



WFHS001

History

MUIC Term 3 2016

Macquarie University International College

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	12
<u>Learning and Teaching Activities</u>	16
<u>Policies and Procedures</u>	16
<u>Graduate Capabilities</u>	20

Disclaimer

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General Information

Unit convenor and teaching staff

Teacher

TBA

[TBA](#)

Contact via E-mail

Macquarie University International College

Contact Teacher

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

The Foundation History unit is built around themes related to events, issues and personalities of ancient and modern times. The unit develops academic skills essential to undergraduate studies in the Faculty of Arts such as analysing evidence, evaluating source material, essay writing, reasoned academic debate, discussion and note taking. The concept of “Big History” will be introduced to students as an example of an innovative and interdisciplinary way to understand and explore the history of the cosmos, earth, life and humanity. This will be followed by studies of two ancient and two modern history topics areas.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Describe, analyse and evaluate the role and significance of selected individuals, groups,

events and sites within the historical context and their influence on the present and the future.

Use fundamental discipline specific terminology to express concepts and ideas related to history.

Explain differing perspectives and interpretations of the past.

Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.

Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

General Assessment Information

Requirements to Pass

In order to pass this unit a student must:

- Attempt all assessment tasks
- Pass the final examination or final assessment task
- Achieve a Standard Numerical Grade (SNG) of 50 or more in the unit
- Attend at least 80% of scheduled classes

For further details about grading, please refer to the [Grading Policy](#).

Submission of Assessment Tasks

All assessments must be submitted as per the instructions provided in class. Assessment tasks which have not been submitted as per requirements will not be marked. They will be considered a non-submission and zero marks will be awarded.

Turnitin

Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other papers that have been submitted into the system to identify matching text. It then produces an Originality Report which indicates text taken from other sources, and generates a similarity percentage to judge whether plagiarism has occurred (see Academic Honesty section below).

Originality Reports may be made available to students, in which case they should be used to check work for plagiarism prior to a final submission. As a general guideline, a similarity percentage of below 15% will probably indicate that plagiarism has not occurred. However, if there is a matching block of text then this could still be considered plagiarism.

There will be a requirement for certain assessment tasks to be submitted through Turnitin, and in such cases it is the student's responsibility to ensure that work is submitted correctly prior to the due date. For assistance submitting through Turnitin, you may approach your teacher, lodge a [OneHelp](#) Ticket, refer to the [IT help page](#) or seek assistance from [Student Connect](#).

Students should note that for a first time submission the Originality Report will be available immediately post submission but for any subsequent submissions it will take 24 hours for the report to be generated. This may be after the due date so students should plan their submission carefully.

Missed Assessments

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities. In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as Special Consideration.

This [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. (Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and Support [Services](#).)

Serious and Unavoidable Disruption The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

In submitting a disruption to studies notification, a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required.

Please refer to the [Disruption to Studies Policy](#) for further details.

Extensions & Late Submissions

To apply for an extension of time for submission of an assessment item, students must submit a notification of Disruptions to Studies via ask.mq.edu.au.

Late submissions without an approved extension are possible but will be penalised at 20% per day up to 4 days (weekend inclusive). If a student submits an assessment task 5 or more days after the due date without grounds for special consideration (See [Disruptions to Studies Policy](#)) a record or submission will be made but the student will receive zero marks for the assessment task.

Final Examinations and Final Assessment Tasks

Final exams and final assessments will typically take place in Week 6 or Monday of Week 7. All students enrolled in a teaching session are expected to ensure they are available up until and including Monday of Week 7 to undertake examinations. Passing the final exam or final assessment task is a requirement to pass this unit.

Details of teaching session dates can be found on the [Important Dates](#) calendar. Dates for any final examinations and assessment tasks will be provided in the Unit Guide Teaching Schedule.

Planning for an exam is very important. All students should be familiar with the [Exam Rules](#). In addition, students should refer to the below links for other important examination related information.

- [Talk to your lecturer](#)
- [Revision tips](#)
- [What to bring with you](#)
- [What not to bring with you](#)
- [Where to get help](#)
- [Tips for Success](#)

Please note that it is not uncommon for students to have two consecutive examinations in one day.

Conduct During Assessments and Examinations

Students must adhere to the [Student Code of Conduct](#) and [Academic Honesty Policy](#) at all times.

Students will be provided with instructions pertaining to conduct in in-class assessment tasks. For all examinations, students will be required to:

- provide their Macquarie University Campus Card as photographic proof of identity for the duration of the examination. This must be visible at all times during the examination.
- leave mobile phones, electronic devices, bags, computers, notes, books and similar outside a final examination venue or in a designated space

- ensure any water brought into the examination room is in a clear and unmarked bottle
- obey all instructions provided by an Examination Supervisor
- refrain from communicating in any way with another student once they have entered the examination venue.

Students are NOT permitted:

- into an examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- to leave an examination venue *before* one hour from the time of commencement (excluding any reading time) has elapsed
- to be readmitted to an examination venue unless they were under approved supervision during the full period of their absence
- to obtain, or attempt to obtain, assistance in undertaking or completing the examination script
- to receive, or attempt to receive, assistance in undertaking or completing the examination script.

Students should also ensure they follow all requirements of the [Final Examination Policy](#).

Supplementary Examinations

Supplementary final examinations are held during the scheduled Supplementary Final exam Period. This may fall in Week 7 or within the first week of the subsequent teaching term. Results for supplementary exams may not be available for up to two weeks following the supplementary examination. Students in their final term of study who undertake supplementary final exams should note that Formal Completion of the Foundation Program will not be possible until supplementary results are released and this may impact on their ability to enrol subsequent programs of study on time.

Retention of Originals

It is the responsibility of the student to retain a copy of any work submitted and produce another copy of all work submitted if requested. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

The University may request and retain the originals of any documentation/ evidence submitted to support notifications of disruptions to studies. Requests for original documentation will be sent to the applicant's University email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

Contacting Teaching Staff and Obtaining Help and Feedback

Students may contact teaching staff at any time during the term by using the contact details provided in this guide or using the "Contact your teacher" dialogue tool provided in Week 0 of the respective unit in [iLearn](#).

For all university related correspondence, students are required to use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

Information on how and when students will receive feedback for individual assessment tasks has been provided in this unit guide.

Students may seek additional feedback at any time during the term and general feedback about their performance in a unit up to 6 months following results release.

Assessment Tasks

Name	Weighting	Due
Class Tasks /Short Quizzes (3)	15%	Weeks 2,3,5
Source analysis	20%	Week 4 Lesson 3
Annotated bibliography	25%	Week 6 Lesson 1
Group Presentation /Fact Sheet	30%	Week 6
Participation	10%	checked in class

Class Tasks /Short Quizzes (3)

Due: **Weeks 2,3,5**

Weighting: **15%**

Class tasks will be based on topics covered in class in the preceding weeks including 'Big History'. Each task will contain a different type of activity such as a multiple choice quiz or short answer questions based on a source provided. The focus will be on historical terminology and understanding historical sources. Class tasks will be completed in the first lesson of the respective week. Students will receive their marks and feedback in the lesson following the task. Each task will be worth 5%.

On successful completion you will be able to:

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the

future.

- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Source analysis

Due: **Week 4 Lesson 3**

Weighting: **20%**

The focus on this task is on assessing the students' historical skills of categorising and organising information. Reading & writing skills will also be assessed.

Students will be presented a fact sheet containing information about a Pharaoh's tomb dimensions and content. The question in the task will require them to identify objects, categorise artefacts and undertake a source analysis. Students will receive their marks and feedback in week 5

On successful completion you will be able to:

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Annotated bibliography

Due: **Week 6 Lesson 1**

Weighting: **25%**

This task requires students to conduct an historical investigation and to then explain and evaluate differing perspectives and interpretations of the past. This task will be based on WWI historiography. Students will be presented with some resources and may be required to find additional materials. In this task, students will be required to demonstrate their critical and

analytical skills to present their own argument supported with evidence.

This task must be submitted through Turnitin via iLearn and in hard copy in the beginning of lesson 1 in Week 6. Hard copies not submitted through Turnitin (or without a similarity report) will not be marked. The task and feedback returned to students in week 6.

On successful completion you will be able to:

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Group Presentation /Fact Sheet

Due: **Week 6**

Weighting: **30%**

This task will be based on personalities in the 20th century. In pairs or small groups, students will be permitted to select a personality from a given list and will be required to Investigate the life, role and significance of their chosen personality. Students will then present their findings orally to the class using appropriate accompanying visual aids. Each group member will be required to speak for at least 2-3 minutes. Following the presentation, the group will be required to pose at least 2 questions to the class and lead a discussion which engages the audience.

In addition to their presentation, students need to produce a Fact Sheet covering the background of the personality they have studied, their achievements and the significance of their contribution to the Civil Rights Movement.

Prior to the presentation, pairs/ groups will be required to present a presentation plan visual aids and discussion questions to the instructor. They will be required to incorporate feedback provided into their final presentation.

Each group will be given a designated day to present in Week 6. Feedback will be provided following the presentation. Final marks will be available upon results release.

On successful completion you will be able to:

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the

future.

- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Participation

Due: **checked in class**

Weighting: **10%**

The students participation will be monitored both in terms of attendance, participation in activities and completion of activities included in workbooks.

On successful completion you will be able to:

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Delivery and Resources

Scheduled Class Time, Timetable and Attendance Requirements

Weekly face to face contact for this unit will be 10 hours consisting of a four 2.5 hour lessons (60 hours per term).

Students will be able to enrol in their classes and view their personal timetable via eStudent and may also view general timetable information via Macquarie University's [Timetable page](#).

80% Attendance is compulsory in order to pass this unit (see requirements to pass in Assessment section above). International students must also attend at least 80% of scheduled classes in order to meet visa requirements (see Attendance Policy below).

Because of the intensive nature of this program, students should be aware that their attendance in this unit will fall to 80% when they miss 12 hours of class time (4.8 lessons) without justifiable grounds. At that point the student will not be able to pass the unit.

Attendance will be monitored in each lesson and record made of any absences or partial absences (students arriving late, leaving early or during part of the lesson). Students will be able to see their attendance records for a unit via iLearn. Where a student is at risk of not meeting the 80% attendance requirement in a unit, they will be counselled by the teaching and/or administrative staff and may be advised to withdraw from the unit.

Where a student is at risk of not meeting the 80% attendance requirement across their enrolled units, they will be counselled by the teaching and/or administrative staff. Once an international student fails to meet the 80% attendance requirement, they may be reported to the Government for non-attendance and their visa may be cancelled.

iLearn

[iLearn](#) is Macquarie's online learning management system and a principal resource which will be used throughout the term. Students should access iLearn at least 3 times per week as it will contain important information including:

- Announcements - Teaching staff will communicate to the class using iLearn announcements.
- Staff contact details
- Lecture notes and recordings
- Learning and teaching activities and resources
- Assessment information
- Tutorial questions and solutions
- Assessment submission tools such as Turnitin
- Other relevant material

For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

Required and Recommended Texts and Materials

Prescribed Texts(s)

Students will not be required to purchase a text book for this course. However, they will be required to use a variety of resources which will be made available in the unit reader and on iLearn. Students will also be directed to additional resources in class as they complete set tasks.

Recommended Text:

- *Anderson et al, 2008 'The world in the beginning of the 20th century' in Retrospective Modern History, pp. 178-207.*
- *Brooman, J 1985 The end of old Europe: The causes of the First world War, 1914-18,*

Longman 20th Century History Series.

- *Kiem, P. Skills in Modern History*
- *Condon, The making of the modern world.*

Technology Used and Required

- Access to internet (Available on Campus using Macquarie [OneNet](#))
- Access to [iLearn](#)
- Access to Macquarie University [Library catalogue](#)
- Access to Microsoft Office Word and Excel (available in Labs)

Unit Schedule

Week	Lesson	Topic / Content Covered	Required reading (should not be more than 12 pages) per week – provide citation	Associated tasks	Assessment Task (if applicable)
1	Lesson 1	Course Content Welcome to Big History Watch video Activity – visions of future	Big History Project	Students sign in to Big History Concepts & language	
	Lesson 2	Big History 1.2 Scale and set of activities (section of this unit)	Access to Big History Project This is granted by the teacher in charge by inviting the students or asking the students to log in	Internet activities Including watching videos, completing tasks and quizzes	
	Lesson 3	Big History Origin Stories In lesson and practical Students complete set of activity		Jigsaw activity With origin stories article collection If there is not computer in this lesson it will be okay Handouts will need to be printed for jigsaw and discussion	

	Lesson 4	Big History: What are the disciplines (section of this unit)		My Big History	
2 Historical skills And literacy skills	Lesson 1	Introduction: the roles of the historians and archaeology Concepts / language	Lawless et al, <i>Unlocking the past, 1996.</i> And Lawless et al, 1998 <i>Ancient History skills: preliminary course,</i>	Concepts & language The work of archaeology, Measuring time, written sources, statistics, tables and diagrams, dating	Short Quiz Big History
	Lesson 2	The work of the Historian		Role of historian and the archaeologist Activity on comparing and contrasting evidence	
	Lesson 3	The work of archaeologist		Activity on archaeological evidence and Site plans & digs	
	Lesson 4	Who owns the past		Focus on literacy: Examining writing styles: <ul style="list-style-type: none"> • paragraph response • empathy response • structure of an essay 	
3 Ancient History Egypt Deir-el-Medina	Lesson 1	Egypt: Historical Background	Lawless et al, <i>Unlocking the past, 1996.</i>	Empathy activity on conservation	Short Quiz on the work of the historian and conservation
	Lesson 2	Deir el-Medina Workers lives		Deir el Medina – skills working with a variety of historical sources	
	Lesson 3	Beliefs and tombs	Lawless et al, 1998 <i>Ancient History skills: preliminary course,</i>		
	Lesson 4	Tomb robberies	Source analysis		

4	Lesson 1	Treasure hunters vs scientific investigation	Lawless et al, 1998 <i>Ancient History skills: preliminary course</i> ,		
	Lesson 2	Visit to the Museum of Ancient Cultures	Macquarie University	Students visit the Museum of Ancient Cultures and take part in a study	
	Lesson 3	Introduction to concepts of modern history	Anderson et al, 2008 'The world in the beginning of the 20 th century' in <i>Retrospective Modern History</i> , pp. 178-207.	Concepts and terminology The world in the beginning of the 19 th century Introduction and the nature of society	
	Lesson 4	Imperialism		Imperialism and its scope. Competing for territory and resources in Africa, Asia and the Americas	
5	Lesson 1	Imperialism	Brooman, J 1985 <i>The end of old Europe: The causes of the First world War, 1914-18</i> , Longman 20 th Century History Series. Kiem, P. skills in Modern History Condon, <i>The making of the modern world</i> .	Students research empires in the 20 th century, and complete matrix with information: - rise and fall of empire and determine: factors that led to their formation, their rise and their decline ; - on population, number of colonies, size of colonies, size of army, size of navy industry output - analysis of data gathered Students carry out a source analysis to determine the reasons Focus on building literacy skills: writing an annotated bibliography Practice activity.	Short Quiz: Reliability of historical sources
	Lesson 2	The background of WWI Emerging forces and ideas	Cartoon analysis And/or	Cartoon analysis and Students conduct research to find out about individuals, groups and influences and write a short text on their importance in the early 20 th century.	

	Lesson 3	Writing annotated bibliographies and the Causes of WWI	focus on writing / workshop		
	Lesson 4	Civil Rights Movement in the US in the 1950-1960s	<p>Anderson et al, 2008, 'The Civil Rights Movement in the USA in the 1950s and 1960s' in <i>Retrospective Modern History</i>, pp. 125-143</p> <p>Taylor and Mirams, 2015. <i>The Civil Rights in the USA</i>, Nelson Modern History series</p>	<p>Introduction, historical context;</p> <p>Historical key concepts</p>	
6 Focus on Civil Rights & significant personalities and significance of their contributions	Lesson 1	Martin Luther King and the use of non-violence to achieve civil rights objectives	<p>Anderson et al, 2008, 'The Civil Rights Movement in the USA in the 1950s and 1960s' in <i>Retrospective Modern History</i>, pp. 125-143</p> <p>Taylor and Mirams, 2015. <i>The Civil Rights in the USA</i>, Nelson Modern History series</p>	<p>Skills - What makes a good presentation</p> <p>Create a poster encouraging University students to participate in a civil rights protest</p>	
	Lesson 2	The development of more radical methods and individuals in the 1960s (Malcolm X and the Black Panthers)	As above		
	Lesson 3	Achievements of the Civil Rights Movements	As above	Research and group work continue	
	Lesson 4	Group Presentations	As above	Group Presentations	Presentations & Fact sheets based on personalities in the 20 th century who contributed to the Civil Rights Movement are due

Learning and Teaching Activities

Scheduled Classes

Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).

Extension Activities

In addition to the units a student is enrolled in, they are required to complete extension activities each term. Extension activities are an integral and compulsory part of the Foundation Program. Students cannot successfully complete the Foundation Program without completing Extension Activities. Extension Activities will be made available to students via iLearn and will involve a range of tasks which may be academic in nature or more broadly related to participation within the university. Some tasks will be completed and submitted online while others may require students to attend workshops and other activities within the university. Student progress with extension activities will be monitored and students who fail to complete extension activities will be counselled regarding the implications of non submission and may be required to participate in additional support programs.

Make-up lessons

If any scheduled class falls on a public holiday a make-up lesson may be scheduled, usually on a Wednesday. Where appropriate, the instructor may instead organise an online make-up lesson which would require students to access online learning materials and/or complete activities outside of class rather than attending a make-up lesson. Scheduled make-up days will be announced in class and attendance is taken for both for face to face and online make-up lessons.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit <http://students.mq.edu.au/events/2016/07/19/ne>

[w assessment policy in place from session 2/](#)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Academic Honesty

All staff and students must abide by the principles of academic honesty as outlined in the [Academic Honesty Policy](#). This means that:

- all academic work claimed as original must be the work of the person making the claim
- all academic collaborations of any kind must be acknowledged
- academic work must not be falsified in any way
- when the ideas of others are used, these ideas must be acknowledged appropriately.

All breaches of the [Academic Honesty Policy](#) are serious and [penalties](#) apply. Students should be aware that they may fail an assessment task, a unit or even be excluded from the University for breaching the Academic Honesty Policy.

If you are unsure about how to incorporate scholarly sources into your own work, speak to your teacher or [Student Connect](#) prior to your assessment due date. You may also enrol in [StudyWise](#) or visit the University's [Library Webpage](#) for more resources.

Final Examination Script Viewings and Grade Appeals

A student who has been awarded a final grade for a unit has the right to appeal that grade as outlined in the [Grade Appeal Policy](#). Grade appeals apply to the final Standardised Numerical

Grade (SNG) a student receives for a unit of study. They do not apply to results received for individual assessment tasks. A student is expected to seek feedback on individual assessment tasks prior to the award of a final grade. In particular, a student is expected to view their final examination paper in advance of submitting a grade appeal, if this is relevant to their case.

Students also have the right to request feedback from the Unit Convenor on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

Grade appeals must be submitted via ask.mq.edu.au within 20 working days from the published result date for the relevant unit. Before submitting a Grade Appeal, please ensure that you read the [Grade Appeal Policy](#) and note valid grounds for appeals.

Attendance

Please refer to the Macquarie University International College Attendance Policy for Foundation Students.

A student must attend a minimum of 80% of scheduled classes in order to pass the unit. International students must also maintain their attendance above 80% to meet visa requirements.

Attendance will be recorded in every lesson and note made of any lateness or period of absence from class. Where a student is present for only for a minor portion of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a student absent for that particular lesson and make note of such incidents.

Students should also note that because of the intensive nature of the course their attendance can quickly drop below 80%:

Attendance	Student enrolled in 2 Units	Student enrolled in 1 Unit
100%	Attends all classes	Attends all classes
90%	Misses 12 hours of classes	Misses 6 hours of classes
85%	Misses 18 hours of classes	Misses 9 hours of classes
80%	Misses 24 hours of classes	Misses 12 hours of classes

In cases of unavoidable non-attendance due to illness or circumstances beyond control, students should lodge a [Disruption to Studies](#) Notification via ask.mq.edu.au and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that that appropriate records of unavoidable absences can be made on their student record.

Course Progression

Macquarie University International College monitors Foundation students' Academic and Course progress as per the Progression Policy.

To maintain satisfactory Academic Progress, a student must pass 50% or more of their enrolled units in a study Term.

Students who fail to make satisfactory Academic Progress will be classified as "at risk" and will be required undertake an academic counseling interview with the Program Manager or delegate to discuss their studies and, if necessary, formalise an appropriate intervention strategy to assist the student in their progression. They may also have conditions placed upon their enrolment.

Students must also maintain Satisfactory Course Progress. A student is deemed not to be making satisfactory course progress if they fail more than 50% of their enrolled units in two consecutive Terms of study, or if they have failed more than 50% of their subjects after studying two or more terms.

A Foundation Program student who fails to make satisfactory course progress will be subject to exclusion. International students must also comply with the Course Progress policy in order to meet the conditions of their visa.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/

[offices_and_units/information_technology/help/](#).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment task

- Group Presentation /Fact Sheet

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.

- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.

Assessment tasks

- Annotated bibliography
- Group Presentation /Fact Sheet

Learning and teaching activities

- Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to

history.

- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment tasks

- Source analysis
- Annotated bibliography
- Group Presentation /Fact Sheet
- Participation

Learning and teaching activities

- Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).
- In addition to the units a student is enrolled in, they are required to complete extension activities each term. Extension activities are an integral and compulsory part of the Foundation Program. Students cannot successfully complete the Foundation Program without completing Extension Activities. Extension Activities will be made available to students via iLearn and will involve a range of tasks which may be academic in nature or more broadly related to participation within the university. Some tasks will be completed and submitted online while others may require students to attend workshops and other activities within the university. Student progress with extension activities will be monitored and students who fail to complete extension activities will be counselled

regarding the implications of non submission and may be required to participate in additional support programs.

- If any scheduled class falls on a public holiday a make-up lesson may be scheduled, usually on a Wednesday. Where appropriate, the instructor may instead organise an online make-up lesson which would require students to access online learning materials and/or complete activities outside of class rather than attending a make-up lesson. Scheduled make-up days will be announced in class and attendance is taken for both for face to face and online make-up lessons.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment tasks

- Class Tasks /Short Quizzes (3)
- Source analysis
- Annotated bibliography
- Group Presentation /Fact Sheet
- Participation

Learning and teaching activities

- Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and

systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
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- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment tasks

- Class Tasks /Short Quizzes (3)
- Source analysis
- Annotated bibliography
- Group Presentation /Fact Sheet

Learning and teaching activities

- Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
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Assessment tasks

- Class Tasks /Short Quizzes (3)
- Source analysis
- Annotated bibliography
- Group Presentation /Fact Sheet

Learning and teaching activities

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Locate and identify different types of sources and analyse and evaluate sources for their usefulness and reliability.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment tasks

- Class Tasks /Short Quizzes (3)
- Source analysis
- Annotated bibliography
- Group Presentation /Fact Sheet
- Participation

Learning and teaching activities

- Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Use fundamental discipline specific terminology to express concepts and ideas related to history.
- Explain differing perspectives and interpretations of the past.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment task

- Participation

Learning and teaching activity

- Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons and students will be given problems, practice questions and other interactive activities to apply the knowledge and the skills gained in the lesson. Case studies and real life scenarios will be studied and the course focus on transforming students into independent thinkers and problem solvers. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab. Attendance of all scheduled class is compulsory (see attendance Policy below). Students must attend at least 80% of scheduled classes in order to meet visa requirements and pass the unit (see additional requirements to pass in Assessment section above).

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Describe, analyse and evaluate the role and significance of selected individuals, groups, events and sites within the historical context and their influence on the present and the future.
- Undertake the process of historical inquiry; locate, select, organise and present relevant information from a selection of sources.

Assessment task

- Participation