



## UNSW Course Outline

# MUSC4104 Advanced Studies in Music History & Culture 2 - 2024

Published on the 23 Sep 2024

## General Course Information

Course Code : MUSC4104

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of the Arts and Media

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Focussing on Australian music, in Advanced Studies in Music History & Culture 2 you will apply knowledge and skills developed in electives, core courses, and specialisation specific courses, in sustained engagement with a single project (essay, report, policy document, performance or

composition). This will address the broad field of Australian music. In the early stages of the course, after engaging with overview presentations on Australian music, you will outline an existing body of scholarship or creative practice by assembling and annotating a bibliography, list of works, and/or discography. This will form the basis of your own presentation that introduces your work to the class. The central part of the course will be the collaborative mentoring of your work in preparation for the final project. In your final project you will create a professional level work of scholarship and/or creative practice.

## Course Aims

This course provides a forum for students to work with ideas, methods, repertoire, and techniques that have been developed in previous courses. The foci of the course are: choosing a topic for investigation or envisaging a project for creation, finding appropriate resources for that work, and bringing music and ideas together in a coherent, methodical form through peer mentoring, presentation, and critique. Ideas for topics and projects will be developed through intensive study of some aspects of Australian music: Indigenous music, ‘Art’ music, jazz and popular music, and multicultural music. The course is taught as a face to face seminar.

## Course Learning Outcomes

Course Learning Outcomes
CL01 : Demonstrate advanced skills in music and music scholarship, research methods, and argument, to support their roles as musical creators, scholars, and advocates in the community
CL02 : Draw on and articulate an extensive knowledge of repertoires, social and historical contexts, and ideologies as critically and socially engaged musicians
CL03 : Engage critically with others, presenting scholarly ideas and creative activities for debate, discussion, and comment

Course Learning Outcomes	Assessment Item
CL01 : Demonstrate advanced skills in music and music scholarship, research methods, and argument, to support their roles as musical creators, scholars, and advocates in the community	<ul style="list-style-type: none"> <li>• Annotated bibliography</li> <li>• Project</li> <li>• Mentoring</li> </ul>
CL02 : Draw on and articulate an extensive knowledge of repertoires, social and historical contexts, and ideologies as critically and socially engaged musicians	<ul style="list-style-type: none"> <li>• Draft presentation</li> <li>• Annotated bibliography</li> <li>• Project</li> </ul>
CL03 : Engage critically with others, presenting scholarly ideas and creative activities for debate, discussion, and comment	<ul style="list-style-type: none"> <li>• Draft presentation</li> <li>• Mentoring</li> </ul>

# Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated bibliography Assessment Format: Individual	10%	Due Date: 11/10/2024 11:59 PM
Draft presentation Assessment Format: Individual	20%	
Project Assessment Format: Individual	50%	Due Date: 22/11/2024 11:59 PM
Mentoring Assessment Format: Individual	20%	

### Assessment Details

#### Annotated bibliography

##### Assessment Overview

1000 words

Students will complete an annotated bibliography on their chosen topic, to be presented in written form and in class in the early weeks of the session.

Immediate feedback in class, and further feed-forward suggesting modifications and refinements as necessary.

##### Course Learning Outcomes

- CL01 : Demonstrate advanced skills in music and music scholarship, research methods, and argument, to support their roles as musical creators, scholars, and advocates in the community
- CL02 : Draw on and articulate an extensive knowledge of repertoires, social and historical contexts, and ideologies as critically and socially engaged musicians

##### Detailed Assessment Description

See Moodle for details

##### Assessment Length

1000 words (this will vary depending on the length of each citation)

### **Submission notes**

Class presentation on 14th October, with prior upload to Moodle on 11th October by 11:59pm.

### **Assessment information**

The annotated bibliography consists of a one paragraph description of your topic plus a select reference list that includes a sentence on each listed item summarizing its content and relevance for the topic. You need to conduct database searches and select books, chapters in books, musical sources (including recordings and scores), scholarly articles and other sources that are relevant to your topic and will inform your investigation and/or creative work. Please do not rely on internet material or google searches. Your annotated bibliography will change and grow as you focus and get more involved with your topic. However, to be able to formulate a topic you need to quickly establish what is available and then gain a rough familiarity with its content. So you must start the preparation of the bibliography as well as the reading of its items straight away.

Assessment criteria: demonstrated use of appropriate scholarly databases, appropriateness of sources selected for nominated topic, provision of succinctly formulated and analytically framed evaluation and content of each source, language expression, correct bibliographical lay-out, ten (or more) relevant sources showing selection and research coverage.

Remember when submitting this task, upload a complete copy to that assessment task in Moodle AND an unannotated version to the General Bibliography Forum (see assessment task 4 for explanation).

IN ADDITION, YOU MUST PRESENT A TOPIC PROPOSAL IN THE WEEK 3 SEMINAR. Though no marks are assigned directly to the topic proposal, failure to submit it will result in late penalties being applied to the Annotated Bibliography.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties. For more information on Generative AI and permitted use please see [here](#).

You may use referencing software such as Endnote, and simple grammar, and spell check software.

Make sure you reference the use of grammar checking or other apps in your submission and keep drafts of your work so that you can consult previous versions if you need to and, if needed, can show your convenor your previous drafts if you are asked to have a conversation about how you developed your work.

## **Draft presentation**

### **Assessment Overview**

Each student will give a 15-minute seminar presentation of a draft or work-in-progress of their project. Students performing will give a video version. Where appropriate a written version will also be submitted.

Immediate in-class feedforward/feedback, and notes on submitted version.

### **Course Learning Outcomes**

- CL02 : Draw on and articulate an extensive knowledge of repertoires, social and historical contexts, and ideologies as critically and socially engaged musicians
- CL03 : Engage critically with others, presenting scholarly ideas and creative activities for debate, discussion, and comment

### **Detailed Assessment Description**

You may use referencing software such as Endnote, grammar, and spell check software. Translation software is not recommended.

Make sure you reference the use of grammar checking or other apps in your submission and keep drafts of your work so that you can consult previous versions if you need to and, if needed, can show your convenor your previous drafts if you are asked to have a conversation about how you developed your work.

### **Assessment Length**

15-20 minutes presentation, 10-15 minutes discussion. (I have allowed for a slightly longer

presentation if wanted)

### **Submission notes**

In class: Weeks 8 - 10

### **Assessment information**

Each student will give a presentation outlining their project (Assessment Task 3) as a work in progress and participate in the discussion of their work. Presentations will take place in weeks 8 - 10. Length 15 - 20 minutes plus 10 - 15 minutes for mentor led discussion (Assessment Task 4). A written version of the presentation must be submitted to Moodle by 11:59 PM on the Thursday before the presentation is given. This version may be in point form and may use Powerpoint slides. (This is in addition to presenting your notes to your mentor, as outlined in assessment task 4).

For students undertaking the performance or composition option, your presentation should include both some explanatory material and a video of part of your performance or a recording of part of your composition for demonstration. If feasible, the performance may be presented live in the class: do not rely on this, though. The explanatory material must be submitted to Moodle by 11:59 PM of the Thursday before the presentation is given.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

You may use referencing software such as Endnote, grammar, and spellcheck software.

# Project

## Assessment Overview

Essay or report on self-selected topic - 3000 words, OR video performance 12-15 minutes duration, OR composition(s) 5-6 minutes duration, OR video lecture-demonstration 20 minutes duration.

Projects marked and feedback returned

## Course Learning Outcomes

- CL01 : Demonstrate advanced skills in music and music scholarship, research methods, and argument, to support their roles as musical creators, scholars, and advocates in the community
- CL02 : Draw on and articulate an extensive knowledge of repertoires, social and historical contexts, and ideologies as critically and socially engaged musicians

## Assessment Length

3000 words

## Submission notes

Essays, reports, supporting documents for composition, and scripts for lecture demonstrations are submitted through moodle.

## Assessment information

Students may devise, research and present an essay that explores one or more key ideas in relation to Australian music. Topics will also draw on the discussions in week 1 and relate to the four seminar themes given in weeks 1 – 5: multicultural Australia, music of the European academic tradition, music of First Nations Australians, jazz and/or popular music in Australia.

Alternatively, as per the course description, students may substitute another task for the essay:

1) Performance of a work or works of Australian music. Between 12 and 15 minutes of duration, recorded by video and accessible for viewing and assessment for both the in-class presentation and the final production. In any video, the hands and face of the student to be assessed must be visible at all times. The final video submission must also be accompanied by the submission of a 500 word discussion of the work(s) that addresses their position as exemplars of Australian music. This positioning should be contextualised with formal references to writings about Australian music etc. You should not use works that you are otherwise presenting or have presented for assessment at UNSW.

2) Composition of five to six minutes duration, presented as a score and as an mp3 recording (it is not essential to use 'human' performers for the recording) The submission must also be accompanied by the submission of a 500 word discussion of the work(s) that addresses their position as exemplars of Australian music. This positioning should be contextualised with formal references to writings about Australian music etc. You should not use works that you are otherwise submitting or have submitted for assessment at UNSW.

In the case of performances and compositions, the topic proposal must also outline a 'theme' that links your proposed work to themes of Australian music etc.

3) A 3000 word report on an aspect of Australian music. A report is different from an essay in that it does not need to develop along the ideas of an argument with a hypothesis. It can do so (for example, 'This report shows that Culturally and Linguistically Diverse school students benefit from encountering music of their own backgrounds in the classroom'), but frequently it won't ('This report shows that CALD school students rarely encounter music of their own backgrounds in the classroom'). Generally the tone of the report needs to be factual rather than speculative or philosophical (the following is philosophical 'This report shows that CALD school students ought encounter music of their own backgrounds in the classroom'), though a speculative or philosophical approach may be used to introduce or justify a report. Reports are also empirical - they rely on verifiable data, often quantitative - and aim to be comprehensive.

4) A lecture demonstration using either recordings or your own performance of several excerpts and providing a detailed historical, social, and musical discussion of the works. In this task, you may present excerpts from works you have presented or are intending to present elsewhere, as the emphasis is on your discussion of the works. **This option is to allow students to perform material that they have performed elsewhere for assessment. It is not an alternative to an essay. If you are intending to take this option you must discuss this with the lecturer well in advance.**

Students need to submit a topic proposal via Moodle before the class in week 3. These will then be discussed in class in week 3, and reviewed by the Convenor, and approved – after modification if necessary. It will be possible to refine the topic or change your topic but any changes will need to be approved, and the annotated bibliography will still be due on 4th October.

Students creating non-traditional outputs (performances, compositions, lecture demonstrations) should discuss submission with me ahead of the due date. Others may use Turnitin.



### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Generative AI Permission Level

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

You may use referencing software such as Endnote, and simple grammar, and spell check software. Translation software is not recommended.

Make sure you reference the use of grammar checking or other apps in your submission and keep drafts of your work so that you can consult previous versions if you need to and, if needed, can show your convenor your previous drafts if you are asked to have a conversation about how you developed your work.

## **Mentoring**

### Assessment Overview

Each student will be required to read a mid-session draft or other work-in-progress of another student project. These will then be discussed in the seminar, with the mentoring student taking the role of discussant.

Immediate in-class feedforward/feedback on the discussant's contribution, comments on discussant's notes, general notes on class reading. Please Note: students are not involved in assigning marks.

### Course Learning Outcomes

- CL01 : Demonstrate advanced skills in music and music scholarship, research methods, and argument, to support their roles as musical creators, scholars, and advocates in the community

- CLO3 : Engage critically with others, presenting scholarly ideas and creative activities for debate, discussion, and comment

### Assessment information

Mentoring of other students has two components: direct one to one mentoring, and pre-study of sources for student presentations. Both components require other students to access the bibliography that you prepare for Assessment Task 1.

Each student (the mentee) has been assigned a student mentor. A student WILL NOT be their mentor's mentor. Thus each student will belong to two pairs, one as a mentor and one as a mentee. These are organised as groups in Moodle. The group will have the following name structure: Mentee NAME, Mentor NAME.

The assessable requirements of the mentor-mentee relationship.

The mentee must submit a version of their Draft Presentation (Assessment Task 2) or links to recording, along with their annotated bibliography to the group in which they are the MENTEE. "Mentor Mentee Group Discussion", by 11:59 PM on the Monday prior to the presentation. They should also submit their annotated bibliography. As a mentee you must NOT be late, as this will impact seriously on the work of your mentor. Penalties will be deducted from your presentation if you are late. The mentor should review the Draft Presentation of their mentee, prior to the presentation. The mentor should present notes, via Moodle, on their review of the Mentee's work, prior to the presentation. These notes should include points raised with the mentee and suggestions made. They should demonstrate that the mentor has familiarized themselves with some of the literature the mentee has used. The mentor should lead discussion at the mentee's presentation, comment constructively on the presentation, and seek clarification of the mentee's argument.

The above represents the assessable component of the mentor-mentee relationship. But you might carry the mentor-mentee relationship further and engage with discussion and exchange of ideas on your topic. Likewise, informal feedback and constructive criticism is encouraged throughout.

In addition, for each Seminar in weeks 8 - 10, every student is required to have examined at least one of the sources listed in the annotated bibliography of at least one of the students presenting. The source may be a paper or a book chapter or a musical work, in either score or recorded form. Students will be asked to comment on the source, with particular reference to how effectively the presenting student has used it. There are no marks assigned to this, but you are in for a boring

time if you don't do it.

**Assignment submission Turnitin type**

This is not a Turnitin assignment

**Generative AI Permission Level**

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

The assessment tasks in this course are quite complex, to meet the demands of cooperative scholarship and study, and to respond to student demand for more varied assessment tasks.

Please alert me to any inconsistencies or anything that requires clarification.

**Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Other	Pre-season friendly. Wednesday 11 AM - 12 noon. Meet and greet. I'll be in my real office in Webster (Room 113) if you want to 'drop in' and say hello.
Week 1 : 9 September - 15 September	Seminar	Introduction. PLEASE NOTE: I cannot adhere rigidly to a schedule of lectures, as I like questions and spontaneity (mine as well as yours), and sometimes get lost in what we are listening to. So the following list of topics may extend across more than one lecture, or may (rarely) be less than a full lecture. Should this happen, there will be a list on Moodle of where the topics start. Music of the multicultural
Week 2 : 16 September - 22 September	Seminar	Music of the 'academic tradition' in Australia.
Week 3 : 23 September - 29 September	Seminar	Music of First Nations Australians. Discussion of topics.
Week 4 : 30 September - 6 October	Seminar	Jazz and popular music in Australia
Week 5 : 7 October - 13 October	Seminar	Presentation and discussion of annotated bibliographies. Catch up: then the second half of week 5 has been planned as 'on request' session. I will attempt to address aspects of Australian music that are not covered in the lectures as planned, as some students last year felt that their area of interest was not adequately covered. Students will need to alert me by Thursday of week 4 as to any areas they would like addressed (please note that I'm actually an 'expert' on Indian music, and there are other areas of music into which I seldom delve). If there are inadequate or 'no requests', John will pull a cultural musicological rabbit of some sort out of his hat. You may regret this. Or I may just speak really slowly instead.
Week 6 : 14 October - 20 October	Homework	Seminar? What seminar? This is flexi week. Flex!
Week 7 : 21 October - 27 October	Seminar	Labour Day: no lecture
Week 8 : 28 October - 3 November	Presentation	Presentations
Week 9 : 4 November - 10 November	Presentation	Presentations
Week 10 : 11 November - 17 November	Presentation	Presentations, followed by wine and cheese.

## Attendance Requirements

### School of the Arts and Media mandatory attendance requirements

The School of the Arts and Media recognizes that to equip students with UNSW Graduate Capabilities to be Scholars, Professionals, Leaders, and Global Citizens, it is vital to ensure regular attendance. Only through ongoing engagement with peers can students develop effective skills to communicate, collaborate with, and lead others, including the ability to negotiate cultural differences and the awareness to act ethically and respectfully around others. Furthermore, only in the classroom will students be able to voice their opinions, hear those of others, engage in debate to develop their knowledge, and learn first-hand from world experts in their field of study.

The School has a minimum attendance requirement of 80% for all non-lecture classes (tutorials, seminars, workshops, etc). Failure to meet the minimum attendance requirement will result in an Unsatisfactory Fail (UF) for the course regardless of performance on assessment tasks or other requirements for the course.

A student may be advised by the Course Convenor to withdraw from the course if they have already missed more than 20% of classes by the term census date. Students may also be refused final assessment if they have not met attendance requirements at the end of term.

An artefact of student attendance will be recorded by tutors and kept by the School. If a student has legitimate, documented explanation for absences (including adjustments provided by Equitable Learning Plans), the Course Convenor may choose to prescribe supplementary tasks in lieu of attendance.

Mandatory attendance requirements for SAM courses are aligned with these Program Learning Outcomes:

### **Bachelor of Arts (3409)**

- 4. Collaborate effectively with others and engage sensitively with diverse cultural perspectives.
- 5. Communicate and debate complex ideas in a range of different contexts using a variety of suitable media.
- 8. Act ethically, respectfully and responsibly.

### **Bachelor of Media (3341)**

- 2. Critically analyse the evolving media landscape in relation to historical, social, political, material and theoretical contexts, including settler colonialism
- 5. Deploy a critically informed approach to ethics, justice, and social engagement in media practices, industries, and contexts.
- 7. Collaborate effectively with local and international communities of practitioners across media contexts.

### **Bachelor of Fine Arts (4830)**

- 4. Communicate complex ideas about art and culture using coherent methods for a variety of audiences.
- 6. Contribute to contemporary creatives fields through self-reflexive, ethical, and sustainable practices that incorporate principles of equity, diversity, and inclusion.

7. Employ professional practice principles to realise independent and collaborative initiatives.

### **Master of Communication and Journalism (8232)**

4. Investigate and analyse issues and, through a range of media, articulate their complexities to a range of specialist and non-specialist audiences

6. Act ethically, respectfully, and responsibly in the context of professional and regulatory frameworks

7. Collaborate effectively with others

### **Master of Public Relations and Advertising (8281)**

4. Shape nuanced, media-aware communication strategies and tactics for a range of specialist and non-specialist audiences

6. Act ethically, respectfully, and responsibly in the context of professional and regulatory frameworks

7. Collaborate effectively with others

## **Course Resources**

### **Recommended Resources**

Students should consult the reading list provided through Leganto in the Moodle site, and reacquaint themselves with the databases RILM and The Music Index. Please use these in preference to Google, Google scholar and Wikipedia.

## **Course Evaluation and Development**

The course will be evaluated through MyExperience course evaluation. Though this course in previous iterations was positively reviewed, in 2022 its content was formalised in line with frequent feedback that a course in Australian music would be a positive addition to our curriculum.

In response to myExperience evaluations in 2022 and 2023, the following modifications and clarifications have been made.

The lecture content has been spread over at least five weeks instead of four so as to reduce the

load in each class.

The second half of week 5 has been planned as an ‘on request’ session. In this session, I will attempt to address aspects of Australian music that are not covered in the lectures as planned, as some students last year felt that their area of interest was not adequately covered. Students will need to alert me by the end of week 4 as to any areas they would like addressed (please note that I’m actually an ‘expert’ on Indian music, and there are other areas of music into which I seldom delve). If there are inadequate or ‘no requests’, John will pull a cultural musicological rabbit of some sort out of his hat.

There will always be parts of a survey course that appear to be unaddressed in assessment. However, what I will try to emphasise in this iteration is that the musical objects, events, practices and personalities discussed are not merely ‘subjects’ in themselves, but examples

The assessment schedule for this course was originally conceived to mimic that of ‘real world’ publication, with due dates varying from student to student, but based on a week's turnaround between in-class presentation and final submission. This generally has worked well, but I have now standardised the final submission dates.

The large 4 hour block unfortunately has to be retained so as to accommodate timetabling. Breaking it into two sessions could result in its being scheduled on two days, with a consequent increase in travel time for some students.

The Moodle site has been simplified and the submission schedule clarified.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr John Napier		Room 113 Webster Level 1		I am available to meet Tuesday 11 - 12, Wednesday 12 - 1	Yes	Yes

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;

- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to



introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

### **Submission of Assessment Tasks**

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,

- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School-specific Information

### Use of Recording Devices

"To protect privacy and intellectual property, the School of the Arts and Media prohibits the use of recording devices in class (including live translation apps) without the explicit permission of the tutor and other class members. Doing so will be considered a breach of the UNSW Code of Conduct and Values."

## School Contact Information

### School of the Arts and Media

**Location:** Room 312, Level 3 Robert Webster Building

**Opening Hours:** Monday -Friday, 9am - 5 pm

**Email:** sam@unsw.edu.au

**Phone:** +612 9385 4856

**web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/arts-media>