



UNSW Course Outline

CHEN6703 Advanced Particle Systems Engineering - 2024

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General Course Information

Course Code : CHEN6703

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Engineering

Academic Unit : School of Chemical Engineering

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate, Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The ability to create and control the properties and functions of particles has transformed our world and continues to disrupt industry with new innovations and advances. Particles occur in many processes and products, across a wide range of industries, from food and

pharmaceuticals to energy and water to mining and manufacturing. Everything from basic goods like flour and cement, to the most advanced technologies like electric cars, computers and solar panels contain particles or are produced from particulate products. In fact, 80% of all products synthesized or chemically produced go through a particle phase. Therefore, an understanding of this field will be incredibly helpful in preparing for the future of chemical and chemical product engineering.

In this advanced course you will further learn about the fascinating nature of particles, colloid and interface science, and its applications, techniques, and processes, with a particular focus on:

- Biotechnology and Pharmaceutical
- Food
- Environmental
- Energy

Building on your existing knowledge of particle and fluid mechanics, you will be introduced to the theory and principles of colloid and interface science, and then explore advanced particle size and surface characterization techniques, as well as nanotechnology and advanced particle synthesis. You will deepen and extend your knowledge of some areas through case studies and group activities.

Course Aims

This course aims to introduce students to the theory and current advances in the synthesis, characterization, separation, and applications of particles. The course explores particle technology across all length scales from granular materials to nano-sized particles and builds on students' existing knowledge of fluid and particle mechanics.

Relationship to Other Courses

CHEN6703 is based on the particle and separation knowledge acquired in CEIC2001. As an advanced course, it will cover lectures, group work, reports and group presentations.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify organic and inorganic particles, and their physical and chemical material properties, such as surface charge, morphology, and crystallinity.
CLO2 : Describe an array of particle synthesis techniques and principles.
CLO3 : Explain the relationship between colloid phenomena, their properties, and applications.
CLO4 : Describe advances in the application of nanoparticles.
CLO5 : Work in a group to communicate your knowledge of one or two specific topics in particle technology in an understandable, clear, and precise manner.
CLO6 : Investigate and critically evaluate the relative advantages and limitations of advanced particle processes for a wide range of applications.

Course Learning Outcomes	Assessment Item
CLO1 : Identify organic and inorganic particles, and their physical and chemical material properties, such as surface charge, morphology, and crystallinity.	<ul style="list-style-type: none">• Quizzes• Assignment• Group Oral Presentation• Report
CLO2 : Describe an array of particle synthesis techniques and principles.	<ul style="list-style-type: none">• Quizzes• Assignment• Group Oral Presentation• Report
CLO3 : Explain the relationship between colloid phenomena, their properties, and applications.	<ul style="list-style-type: none">• Quizzes• Assignment• Group Oral Presentation• Report
CLO4 : Describe advances in the application of nanoparticles.	<ul style="list-style-type: none">• Assignment• Group Oral Presentation• Report
CLO5 : Work in a group to communicate your knowledge of one or two specific topics in particle technology in an understandable, clear, and precise manner.	<ul style="list-style-type: none">• Group Oral Presentation
CLO6 : Investigate and critically evaluate the relative advantages and limitations of advanced particle processes for a wide range of applications.	<ul style="list-style-type: none">• Quizzes• Report

Learning and Teaching Technologies

Moodle - Learning Management System

Other Professional Outcomes

Engineers Australia, Professional Engineer Stage 1 Competencies

This course contributes to your development of the following EA Professional Engineer competencies

- PE1.1 Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline
- PE1.2 Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline
- PE1.3 In-depth understanding of specialist bodies of knowledge within the engineering discipline
- PE1.4 Discernment of knowledge development and research directions within the engineering discipline
- PE1.6 Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline
- PE2.1 Application of established engineering methods to complex engineering problem solving
- PE3.2 Effective oral and written communication in professional and lay domains
- PE3.6 Effective team membership and team leadership

Additional Course Information

CHEN6703 is based on the particle and separation knowledge acquired in CEIC2001. As an advanced course, it will cover lectures, group work, reports and group presentations.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Quizzes Assessment Format: Individual	45%	Due Date: Week 3, Week 8
Assignment Assessment Format: Individual	15%	Due Date: Week 7
Group Oral Presentation Assessment Format: Group	20%	Due Date: Week 10
Report Assessment Format: Individual	20%	Due Date: Week 11

Assessment Details

Quizzes

Assessment Overview

Students complete two quizzes to assess their knowledge and skills developed up to that point in the term. The mini quiz (5%, before census) evaluates student competence in particle synthesis and characterisation techniques. While the main quiz (40%, after flexibility week) assesses students quantitative and qualitative competence in particle synthesis, characterization, formulations, and their applications. Students will receive feedback on their learning via the quiz marks and comments.

Course Learning Outcomes

- CLO1 : Identify organic and inorganic particles, and their physical and chemical material properties, such as surface charge, morphology, and crystallinity.
- CLO2 : Describe an array of particle synthesis techniques and principles.
- CLO3 : Explain the relationship between colloid phenomena, their properties, and applications.
- CLO6 : Investigate and critically evaluate the relative advantages and limitations of advanced particle processes for a wide range of applications.

Assignment

Assessment Overview

Students will answer a series of questions to monitor and reinforce their learning on of particle synthesis, characterization, formulations, processes, and applications. Students will receive feedback in the form of correct answers and their marks.

Course Learning Outcomes

- CLO1 : Identify organic and inorganic particles, and their physical and chemical material properties, such as surface charge, morphology, and crystallinity.
- CLO2 : Describe an array of particle synthesis techniques and principles.
- CLO3 : Explain the relationship between colloid phenomena, their properties, and applications.
- CLO4 : Describe advances in the application of nanoparticles.

Group Oral Presentation

Assessment Overview

Students will work in a group to produce a video presentation on the roles, cutting-edge particle applications, safety concerns, and environmental issues raised from the products or processes involved. Students will receive feedback following their presentation and via their marks.

Course Learning Outcomes

- CLO1 : Identify organic and inorganic particles, and their physical and chemical material properties, such as surface charge, morphology, and crystallinity.
- CLO2 : Describe an array of particle synthesis techniques and principles.
- CLO3 : Explain the relationship between colloid phenomena, their properties, and applications.
- CLO4 : Describe advances in the application of nanoparticles.
- CLO5 : Work in a group to communicate your knowledge of one or two specific topics in particle technology in an understandable, clear, and precise manner.

Detailed Assessment Description

Presentation marks will be moderated by team assessment of individual contributions to the submission. Presentations will be marked individually and so each team member must speak in order to receive a mark.

Report

Assessment Overview

Students will write a report that provides a perspective on contemporary issues related to particles or particle technology in Australia. Students will receive feedback on the report and their marks.

Course Learning Outcomes

- CLO1 : Identify organic and inorganic particles, and their physical and chemical material properties, such as surface charge, morphology, and crystallinity.
- CLO2 : Describe an array of particle synthesis techniques and principles.
- CLO3 : Explain the relationship between colloid phenomena, their properties, and applications.
- CLO4 : Describe advances in the application of nanoparticles.
- CLO6 : Investigate and critically evaluate the relative advantages and limitations of advanced particle processes for a wide range of applications.

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	Introduction to the course Particle Synthesis Techniques: Organic & Inorganic Particles
Week 2 : 3 June - 9 June	Lecture	Particle Characterization Techniques: Organic & Inorganic Particles
	Group Activity	Topics for group presentation and individual report
Week 3 : 10 June - 16 June	Lecture	Particle Processing and Purification Techniques Particle Catalytic Activity
	Assessment	Mini Quiz
Week 4 : 17 June - 23 June	Laboratory	Lab activities
Week 5 : 24 June - 30 June	Lecture	Advanced Particle Applications: (a) Biotechnology and Biocatalysis (b) Environment
Week 6 : 1 July - 7 July	Other	Flexibility Week
Week 7 : 8 July - 14 July	Lecture	Advanced Particle Applications: Biosensors for Health and Food
	Assessment	Assignment
Week 8 : 15 July - 21 July	Assessment	Quiz
Week 9 : 22 July - 28 July	Laboratory	Lab activities
Week 10 : 29 July - 4 August	Assessment	Group presentation
Week 11 : 5 August - 11 August	Assessment	Report

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Tuesdays 9am - 12pm, UNSW Business School 119 (K-E12-119)

Course Resources

Prescribed Resources

Resources for Students

Materials will be distributed through Moodle prior to the lecture most weeks. Additional materials and readings can be found on websites and other sources to be referred to by the lecturer in charge.

For group projects and presentation, students should utilize materials in the public domain including technical journals and other resources which can be obtained from the UNSW Library. One starting point for assistance is: library.unsw.edu.au/study/services-for-students/how-to-get-course-resources

Assistance from the library could be gained.

Further resources can be found in other course outlines, for example, hints for thesis writing in the research project outline.

Teaching Strategies

The advanced class covers a range of teaching strategies including lectures, tutorials built into the lectures and significant group work. The lectures provide the basis and knowledge required to gain for this course while the group work will enable the students to deepen their understanding in particular topics and train them in teamwork, report writing and presentations.

The rationale behind the approach to learning and teaching

Lectures are designed to give students background on the development and applications of particles. Students are encouraged to work in a group as well as individually to research on specific topics, write reports and give presentations.

Students are to give presentations on an assigned topic after introductory materials are given by the lecturer.

Self-learning through reference books/technical papers/webpages and other reference materials.

Students will also be assessed by assignment and a quiz on the Advanced Particle lecture materials.

Other Matters:

Calculators are sometimes required in final exams but are no longer supplied by the university. You must provide your own accredited calculator, see university policy at: <https://student.unsw.edu.au/exam-approved-calculators-and-computers>

School policy on administrative matters relating to undergraduate students, including matters relating to examination procedures, and what to do in the event of illness or misadventure, may be found on the School's website at: <https://www.engineering.unsw.edu.au/chemical-engineering/student-resources/policies-procedures>

Information on UNSW Occupational Health and Safety policies and expectations may be found

at: <https://safety.unsw.edu.au/>

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734). Information for students with disabilities is available at: <https://student.unsw.edu.au/disability>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Course Evaluation and Development

Your feedback on the course will be gathered which is then considered carefully with a view to acting on it constructively wherever possible.

The course outline provides you with an opportunity to fulfill an important responsibility in relation to evaluation, that is, convey how feedback has helped shape the course. In other words, the course outline can be used for communicating how the development of the course has been informed by student feedback.

At any time, feedback can be provided to the course coordinator A/Prof Rona Chandrawati and A/Prof Kang Liang in person or by email.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rona Chand rawati		Hilmer Building (E10), Room 418	N/A	9:00-17:00	No	Yes
	Kang Liang		Hilmer Building (E10), Room 320	N/A	9:00-17:00	No	No
Demonstrator	Federico Ma zur		Science and Engineering Building (E8), Room 413	N/A	9:00-17:00	No	No

Other Useful Information

Academic Information

I. Special consideration and supplementary assessment

If you have experienced an illness or misadventure beyond your control that will interfere with your assessment performance, you are eligible to apply for Special Consideration prior to, or within 3 working days of, submitting an assessment or sitting an exam.

Please note that UNSW has a Fit to Sit rule, which means that if you sit an exam, you are declaring yourself fit enough to do so and cannot later apply for Special Consideration.

For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW's [Special Consideration page](#).

II. Administrative matters and links

All students are expected to read and be familiar with UNSW guidelines and policies. In particular, students should be familiar with the following:

- [Attendance](#)
- [UNSW Email Address](#)
- [Special Consideration](#)
- [Exams](#)
- [Approved Calculators](#)
- [Academic Honesty and Plagiarism](#)
- [Equitable Learning Services](#)

III. Equity and diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

IV. Professional Outcomes and Program Design

Students are able to review the relevant professional outcomes and program designs for their streams by going to the following link: <https://www.unsw.edu.au/engineering/student-life/student-resources/program-design>.

Note: This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published.

Moodle or your primary learning management system (LMS) should be consulted for the up-to-date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline/Moodle/LMS, the description in the Course Outline/Moodle/LMS applies.

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. *Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.*

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism, visit: student.unsw.edu.au/plagiarism. The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis or contract cheating) even suspension from the university. The Student Misconduct Procedures are available here:

www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Submission of Assessment Tasks

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of five percent (5%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day. This is for all assessments where a penalty applies.

Work submitted after five days (120 hours) will not be accepted and a mark of zero will be awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These will be clearly indicated in the course outline, and such assessments will receive a mark of zero if not completed by the specified date. Examples include:

- Weekly online tests or laboratory work worth a small proportion of the subject mark;
- Exams, peer feedback and team evaluation surveys;
- Online quizzes where answers are released to students on completion;
- Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date; and,
- Pass/Fail assessment tasks.

Faculty-specific Information

[Engineering Student Support Services](#) – The Nucleus - enrolment, progression checks, clash requests, course issues or program-related queries

[Engineering Industrial Training](#) – Industrial training questions

[UNSW Study Abroad](#) – study abroad student enquiries (for inbound students)

[UNSW Exchange](#) – student exchange enquiries (for inbound students)

[UNSW Future Students](#) – potential student enquiries e.g. admissions, fees, programs, credit transfer

Phone

(+61 2) 9385 8500 – Nucleus Student Hub

(+61 2) 9385 7661 – Engineering Industrial Training

(+61 2) 9385 3179 – UNSW Study Abroad and UNSW Exchange (for inbound students)

School-specific Information

Course Workload

Course workload is calculated using the Units-Of-Credit (UOC). The normal workload expectation for one UOC is approximately 25 hours per term. This includes class contact hours, private study, other learning activities, preparation and time spent on all assessable work.

Most coursework courses at UNSW are 6 UOC and involve an estimated 150 hours to complete, for both regular and intensive terms. Each course includes a prescribed number of hours per week (h/w) of scheduled face-to-face and/or online contact. Any additional time beyond the prescribed contact hours should be spent in making sure that you understand the lecture material, completing the set assignments, further reading, and revising for any examinations. Most 6 UoC courses will involve approximately 10-12 hours per week of work on your part. If you're not sure what to do in these hours of independent study, the resources on the [UNSW Academic Skills](#) pages offer some suggestions including: making summaries of lectures, read/summarise sections from the textbook, attempt workshop problems, reattempting workshop problems with some hints from the solutions, looking for additional problems in the textbook.

Full-time enrolment at university means that it is a *full-time* occupation for you and so you would typically need to devote 35 hours per week to your studies to succeed. Full-time enrolment at university is definitely incompatible with full-time employment. Part-time/casual employment can certainly fit into your study schedule but you will have to carefully balance your study obligations with that work and decide how much time for leisure, family, and sleep you want left after fulfilling your commitments to study and work. Everyone only gets 168 hours per week; overloading yourself with both study commitments and work commitments leads to poor outcomes and dissatisfaction with both, overtiredness, mental health issues, and general poor quality of life.

On-campus Class Attendance

Most classes at UNSW are "In Person" and run in a face-to-face mode only. Attendance and participation in the classes is expected. As an evidence-driven engineer or scientist, you'll be interested to know that education research has shown students learn more effectively when they come to class, and less effectively from lecture catch-up recordings. If you have to miss a class due to illness, for example, we expect you to catch up in your time, and within the coming couple of days.

For most courses that are running in an "in person" mode:

- Lectures are normally recorded to provide an opportunity to review material after the lecture; lecture recordings are not a substitute for attending and engaging with the live class.
- Workshops/tutorials are not normally recorded as the activities that are run within those sessions normally cannot be captured by a recording. These activities may also include assessable activities in some or all weeks of the term.
- Laboratories are not recorded and require in-person attendance. Missing laboratory sessions may require you to do a make-up session later in the term; if you miss too many laboratory sessions, it may be necessary to seek a Permitted Withdrawal from the course and reattempt it next year, or end up with an Unsatisfactory Fail for the course.
- Assessments will often require in-person attendance in a timetabled class or a scheduled examination.

Submission of Assessment Tasks

In the School of Chemical Engineering, all written work will be submitted for assessment via Moodle unless otherwise specified. Attaching cover sheets to uploaded work is *not* required unless specifically requested for an individual assessment task; when you submit work through Moodle for assessment you are agreeing to uphold the Student Code.

Some assessments will require you to complete the work online and it may be difficult for the course coordinator to intervene in the system after the due date. You should ensure that you are familiar with assessment systems well before the due date. If you do this, you will have time to get assistance before the assessment closes.

All submissions are expected to be neat and clearly set out. Your results are the pinnacle of all your hard work and should be treated with respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect. Please make it easy for the markers who are looking at your work to see your achievement and give you due credit.

Marking guidelines for assignment submissions will be provided at the same time as assignment details to assist with meeting assessable requirements. Submissions will be marked according to the marking guidelines provided.

Academic Integrity

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,

responsibility and courage (International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013). At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and plagiarism can be located at:

- The [Current Students site](#)
- The [ELISE training site](#)

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

To help describe what we are looking for, here are some things that we consider to be quite acceptable (even desirable!) actions for many assessments, and some that we consider to be unacceptable in most circumstances. Please check with the instructions for your assessments and your course coordinator if you're unsure. As a rule of thumb, if you don't think you could look the lecturer in the eye and say "this is my own work", then it's not acceptable.

Acceptable actions

- ☒ reading/searching through material we have given you, including lecture slides, course notes, sample problems, workshop problem solutions
- ☒ reading/searching lecture transcripts
- ☒ reading/searching resources that we have pointed you to as part of this course, including textbooks, journal articles, websites
- ☒ reading/searching through your own notes for this course
- ☒ all of the above, for any previous courses
- ☒ using spell checkers, grammar checkers etc to improve the quality of your writing
- ☒ studying course material with other students

Unacceptable actions

- ☒ asking for help completing an assessment from other students, friends, family

- ☒ asking for help on Q&A or homework help websites
- ☒ searching for answers to the specific assessment questions online or in shared documents
- ☒ copying material from any source into your answers
- ☒ using generative AI tools to complete or substantially complete an assessment for you
- ☒ paying someone else to do the assessment for you

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism. Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>.

For assessments in the School of Chemical Engineering, we recommend the use of referencing software such as [Mendeley](#) or [EndNote](#) for managing references and citations. Unless required otherwise specified (i.e. in the assignment instructions) students in the School of Chemical Engineering should use either the APA 7th edition, or the American Chemical Society (ACS) referencing style as canonical author-date and numbered styles respectively.

Artificial intelligence tools such as ChatGPT, CodePilot, and built-in tools within Word are modern tools that are useful in some circumstances. In your degree at UNSW, we're teaching you skills that are needed for your professional life, which will include how to use AI tools responsibly plus lots of things that AI tools cannot do for you. AI tools already are (or will soon be) part of professional practice for all of us. However, if we were only teaching you things that AI could do, your degree would be worthless, and you wouldn't have a job in 5 years.

Whether the use of AI tools in an assessment is appropriate will depend on the goals of that assessment. As ever, you should discuss this with your lecturers – there will certainly be assessments where the use of AI tools is encouraged, as well as others where it would interfere with your learning and place you at a disadvantage later. Our goal is to help you learn how to ethically and professionally use the tools available to you. To learn more about the use of AI, [see this discussion we have written](#) where we analyse the strengths and weaknesses of generative AI tools and discuss when it is professionally and ethically appropriate to use them.

While AI may provide useful tools to help with some assessments, UNSW's policy is quite clear that taking the output of generative AI and submitting it as your own work will never be

appropriate, just as paying someone else to complete an assessment for you is serious misconduct.

Asking Questions

Asking questions is an important part of learning. Learning to ask good questions and building the confidence to do so in front of others is an important professional skill that you need to develop. The best place to ask questions is during the scheduled classes for this course, with the obvious exception being questions that are private in nature such as special consideration or equitable learning plans. Between classes, you might also think of questions – some of those you might save up for the next class (write them down!), and some of them you might ask in a Q&A channel on Teams or a Q&A forum on Moodle. Please understand that staff won't be able to answer questions on Teams/Moodle immediately but will endeavour to do so during their regular working hours (i.e. probably not at midnight!) and when they are next working on this particular course (i.e. it might be a day or two). Please respect that staff are juggling multiple work responsibilities (teaching more than one course, supervising research students, doing experiments, writing grants, ...) and also need to have balance between work and the rest of their life.

School Contact Information

For assistance with enrolment, class registration, progression checks and other administrative matters, please see [the Nucleus: Student Hub](#). They are located inside the Library – first right as you enter the main library entrance. You can also contact them via <http://unsw.to/webforms> or reserve a place in the face-to-face queue using the UniVerse app.

For course administration matters, please contact the Course Coordinator.

Questions about this course should normally be asked during the scheduled class so that everyone can benefit from the answer and discussion.