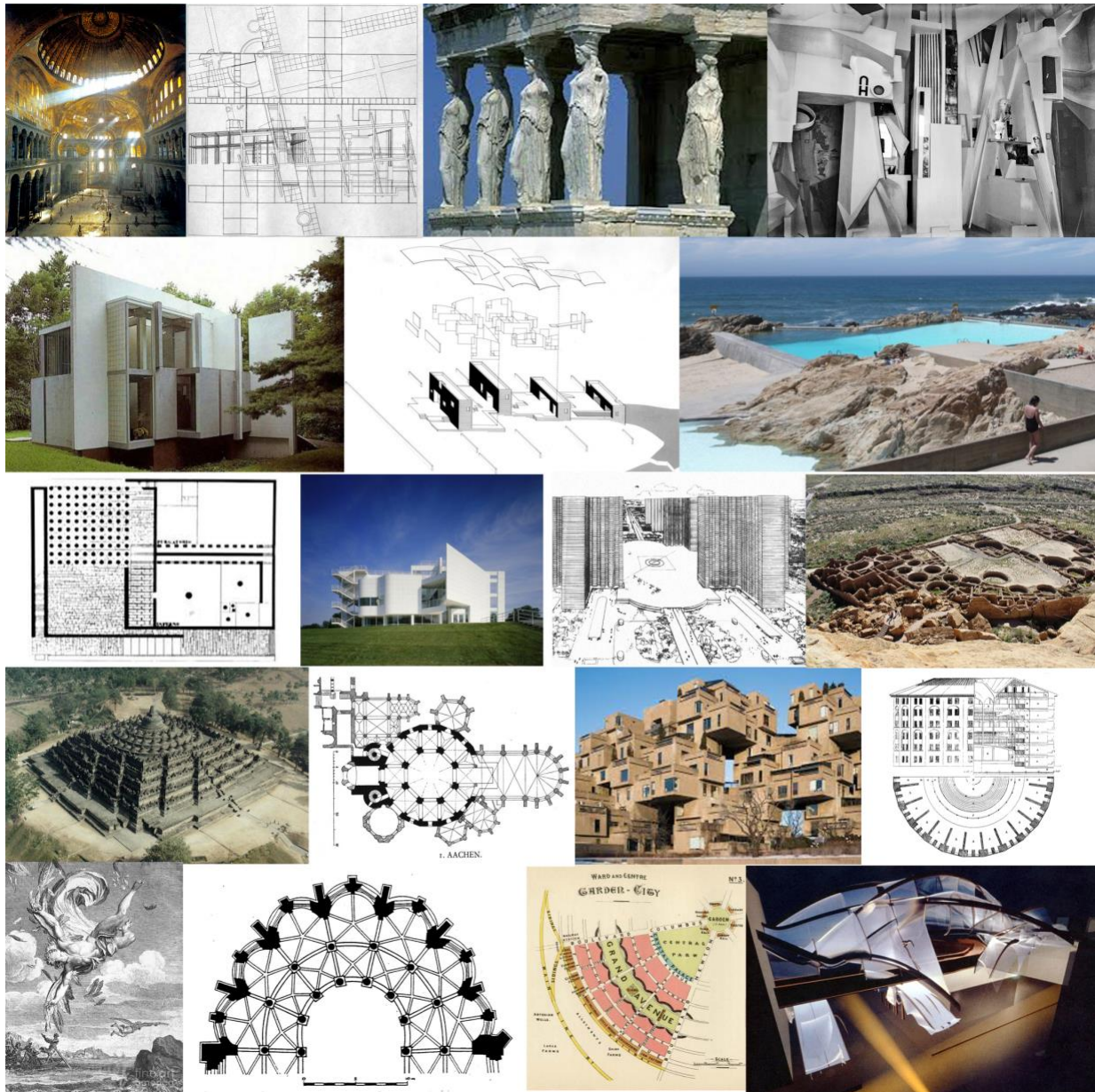


Introduction to Architecture History

8400



Unit Outline 2014
Faculty of Arts and Design



**UNIVERSITY OF
CANBERRA**

AUSTRALIA'S CAPITAL UNIVERSITY

Unit Outline 2014
Faculty of Arts and Design

Unit Title **Introduction to Architecture History**

Unit Number **8400**

This Unit Outline must be read in conjunction with:

- a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at (*scroll to bottom of page*)
<http://www.canberra.edu.au/student-services>
- b) *UC Guide to Student Services*, and is available at (*scroll to bottom of page*)
<http://www.canberra.edu.au/student-services>
- c) Any additional information specified in section 6h.

1: General Information

1a Unit title: Introduction to History of Architecture

1b Unit number: 8400

1c Teaching Period and year offered: February 17, 2014

1d Credit point value: 3

1e Unit level: 2

1f Name of Unit Convener and contact details (including telephone and email)

Professor Matthew Mindrup, Ph.D

Room TBA

Email: Matthew.Mindrup@canberra.edu.au

Out of class availability: Tuesdays 10-12 or by email by appointment.

1g Administrative contact details (including name, location, telephone and email)

Mr. James Taylor

Room 7A29

Email: james.taylor@canberra.edu.au

Telephone: (02) 6201 2178

2: Academic Content

2a Unit description and learning outcomes

SYLLABUS

This unit is a survey of world architecture from the ancient world to the seventeenth century in a broad range of historical, regional and cultural contexts. Major social, physical and technical factors which influence architecture are identified, along with the analysis of significant design concepts and the study of selected building types.

LEARNING OUTCOMES

1. Understand architectural terminology, themes and building types used in world architecture up until the 17th Century.
2. Acquire knowledge of significant structures and buildings in their historical, regional and cultural contexts in this period.
3. Conduct individual research on a selected aspect of architecture history.
4. Use appropriate conventions of research, writing and referencing in developing an essay on an architecture history topic.

2b Generic skills

Generic skills and attributes

By the end of their course, graduates will have developed skills and attributes in:

1. Communication

The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. Analysis and inquiry

The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. Problem solving

The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions

4. Working independently and with others

The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively

5. Professionalism and social responsibility

The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment

Personal attributes

Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change.

2c Prerequisites and/or co-requisites

Prerequisites: none

Co-requisites: none

3: Delivery of Unit and Timetable

3a Delivery mode

This subject is delivered in traditional mode, with weekly lectures and tutorials on Thursdays.

Unit 8400, Introduction to Architectural History

Thursdays, Semester 1, 2014

(Note: times and rooms may change)

Tutorial	Start	End	Duration	Weeks	Room
T/01	13:30	14:30	1:00	2-7, 9-13	07D25
T/02	10:30	11:30	1:00	2-7, 9-13	06C36
T/04	9:30	10:30	1:00	2-7, 9-13	02C08
T/05	10:30	11:30	1:00	2-7, 9-13	05C44
Lecture	11:30	13:30	2:00	1-7, 9-14	12B50
T/07	9.30	10.30	1.00	2-7, 9-13	07D25
T/09	10.30	11.30	1.00	2-7, 9-13	07D25
T/06	14.30	15.30	1.00	2-7, 9-13	7B12
T/08	13.30	14.30	1.00	2-7, 9-13	06C34

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

Timetable

Week	Date	Topics & Chapters in Text to Read	Tutorials & Notes
1	20 Feb	Introduction to Architecture History Introduction	No tutorials in week 1
2	27 Feb	Exercises in <i>Cosmopoieses</i> Lecture 1 Readings on Moodle	Tutorial: Introduction
3	6 March	Axis as Organizational, Ritual and Symbolic Lecture 2 Readings on Moodle	Tutorial: presentations.
4	13 March	The Labyrinth and the Discursive Path Lecture 3 Readings on Moodle	Tutorial: presentations. Census date Friday 14 March, Last opportunity to withdraw
5	20 March	Imitation and Organicism Lecture 4 Readings on Moodle	Essay Proposals due by Thursday 20 March, to tutor in class Tutorial: presentations
6	27 March	Architect's Tools in Design Lecture 5 Readings on Moodle	Tutorial: presentations
7	3 April	Architecture of the Spirit Lecture 6 Readings on Moodle	Tutorial: presentations
8	10 April	Class free week	Easter
9	17 April	Material, Form and its Function Lecture 7 Readings on Moodle	Tutorial: presentations
10	24 April	Signs, Symbols and their Discontents Lecture 8 Readings on Moodle	Tutorial: presentations
11	1 May	Faith and Stone: the Gothic Age Lecture 9 Readings on Moodle	Essay Due by Thursday 1 May to tutor in class Tutorial: presentations
12	8 May	Choreographed Movement of Volume and Void Lecture 10 Readings on Moodle	Tutorial: presentations
13	15 May	Question and Answer Day	Tutorial: Question and Answer
14	22 May	Test in class, 12B50, 11.30am	Assigned Readings on Moodle and in Textbook NO tutorials in week 14

Note: there may be minor adjustments to this schedule.

4: Unit Resources

4a Lists of required texts/readings:

Richard Ingersoll, and Spiro Kostof. *World Architecture, A Cross-Cultural History*. Oxford: Oxford University Press, 2013. Note: this text will be used in Architecture and the Modern World in semester 2, so you only need to purchase the one book for the whole year.

Specific other reading will depend on your choice of research topic. There are no additional required texts.

For Unit readings and resources in the University of Canberra Library

[Link to search page for Unit Readings](#) (print materials)

[Link to search page for eReserve](#) (electronic materials)

General references (purchase **not** required).

Ching, Francis D. K., Mark Jarzombek and Vikramaditya Prakash. *A Global History of Architecture*, 2nd ed. Hoboken, New Jersey: John Wiley & Sons, Inc., 2011.

Fazio, Michael, Marian Moffett, Lawrence Wodehouse. *A World History of Architecture*, 2nd edition. London: Lawrence King Publishing Ltd., 2008.

Kruft, Hanno-Walter. *A History of Architectural Theory: from Vitruvius to the Present*. New York: Princeton Architectural Press, 1994.

Mallgrave, Harry Francis, ed. *Architectural Theory*. Oxford: Blackwell, 2005.

Risebero, Bill. *The Story of Western Architecture* 3rd ed. Cambridge, Mass.: MIT Press, 2001.

Watkin, David. *A History of Western Architecture*. London: Laurence King Publishing, 2005.

Students are expected to undertake self-directed research and sourcing of reference material as required for the proposal and essay assignments.

4b Materials and equipment

Students will need to provide note taking materials for lectures, pens/pencils for the test, and paper, disks, etc., as needed for preparation and presentation of assignments. **Laptops will NOT be permitted in the LECTURE for taking notes.**

4c Unit website

To find your unit site online, login to [LearnOnline \(Moodle\)](#) using your student ID.

The Moodle site will include the unit outline and the study guide / workbook, additional information on assignment requirements, resources, notices, etc. Students should regularly check the Moodle site.

Note that unit announcements will be sent to your UC student email address.

Students are responsible for regularly checking their UC student emails

To contact lecturer by phone or email, see information listed under 1f.

5: Assessment

5a Assessment overview

The assessment items for this subject are the essay proposal and developed essay, a tutorial presentation and the test.

Assessment item	Due date of assignments	Weighting	Addresses learning outcomes	Addresses generic skills
Essay proposal	Thursday 20 March in Tutorial	0%	1, 2, 3, 4	1, 2, 3
1. Developed essay	Electronic copy: upload on Moodle by 11.55pm WEDNESDAY, 30 April <i>and</i> Paper copy: Identical paper copy with cover sheet at the start of your tutorial class on Thursday 1 May	55%	1, 2, 3, 4	1, 2, 3, 4
2. Tutorial	As timetabled	25%	1, 2, 3, 4	1, 2, 3, 4
3. Test	Thursday 22 May at 11:30am in class	20%	1, 2	1, 2, 4

The Study Guide / Workbook

A study guide / workbook is provided to assist your understanding of the subject material and help you identify the main themes, buildings and terminology of this subject. It also includes important additional information on the assignment requirements, essay question options, a mandatory style guide for written work, etc.

Completion of the workbook section is optional; it is not submitted or separately marked, but as most of the test questions will come from material identified in the workbook, it is worth doing (see Test, under 5b). Consider forming a 'learning partnership' with another student or a small group of students as you complete your individual workbook; this can be a productive – and fun – way to study. However, the workbook you bring to the text must be *your own individual copy*.

5b Details of each assessment item

Additional information, including further assignment and submission requirements may be provided in separate handouts [all on Moodle]. Reading and complying with this information and instruction is a requirement for students enrolled in this unit.

Assessment Item 1: Essay

The essay is worth 55% of the semester marks (essay proposal 0%, final essay 55%).

The essay assignment is intended to deepen your knowledge of a selected area of architecture history, as well as to encourage development of your research, analytical and writing abilities.

Students choose a research question, and will develop a correctly referenced, illustrated essay, 1500–2000 words in length (plus footnotes and bibliography).

See separate handout for research question options, submission and other requirements.

Note: *The subject of the essay must be substantially different from your tutorial presentation – if in doubt, ask the unit convener.*

Formative assistance is provided through the preparation of an Essay Proposal – setting boundaries & locating research materials:

Length: 200–300 words, plus footnotes and bibliography
Weighting: 0% of the semester marks
Due Date: Thursday, 20 March during Tutorial class. Early submissions ok.

Proposals must be on A 4 paper, 1-1/2 or double-spaced, minimum 11-point font.

Complete, sign and date stamp cover sheet and give to tutor.

This assignment is intended to encourage you to get a grasp of your chosen topic, locate key reference materials and set appropriate boundaries for the assignment. (We don't expect a comprehensive book!) This will require reading beyond the assigned Lecture Readings on Moodle and textbook. It is important to plan and start your research early in the semester.

The essay proposal is to include:

1. Your full essay question and a proposal (in paragraph or outline form) for the general approach to the essay. Indicate (explain) the scope of your proposal, such as the main ideas and/or architect(s) and/or building(s) and/or date parameters (such as 1400–1450), etc. This is a starting point: your ideas will probably evolve and change as you develop the research and writing.
***Note:** it is *not* sufficient to simply say that you will have an introduction, discuss the topic and have a conclusion – this is the basis for most essays, and says very little about the content.
2. Two quotations of *relevant* material you expect to use. These must be from *two different books or journal articles* (but not from your textbook) with correct citations. The reference must include the author's name. These will demonstrate that you have located some appropriate material for your essay, and that you understand how to reference a quotation.
3. Separate Bibliography, in correct bibliographic format, listing a *minimum* of two (2) references you plan to use, including the ones used for the quotations above. In addition to the sources used for the quotations above, you may include other references you have identified as potentially useful for your essay.

***Note:** your textbook may be used in the reference list, if relevant, but *does not count* towards the minimum two quotations or reference sources. This is to ensure that you have begun to locate sufficient resources for your chosen research question.

Reference sources

At least six (6) different reference sources must be used in the essay. At least three (3) must be from journal articles or books, *in addition to your textbook*, if used.

Any materials taken from Internet sources *must* include the author's name, and should preferably be located from a scholarly source, such as JSTOR or Google Scholar.

***Note:** 'Use' of reference materials is demonstrated by footnoted inclusions in the paper, not just by listing in the bibliography.

***Note:** these *do not count* towards meeting proposal or essay reference minimums:

Definitions from online or print dictionaries

Image sources

The proposal and essay assignments are scholarly tasks, so you will need to locate and use appropriate reference materials.

***Avoid:** *do not* use the following as text sources for the proposal or the essay:

No Wikipedia, *Encyclopaedia Britannica* or other print or electronic encyclopaedia

No Travel / tourist websites

No Crystalinks.com or similar websites

No articles that do not include the author's name

However, the above sites may provide useful links to scholarly articles. It's okay to use them for *images*, with a complete citation (in a footnote or an illustration list)

Referencing requirements for the proposal, essay and tutorial paper

Students doing Architecture or Design majors are expected to use the footnote or endnote plus bibliography style of referencing. This is explained in the Study Guide.

Students from other areas of study are encouraged to use the footnote/bibliography style. However, if your major discipline uses another standard reference style, you may seek approval from the subject convenor to use it instead. Approvals must be requested and approved by email.

***Note:** Incomplete, inaccurate or missing references will result in a significant reduction of marks, or a fail grade, for the proposal, essay or tutorial paper. An easy way to succeed with referencing is to *follow the examples* provided in the Study Guide / Workbook.

Assessment Item 1: Essay

Length: 1500 –2000 words, plus footnotes and bibliography

Weighting: 55% of the semester marks

Due Date: ***Electronic: Wednesday, 30 April** upload on to Moodle by 11.55pm *and Paper:* Thursday, 1 May submission and *identical* copy with completed and signed coversheet to your tutor at the start of your tutorial. Early submissions are fine.

Essay must be on A4 paper, 1-1/2 or double-spaced, minimum 11 point font.

* Note: the late policy applies from the Moodle upload deadline. The website records the upload time, so be sure you don't leave your upload to the last minute!

Assessment criteria for the Essay

Essays are assessed for the levels of achievement on the following:

- Identification of key issues in addressing essay question
- Quality of construction of your arguments and depth of your analysis of issues (simply joining long quotations with linking sentences is not sufficient)
- Evidence of reading and research (eg., the range and quality of texts/journal articles, as demonstrated by their use in the paper and its referencing)
- Use of at least the minimum number of required sources
- Appropriate literacy skills: grammar, spelling, sentence and paragraph construction, and punctuation.
- Clarity and coherence: the organization, expression and presentation of ideas in a logical manner
- Use of correct referencing & a separate bibliography. Avoidance of plagiarism through complete and accurate referencing
- Appropriate illustrations, *correctly cited*
- Standard of presentation – presentation always counts in design. This includes meeting formatting requirements and overall quality of the presentation.

Students will receive written feedback for the essay indicating assessment against the criteria. The table below indicates qualities at various levels of achievement for the assignment.

Unsatisfactory	Poor:	Adequate:	Above minimum:	Excellent:	Outstanding:
Unacceptable level of writing and/or referencing and/or incomplete and/or little/ evidence of research and /or does not meet minimum assignment requirements	Minimal or partly meets requirements. Minimal evidence of research and/or basic problems of writing. Problems in referencing and/or bibliography	Satisfactory level of achievement meeting the basic assignment requirements with generally sufficient and correct referencing & bibliography.	Exceed minimum requirements. Well-researched, considered, clearly written. Evidence of research / writing with achievement beyond basic requirements, with generally correct referencing & bibliography.	Evidence of considerable research / planning. Logical and coherent, convincing argument, excellent writing. Evidence of extensive research. Few errors in referencing or bibliography.	Evidence of exceptional research / planning. Logical, coherent, highly persuasive, with outstanding writing. Extensive research in high quality sources. Complete referencing & bibliography correct in content & format.

Assessment Item 2: Tutorial Presentation

Length: 30 minutes (20 min presentation followed by about 10 min discussion), plus short paper (on paper) of full presentation.

Weighting: 25% of the semester marks (10% for the presentation, 15% for the paper)

Date due: Usually one presentation per week, as scheduled during the first tutorial.

Submission of short paper: upload your short tutorial paper to Moodle by 11.55pm on the Wednesday following your presentation (all presentations, regardless of breaks or holidays). Submit an *identical* copy with completed, signed coversheet to your tutor at the next tutorial after your presentation. Week 13 presenters, give your paper copy to Matthew Mindrup at the week 14 test class.

Description: Students will normally work in pairs. Each pair will choose a question and develop an approximately 20 minute verbal and visual presentation, to be delivered to the tutorial group. Each student may concentrate on aspects of the topic, but the joint presentation should be cohesive. It will be followed by group discussion (about 10 minutes), which the presenters will lead. Due to the timetable conditions, it is difficult to re-schedule the tutorial presentations. If you foresee that there may be a problem, consult with the unit convener.

A list of topic options will be included in the Study Guide / Workbook. Each pair of presenters will develop a specific presentation *in consultation with the convener*.

The topic must be substantially different from your essay –if in doubt ask the convener!

Short Paper:

The short paper is due the week following the presentation, so you have an opportunity to incorporate feedback from the tutorial group into your submission. (see Submission, above).

1. A written outline of the presentation (750–1000 words, point form is ok)* *and*
2. A correctly formatted bibliography of *all* sources used, including page numbers, web addresses, etc. (the bibliography is not included in the word count) *and*

***Note:** Use direct quotations sparingly – it’s preferable to use your own words. Any quotations you do read out must be *included in full* and correctly cited in your short paper. Quotations *do not count* towards minimum number of words for this assignment. Use the model for referencing provided in the Study Guide / Workbook.

Assessment Criteria for Tutorial Presentations

- Evidence of extensive, relevant research.
- Cohesiveness and integration of presentation as a whole.
- Quality of verbal presentation.
- Quality of support material (Powerpoint, overheads, whiteboard, etc.).
- Effectiveness of presentation. For example, was a convincing argument presented? Was there something creative about the presentation that kept your attention and interest? *Do not just read out photocopied material!*
- Leading and directing group discussion or activities.
- Short paper outlining presentation, including correctly formatted references and bibliography.

These presentations are intended to be joint efforts, assisting you in learning how to work as a team. Normally, each of the tutorial partners will receive the same mark for the presentation. However, marks may be awarded separately where there is evidence of marked difference in the contributions of partners. If you are having a problem with your tutorial partner (eg., one is not contributing, or fails to attend agreed meetings, or other problems) please discuss the situation with the convener *before the due date*.

This assignment assesses Learning Outcomes 1, 2, 3 and 4, and UC Generic Skills 1, 2, 3 and 4.

Assessment Item 3: The Test (20%) week 14 in class (12B50, 11.30am, Thursday 22 May, 2014)

The test will be drawn from material in the lectures, tutorials, required readings and the textbook, and will include image recognition, multiple choice questions, and written responses.

To encourage students to engage more deeply with the unit material, through attending lectures, participating in tutorials and completing the workbook, *you may bring your individual study guide / workbook and use it during the test.*

The workbook must be individually completed, *with text and any images in your own hand.*

There is an important condition:

Photocopies of images, or of fully or partially completed workbooks may *not* be used in the test. Any images must be drawn by your own hand

Other dictionaries, books, notes/notebooks, electronic devices, including computers, iphones, blackberries, etc., or sharing information with others (while sitting the test), *are not* permitted during the test session.

5c Special assessment requirements

Non-Conforming Submissions of Assessment Items

Submissions that do not meet the specified content, format or other requirements will be penalised through a reduction in the grade.

Late Submissions

Written assignments are due during your tutorial session on the designated date. Late submissions of written assignments will attract a penalty of 10% per day with a weekend counting as one day.

This penalty is waived only if the student presents a valid medical certificate, obtained at the time of illness or accident, or a certificate from Student Counseling obtained at the time of the personal crisis.

Unless otherwise agreed with the Unit Convener, all *late* submissions must be delivered to the Architecture Administrative Office, Monday to Friday (except public holidays) between 9:30 am and 3:00 pm. A completed, signed and date-stamped coversheet must be attached to each submission.

Missed Presentations

Students who are unwell or who have unavoidable personal emergencies on their scheduled tutorial presentation days will need to provide supporting documentation to be eligible to undertake a deferred presentation or alternative submission (any agreement must be confirmed in writing by the Unit Convener).

Missing the Test

Students who are unwell or who have unavoidable personal emergencies on the scheduled test day will need to provide supporting documentation to be eligible to undertake a deferred test. Please see the Unit Convener to arrange this.

Special Consideration

If circumstances beyond your control prevent your submitting an assignment, notify your Unit Convener *at the time they occur*. You can apply for an extension due to illness or other unavoidable and verifiable personal circumstances. Supporting documentation is normally required. Doctor's or Counselor's Certificates, *dated at the time of the difficulty*, will be accepted as grounds for Special Consideration.

Feedback

Students will receive written feedback on the proposal, essay and tutorial assignments. Marked tests may be reviewed by appointment with the Unit Convener after results are finalised. Students are welcome to make appointments for additional feedback or discussion.

5d Supplementary assessment

Supplementary assessment is available only for a final subject required for course completion, as provided by University policy. Refer to the [UC SUPPLEMENTARY ASSESSMENT POLICY](#)

5e Academic Integrity

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others' work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values.

The [Academic Skills Centre](#) provides opportunities to enhance student understanding of academic integrity.

5f Text-matching software

Text matching software and/or Google may be used in this unit

6: Student Responsibility

6a Workload

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Special needs

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or [UC AccessAbility](#) as soon as possible so the necessary arrangements can be made.

6c Participation requirements

Lectures will not be available online. Students are expected to attend the scheduled classes, and will receive the greatest benefit from the unit if their attendance and participation is consistent. It may be difficult to pass the unit without attending scheduled classes.

Please advise the Unit Convener if you are unable to attend a particular class.

6d Withdrawal

If you are planning to withdraw please discuss with your unit convener. Please see [Withdrawal of Units](#) for further information on deadlines.

6e Required IT skills

Students are expected to have sufficient IT skills, including the ability to conduct on line searches in the UC Library, Google Scholar and other sites, use e-reserve, work in Word and Power Point (or similar programs) including scanning and adjusting images, upload documents, use Moodle, burn a CD, and similar skills as necessary to complete the assignments.

6f In-Unit Costs

In addition to the textbook, costs are those directly related to the production of the written assignments and tutorial presentations, such as paper and computer disks, and printing costs for e-reserve materials.

(Note: To calculate your unit fees see: [How do I calculate my fees?](#))

The online [UC Co-op Textbook Search](#) is available for purchasing text books.)

6g Work placements, internships or practicums

This unit does not require Work Integrated Learning.

6h Additional information

Announcements

Announcements made during lectures or tutorials, posted on the unit Moodle site, or sent to your UC student email address, will be deemed to have been made to the whole group. Students are responsible for regularly checking their UC student email *and* the unit Moodle site.

Consultation with Staff

Contact with staff should generally be within the allocated class times. Consultation by appointment outside of class is in addition to, not instead of, the scheduled class time. Consultation appointment times are listed on the Moodle site. Students who do not attend classes, and who do not have a medical or counseling certificate or other genuine reason for absence, should not expect additional tutorial or consultation time.

Please note: staff are not able to return calls to long distance or mobile telephone numbers after normal hours or on weekends or holidays. Teaching staff may not be able to attend to phone calls or reply to emails immediately.

Emails

Group emails are sent to your University student email address – you can set up a forward from the student address to a personal address if you wish.

Emails to the lectures / tutors are normally checked during regular business hours, and are usually not checked or answered at nights, on weekends or on public holidays. If you do not receive a reply to an email within three working days, please send it again – sometimes they go astray or are accidentally overlooked. Please include your name and a topic in the ‘subject’ line, and your name, student number and contact telephone number in the body of the email.

Lectures and Courtesy

All mobile phones and MP3 players are to be turned off during the class.

It is expected that you will be polite to lecturers, guests, and your fellow students. Certainly you should ask the questions and participate in discussions, but do so with courtesy.

Students are expected to be considerate of fellow students’ learning and avoid distracting them others during class. Laptop computers should be used during class only where directly related to the lectures, tutorials or other formal class activity (no games, emailing, etc., during class).

Please save your personal conversations until the breaks or after class. Do not talk, send text messages or play music on headphones during a lecture or video, as you will be disrupting other students’ learning and you may be asked to leave.

Retained Work

Due to the requirements of professional accreditation samples of student work will be retained and stored at the School for periods of up to three years. Where possible, students should make a copy of any assignment (prior to submission) as that work may be retained and inaccessible thereafter.

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: <http://www.canberra.edu.au/home/>. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.