIn Learning, activate your account through the email activation. For more detail, see the LinkedIn Learning tab in the BB main menu.

This service offers tutorial videos for a vast range of applications, tools, techniques, and even interviews with professionals.

If you do not have access to LinkedIn Learning please refer to the LinkedIn Learning tab in Blackboard.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please visit UniSkills and the IT tools and guides webpage.

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

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## Additional information

### Assessment Extensions

Students are entitled to apply for assessment extensions where they cannot complete an assessment task, but they must meet two separate elements: exceptional circumstances **and** beyond the student's control (see 2.6 of the Extensions policy in the Assessment & Student Progression Manual). Assessment extensions must be exceptional, and should not be requested habitually. Pre-existing conditions, in and of themselves, are not considered exceptional.

Assessment extension applications must include the assessment attached and demonstrate progress relative to assessment requirements and due date. This is in keeping with 2.10 of the Extensions policy see 2.6 of the Extensions policy in the Assessment & Student Progression Manual.

Please be aware that teaching ceases on the official published end date of the period of study.

The University has an obligation under Australian Occupational Health & Safety legislation to ensure that students are fit to be able to study. The University also has responsibilities to ensure the academic integrity of their courses and units. Where the supporting documentation and/or time requested is substantial, the University retains the right to remove students from studying a unit.

### About Your On-Line Community

One of the most important aspects of studying in a formal way, through an established School of Design and the Built Environment, is that you are exposed to other people who are like-minded. Your peers are one of the most important sources of information, advice and support that you have available to you.

While the physical proximity afforded by being 'on-campus' cannot be exactly replicated in a 'virtual' environment, the discussions, responses, ideas, challenges, and technical advice that you can give and receive by being an active participant in the Discussion Boards in Blackboard and Curtin e-PinUp can at least approximate this experience.

Such interactions are an important part of your on-line learning experience, but these can only be maintained effectively if all students take an active part. You are encouraged to participate in on-line discussions and to engage with your peers in your learning. While your engagement in discussion is not part of your assessment, the benefits inadvertently enhance your knowledge and understanding of the subject. More importantly, these interactions will help you develop ideas, provide feedback and receive information and support. By actively taking part in online discussions, learning will be enhanced by gaining further knowledge and understanding of design, and will ultimately assist with your successful completion of the unit.

### Feedback

*What is Feedback?* It is information designed to help you determine how much you have learned, whether you are learning the right things and the quality or depth of your learning. Feedback can take a number of forms including:

- marks given for assessment;
- comments on your assessed work;
- marks on a scoring rubric;
- generic feedback provided by the tutor to the group following assessment;
- tutor communication with the group in the discussion room;
- tutor communication directly to you via email; and
- references and examples of good/appropriate models of practice provided by your tutor to assist your research and development (including websites, readings, etc).

Feedback is designed to make you think about your learning and help you find ways to improve you work.

### Email

As an enrolled student at Curtin you are automatically given an email address. It is a free web-based e-mail - similar to Yahoo!® and Hotmail. The service is accessible through OASIS and an account is automatically

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generated for you when you are admitted to the University.

For help on how to use the student email service, follow this link:

- **http://oasis.curtin.edu.au/help/student/email.cfm**.

If you do not wish to use this e-mail address, please go into it and set an automatic forward to your preferred e-mail address.

This Curtin e-mail address allows the Unit Coordinator to send messages to all students very easily, so it is important to set up this forwarding to your preferred e-mail address.

## Online Discussion

Please use the discussion board to communicate with your Unit Coordinator, tutor and other students in your unit. If you have any general questions relating to the content of the unit, or your assessments, please post them on the discussion board.

The discussions you will have with your colleagues and tutor greatly enhance yours and fellow students understanding of the topic, assessment requirements and any informal assessment feedback.

## Guidelines for Submission

Submission is required through the Blackboard site– please refer to the **Assessment menu** within Blackboard for full details and instructions.

Please note that Assignments **must not be** submitted direct to your Unit Coordinator or Tutor.

**All assignments must be received by the deadline stated in the unit outline. Deadline extensions will not be granted without proof of illness or hardship. Contact your Unit Coordinator to discuss.**

## Assignment Marking

Students should allow a 2 week marking turnaround for assignments. Always refer to the "My Grades" section in Blackboard for marks.

## Telephone Contacts

If you have a query and would prefer to contact someone via the phone – please refer to the front page of this Unit Outline (or the Contacts page in your Blackboard menu).

## Orientation Week

Use this time to familiarise yourself with the online learning platform (Blackboard) and where relevant the "Getting Started" section under Study Materials.

This link will also help you prepare and provides valuable information on being an OUA student at Curtin:

- **https://www.curtin.edu.au/students/essentials/orientation/oua/**

## Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

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## Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all of the above is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Note: In Australia and other jurisdictions, students are required to complete a screening check prior to undertaking any activities that include children (e.g. surveying children at a school as part of a project). If this applies to you, start by contacting your unit coordinator for advice.

## Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant caring responsibilities, pregnancy, religious practices, living in a remote location,or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact the appropriate service below. It is important to note that the staff of the University may not be able to meet your needs if they are not informed of your individual circumstances, so please get in touch with the appropriate service if you require assistance.

To discuss your needs in relation to:

- Disability or medical conditions, contact AccessAbility Services: https://students.curtin.edu.au/personal-support/disability/
- Elite athletes, contact Elite Athlete Coordinator: https://stadium.curtin.edu.au/sport/academy/elite-athlete-program/
- All other grounds, contact the Student Wellbeing Advisory Service: https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/

## Recent Unit Changes & Response to Student Feedback

Students are encouraged to provide feedback through student surveys (such as eVALUate, Curtin's teaching and unit survey and the annual Student Experience Survey) and interactions with teaching staff.

Listed below are some recent changes to the unit as a result of student feedback.

The unit materials have been updated to reflect current practices. The unit tasks and materials have been updated to address feedback provided via the eVALUate channel.

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## Program calendar

| Week | Begin Date | Topic | Assessment Due |
|------|-----------|-------|----------------|
| "O Week" | 22-May-23 | Orientation:  Familiarise yourself with the unit materials in Blackboard and check technical and software requirements complete the assignments.  You may refer to the assignment briefs in blackboard. | |
| 1. | 29-May-23 | Programming Fundamentals 1 | |
| 2. | 05-Jun-23 | Programming Fundamentals 2 | |
| 3. | 12-Jun-23 | Programming Fundamentals 3 | |
| 4. | 19-Jun-23 | Programming Fundamentals 4 | |
| 5. | 26-Jun-23 | A2 Overview + Case Studies | Assignment 1 Due Monday 11:59pm AWST |
| 6. | 03-Jul-23 | Case Studies + Code Workshop 1 | |
| 7. | 10-Jul-23 | Case Studies + Code Workshop 2 | |
| 8. | 17-Jul-23 | A3 Overview + Code Workshop 3 | Assignment 2 Due Monday 11:59pm AWST |
| 9. | 24-Jul-23 | Code Workshop 4 | |

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| 10. | 31-Jul-23 | Code Workshop 5 | |
| 11. | 07-Aug-23 | Code Workshop 6 | |
| 12. | 14-Aug-23 | Code Workshop 7 | |
| 13. | 21-Aug-23 | Conclusion of Study Period | Assignment 3 Due Wednesday 11:59pm AWST |

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