



SPED822

Effective Instruction

S2 External 2017

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via Dialogue on Ilearn

X5A Room 209

By appointment

Lecturer

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Credit points

4

Prerequisites

Admission to GradCertLearnDiffSuppTeach or GradDipSpecEd or GradCertBehSuppTeach or MSpecEd

Corequisites

Co-badged status

Unit description

This unit focuses on a range of empirically verified generic instructional methods and approaches that have broad application and may be seen to provide the foundation for contemporary special education,

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:

Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.

Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.

Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.

Students will apply the principles of explicit instruction and strategy instruction.

Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.

Demonstrate competency in special education practice during professional experience.

General Assessment Information

How do I submit my assignment?

You will submit your assignment through the iLearn website via the link in the Assessment section.

How do I know my assignment submission was successful?

Unit Convenors will NOT respond to requests to confirm that assignments have been correctly submitted.

You will receive an email receipt on successful submission of your assignment in your student email account. Make sure that this has been received and retain this receipt. No claims will be considered regarding missing assignments without this receipt.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained. In general, there should be no need for extensions except through illness or misadventure that would be categorized as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/specialconsideration/disruption-to-studies>.

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays).

You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed. No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

What if my hard drive crashed, my pet hippopotamus ate my computer etc?

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure your work is adequately backed up. Make sure your work is regularly backed up on a USB drive or to a cloud-based backup and don't leave your submission to the last minute. Always keep your hippopotamus and computer in separate rooms.

When is the deadline for submission?

The deadline is 11:59 pm on the due date. Note that this means you must submit **BEFORE** 11:59 pm. Note that it takes time to upload your assignment to Turnitin. This is normally quite quick but will depend on the speed of your internet connection at the time. The submission time is the time that assignment is recorded as received by Turnitin as we can not verify the time you started uploading. You need to allow time for the upload. **Do not leave submission of your assignment to the last hours (or minutes).**

What if my assignment is only 11 seconds late?

Late is late. Any submission after the deadline will be considered late.

What if i accidentally submit a blank assignment, the wrong document, etc?

We can only mark what you submit. Make sure you re-download your assignment from the location that it was submitted and verify the correct document has been submitted. No consideration will be offered if you submit the incorrect document.

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission.
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

What if I exceed the word limits?

Some components of the assignment will have specific word limits. Components of answers beyond the stated word limit will not be marked. That is, answers will only be marked up to the stated word limit.

How will I get feedback for my assignment?

Individual feedback will be provided electronically where you submitted your assignment.

Assignment grades will be available in the Grades section of the website.

Assignment Rubric

In general, markers will be looking for the following qualities in your responses to the assignment:

- Effective communication of key concepts and understanding
- Address of the critical points in the questions and scenarios provided.
- Appropriate critical analysis and justification where needed.
- Integration of information from relevant content in the unit.
- Quality of critical analysis and originality.
- Evidence of generalization of the concepts and principles addressed in the unit to new examples.
- Evidence of a deep understanding of the range of factors underpinning assessment and intervention.

You are encouraged to evaluate your work against these criteria.

Assessment Tasks

Name	Weighting	Hurdle	Due
Practicum	0%	Yes	Friday, 10th November, 2017
Assignment	50%	No	Monday 9th October, 2017
Examination	50%	No	University Examination Period

Practicum

Due: **Friday, 10th November, 2017**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Completion of practicum is part of the assessment for this unit.

The purpose of supervised Practicum is to allow for systematic and first-hand observation of a student teacher's teaching competencies. Students are expected to teach and manage a class/ small group from day 3 onward. Supervising teachers will make one formal observation each day using the protocol provided in the Practicum Handbook to evaluate your competencies in lesson planning and presentation, monitoring learning, providing feedback, delivering reinforcement and

managing the class or group. Students are responsible for forwarding all the required documentation to the Central Practicum Experience Office (CPEO), Building X5B Room 348..

What happens if my practicum is unsatisfactory?

Students who are found to be unsatisfactory during their placement, may be offered the opportunity of additional time or an additional placement in order to reach a satisfactory standard.

Where can I find out more about practicum?

Students should refer to the **Practicum Handbook** for details of practicum. The booklet is available on the web page at the Practicum Handbook link at the top of the web page.

E-mail queries about practicum should be sent to Central Prac Experience Office (CPEO) e-mail at des.pe@mq.edu.au

Phone inquiries about practicum should be made to the CPEO on Ph: (02) 9850-9460.

We strongly recommend that you think about your practicum arrangements early in the semester as you may need to organize leave from your work place to accommodate the practicum requirements.

When do I complete practicum?

Completion of practicum is part of the assessment for this unit.

Practicum must be completed before the end of this semester (that is, before 10th November, 2017).

If you have not completed before the end of semester (i.e., before 10th November, 2017), you must apply for an extension, with the reasons documented through the disruption to studies process at askMQ. You should read the additional information on disruption to studies in the General Assessment.

What happens if I do not complete all of the requirements for practicum?

If you have not completed practicum and have not requested an extension, you will receive a FAIL HURDLE (FH) grade for the unit.

If you have an extension, or if you completed practicum and your practicum reports have not been received by CPEO, you will receive an INCOMPLETE HURDLE grade. Your final grade will be released when all practicum requirements have been met.

On successful completion you will be able to:

- Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.
- Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.

- Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.
- Students will apply the principles of explicit instruction and strategy instruction.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.

Assignment

Due: **Monday 9th October, 2017**

Weighting: **50%**

Assignment Description

The assignment (2000-2500 words) will present tasks related to the education of students with special education needs. This assessment will include some scenario-based questions with a focus on integrating relevant content from the unit. The form of the assignment will vary each semester but it will focus on evidence based teaching strategies. It may take the form of a scenario and related short answer questions, or a case study or a literature based critical analysis of a set question. The assignment will be available from the unit website in week 3 of the semester. See the General Assessment Information section for information on submission procedures, extensions, etc.

What is required for the assignment?

In general, good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly, and observe any stated word limits. Strict APA referencing procedures should be used.

On successful completion you will be able to:

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- Students will apply the principles of explicit instruction and strategy instruction.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.

Examination

Due: **University Examination Period**

Weighting: **50%**

A three-hour examination will be held during the University examination period. The official MQU examination period extends over a three week period at the conclusion of the teaching semester. This piece of assessment will be comprised typically of questions that require short answers. Questions will address conceptual understanding and practical application of unit content. All unit content is examinable. A paper with sample questions will be provided in the final week of the unit.

Please note that exams are scheduled Monday to Saturday. University rules specify that students must ensure that they are available for the full duration of the final examination period.

Distance students will be required to attend a nominated external examination centre.

The examination timetable is generally scheduled during the middle of the semester. Students will be notified when the examination schedule has been released, then they may then look up the following website to find the details of the examination timetable <https://students.mq.edu.au/study/exams-and-results/exam-timetables>.

Information Regarding the Final Examination

Final Examination Rubric

In general, markers will be looking for the following qualities in your responses in the examination:

- Depth and breadth of knowledge of key concepts and principles addressed in the unit.
- Integration of concepts and principles from relevant content across the unit.
- Evidence of generalization of the concepts and principles addressed in the unit to new examples.
- Synthesis of relevant content to address practical problems.
- Quality of critical analysis.
- Ability to apply conceptual understanding to novel examples.

On successful completion you will be able to:

- Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.
- Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.

- Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.
- Students will apply the principles of explicit instruction and strategy instruction.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.
- Demonstrate competency in special education practice during professional experience.

Delivery and Resources

General Organization of the Unit

The unit is organized in external mode only, and in a flexible delivery format.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organised and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If you get significantly behind in your topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and learning activities

- **Study guides** provide an overview of topics and guide learning.
- **Readings** are designed to prepare students for the seminars as well as broaden their understanding of topics.
- **Online presentations** provide information and highlight key concepts.

Review quizzes enable you to monitor your own learning. The review quizzes will remain open throughout the semester.

- **Forums** provide students with the opportunity to ask question and discuss issues relevant to the unit. Contributions to the online discussion forum are not compulsory but can be a beneficial way of exchanging ideas and discussing unit content with other students. Although unit convenors typically check the Discussion Forums, they will not respond to all posts, as discussion between students may be more appropriate.
- **Dialog** allows students to communicate privately with the unit staff. **Dialog should be checked every 48 hours for important information.**
- **Assessments** allow students to refine and demonstrate achievement of unit learning outcomes.

Technologies used and required

The unit uses an Ilearn web site. You may access the site from: <https://ilearn.mq.edu.au>

Unit Schedule

Classes

All Study Topic seminars have been prerecorded for SPED822. There are no on campus sessions for this unit. All seminar recordings and all of the study materials for SPED822 can be accessed via the ilearn site. The following table gives an overview of topics covered in the unit and the suggested completion date.

TOPIC	RECOMMENDED COMPLETION DATE	CONTENT
	Week Beginning Monday	
1	31st July	Introduction, overview and Welcome Seminar
2	7th August	Introduction to the Art of Teaching
3	14th August	RTI - A Learning Teaching Model
4	21st August	Setting Goals to Improve Achievement
5	28th August	Teacher Directed Instruction
6	4th September	Group Directed Instruction
7	11th September	Peer Mediated Instruction
	18th -29th September	Mid-semester Break
8	2nd October	Individualized Instruction
9	9th October	Student Directed Learning 1
10	16th October	Student Directed Learning 2
11	23rd October	Individualized Instruction
12	30th October	Independent Instruction
13	6th November	Explicit Teaching Vs Constructivist Approaches

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.
- Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.
- Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.
- Students will apply the principles of explicit instruction and strategy instruction.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.
- Demonstrate competency in special education practice during professional experience.

Assessment tasks

- Assignment
- Examination

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen

fields.

This graduate capability is supported by:

Learning outcomes

- Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.
- Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.
- Students will apply the principles of explicit instruction and strategy instruction.
- Demonstrate competency in special education practice during professional experience.

Assessment tasks

- Practicum
- Assignment
- Examination

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.

Assessment tasks

- Practicum
- Assignment
- Examination

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create

new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.
- Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.
- Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.

Assessment task

- Practicum

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Students will critically evaluate the strengths and weaknesses in current strategies, theories, and approaches to the education of students with special education needs.
- Students will utilize their professional knowledge and capacity for problem solving to select, design, implement, monitor and evaluate assessment and instructional strategies to meet the needs of particular students.
- Students will creatively design or adjust curriculum, based on a deep understanding of research-based practice in special education, a careful analysis of individual student need and collaboration with professionals and parents.
- Students will apply the principles of explicit instruction and strategy instruction.
- Demonstrate competency in special education practice during professional experience.

Assessment tasks

- Practicum
- Assignment
- Examination

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Students will apply the principles of explicit instruction and strategy instruction.
- Students will demonstrate competency in the application of the principles of explicit and strategy instruction during professional experience.
- Demonstrate competency in special education practice during professional experience.

Assessment tasks

- Assignment
- Examination

Changes from Previous Offering

Changes made Since the last offering of the unit

- The assessment tasks have been changed.

Response to student feedback

Student feedback to our units is generally very positive, and we retain practices that students appreciate. We have made some changes to units as a result of feedback:

- Discussion forum posts are now optional

General Assessment Information

Grading Procedures

Results for assessments will be reported as Grades (i.e., HD, D, Cr, P, F) consistent with University grade descriptors. Where the grades are used to report results for assessment components with significant weighting, convenors may also optionally add the suffixes of + (plus) or - (minus) to the generic descriptor in order to provide additional detail.

For example:

Pass +

Pass

Pass -

In this case, a 'Pass +' would indicate performance in the upper end of the pass range, a grade of 'Pass' would indicate a mid range pass and a 'Pass -' would indicate performance at the lower end of the pass range. This principle is applied to all grade descriptors (i.e., HD, D, CR, P, F).

Raw scores for all assessments will be moderated according to the University guidelines so that work judged to be of a given standard is awarded a moderated score within the following distribution: High Distinction 85 - 100; Distinction 75 - 84; Credit 65 - 74; Pass 50 - 64; Fail 0 - 49.

For example, if it is judged that the HD standard for a particular assessment is met by work scoring 90 - 100, raw scores will be adjusted so that students received moderated scores between 85 and 100. This moderation takes into account both the stated performance standards for the assessment component and the degree of difficulty of the specific task.

Assessment weighting

All assessment tasks must be attempted for students to be eligible for an overall passing grade in the unit. Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with a better performance in the other component. Consistent with the University Assessment Policy, moderated scores will be used in the calculation of final grades. The final unit score will be the weighted average of the moderated scores for the unit.

Resubmission

Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an improved performance in the other component. **Resubmission is not permitted.**

Appeals against grades for individual assessment components

If any student has concern about the marking of an assessment, they must:

- Consult the member of staff who marked the work.
- If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within **one week** of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The Unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark. Please note that it is policy to double mark all failing assessments. The decision of the unit convenor is final.

Appeals against final unit grades

See the Policies and Procedures section for details on appeals against Unit Grades.

Academic honesty and plagiarism

You must read the Academic Honesty Policy in the Policies and Procedures section of this guide.

Important points:

- Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.
- Claim of ignorance of the University policy on plagiarism is NOT a defense. If you do not understand the Academic Honesty Policy, please seek advice from a member of the academic staff.

Required Unit Materials and Readings

Text

Two texts have been recommended for purchase for this unit.

Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York;The Guildford Press

Reid, R., Lienemann, T., & Hagaman,J. (2013). *Strategy Instruction for Students with Learning Disabilities. (2nd Ed.)*, New York: Guildford Press.

The textbooks may be obtained from the Co-Op Bookshop.

Other Required Readings

Compulsory readings may be downloaded from Multisearch section of the Library web site at: <http://www.library.mq.edu.au> or from sites as advised in the study guides.

Required readings should be completed prior to viewing the relevant presentation, iLecture or seminar and in conjunction with the study guide.

Unit Web Page

Access

An iLearn website has been established to support this unit. The website may be accessed at: <https://ilearn.mq.edu.au>.

The site will offer the option of discussion forums on specific topics and Dialogue (private communication) within the unit. Required study materials, review quizzes and assessment information are available on the website.

You should check the website (General Discussion Forum and your Dialogue) at least ONCE EVERY 48 HOURS.

You will NOT receive any material in the mail. ALL communication is through the website.

Information about using iLearn is available at: http://www.mq.edu.au/iLearn/student_info/

This page includes information and links (on the left hand side of the page) about topics such as: navigating iLearn, using discussion forums, getting started with iLearn.

How do I get a password?

Information on first time log in and passwords is at: <https://mypassword.mq.edu.au/index.php?screen=MQInitPW>

You will need your Student OneID number, surname and date of birth.

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the website, **please contact: Student IT Help**

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face-to-face: Building C5C, Room 244

Website: <http://www.mq.edu.au/onehelp/>

Onehelp Ticket Lodgement: <https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa>

Where Do I Start

To get you started in this unit, tick off each action as you complete it.

ACTION	COMPLETED
Carefully read this unit guide	
Carefully read this unit guide a second time.	
Organize purchase of the 2 x recommended textbooks.	
Go to the unit website (from Friday before the start of semester) and check Dialogue and Discussion Forums for messages.	
If you have problems accessing the site contact IT Help urgently.	
Go to the START HERE section of the website, read and follow the instructions.	
While you are on the website, check the Practicum arrangements associated with your unit and course and download the Practicum Handbook.	
Go to the Topic 1 section of the website and follow the instructions.	

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.