



SOC 311

Social Order and Social Control

S1 Day 2018

Dept of Sociology

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Peter Rogers

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Contact via peter.rogers@mq.edu.au

Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

Co-badged status

Unit description

In this unit we explore criminology through the concepts of social order and social control. You will consider how theories of order, control, justice and freedom emerge from social and cultural contexts, historical events, in theories and as ideology to better understand how we are ruled in different ways at different times. The evolution of our freedoms will be explored throughout the unit to encourage critical reflection on fairness, discipline, order and control in Australian and international contexts. This unit asks student to test their ideas and ideals to see if, in the final analysis, the freedom and liberty we think we have is 'real' freedom or just an illusion and a trap to keep us all under control

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:

To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology

To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations

To plan, design and conduct a team-based research project in collaboration with others

To critically evaluate and justify both individual and group performance through active

participation and continuous learning

To enhance verbal and written communication skills, such as: offering a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media;

To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

General Assessment Information

MAJOR ESSAY

The essay will be chosen from one of the set questions used in this unit. These questions will be posted online (in iLearn) by the end of March.

The essay should address the key themes of the course drawing on the usual range of academic sources, including (but not limited to) required readings, recommended readings and independent research as conducted by the student (relevant to the unit focus and themes).

Remember:

1. The essay must be your own work. Harsh penalties are imposed for plagiarism, ghost writing or other 'cheating' as per the academic honesty policy
2. The essay must show evidence of both an understanding of core unit content & substantial wider independently researched reading on the appropriate topic
3. The Major Essay must be written on a different theory and/or topic to your group presentation. *If in doubt ask your tutor for advice.*
4. Marks will be deducted for improper referencing. Students are required to use standard Harvard (author-date) referencing style in the in-text content, citations and bibliographic references used throughout the final submission.

Please refer to the 'MAJOR ESSAY - Guidance on RUBRIC and FAQs' sheet provided in iLearn. Further support on essay writing can be found at the MQ library website, [undergraduate page](#).

GROUP PROJECT

The assessment policy requires that "at least 50% of group work assessment shall be allocated to individual performance". To comply with this policy the group project is divided into 3

components - two group components and an individual component. These grades are then combined to give students a final mark for the group project assessment.:

- **Group component 1. PROJECT PROPOSAL** = 10% of GROUP PROJECT final mark
- **Individual Component. COLLABORATION WIKI** = 50% of GROUP PROJECT final mark
- **Group Component 2. FINAL PRESENTATION** = 40% of GROUP PROJECT final mark

The groups will usually be allocated in week 3, but no later than week 5. This varies depending on unit enrollments each year.

Please also refer to the '[GROUP PROJECT - GETTING STARTED \(and FAQs\)](#)' in iLearn

Group component 1. PROJECT PROPOSAL

- *The proposal is a collaborative group assessment.* This means that all group members must contribute, and that all group members receive the same mark for the proposal; unless otherwise notified by the convenor.
- *The **word limit** for the group project proposal is roughly 1000 words, including +/- 10% leeway.* This does not include any figures or tables (such as the Gantt chart and the task list - if this is presented in a table format).
- *The proposal is submitted by uploading a word or pdf file to the wiki.* Instructions on how to upload files to the wiki are included on the wiki start page. The final submission should include the group number in the title (e.g. GROUP 1. GROUP PROPOSAL DOCUMENT. FINAL).

The GROUP PROPOSAL should:

- clearly demonstrate the title and topic / focus of the project
- generate a properly formatted Gantt chart that can be used to track progress on the project throughout the session
- provide an initial task list / division of labour for individual contributions to the group project
- provide evidence of communication and group planning (e.g. minutes of first meetings)
- show basic language skills (e.g. grammar, referencing)

Please also refer to the '[Group component 1. PROJECT PROPOSAL. RUBRIC & CHECKLIST](#)' sheet provided in iLearn.

Individual Component. COLLABORATION WIKI.

For this assessment students must complete KEY TASKS in the GROUP COLLABORATION WIKI to demonstrate an individual contribution to the project.

- *Examples of KEY TASKS are listed on the 'GROUP COLLABORATION WIKI RUBRIC AND GUIDANCE' sheet* - Check the ASSESSMENTS section in iLearn to access/download this document.
- *You decide how to structure your wiki as a team* - even though you receive an individual mark for the wiki it is still part of the project. We can give you some guidance, but each group must take on responsibility for managing the wiki content as a team
- *You decide how to divide up the KEY TASKS amongst your group* - everyone must contribute to receive an individual grade, it is recommended that you keep a record of the task allocations in the wiki.
- *Learn to use the wiki* - even if you are not familiar with using a wiki you are required to try. Learning how to use the wiki is a key skill being assessed in this unit. All students must try to develop their wiki skills throughout the session. As such each individual student should try to complete at least one key task in wiki every week.
- *If it isn't in the wiki we cannot mark it.* Please bear this in mind when deciding how you are going to work, and document your work, as a group. ONLY contributions documented in the wiki are included in your assessed work so it is vital that students learn to use the wiki and document all aspects of their individual contributions to the group project in this virtual learning space.
- *All wiki activity is monitored weekly by academic staff.* Bulk uploads of content at the end of term are not a replacement for weekly work.

Please also refer to the '[Individual Component. COLLABORATION WIKI RUBRIC](#)' sheet provided in iLearn

Group Component 2. FINAL PRESENTATION

A group presentation of no more than 15 minutes duration will be presented in the final week of term as the culmination of the GROUP PROJECT. Please consider that:

- general guidance on this component of the assessment will be made available in several of the lectures - please check the lecture recordings.
- workshops have been built into the tutorials to assist group with development and general presentation skills during term.
- a template for power-point presentation will be provided in iLearn.
- not all group members are required to speak in the final presentation - if not all group members present then there must be a reasonable distribution of workload to account for this division of labour.
- the timetable for final presentations will be uploaded to iLearn no later than WEEK 11.

Please also refer to the '[Group Component 2. FINAL PRESENTATION RUBRIC](#)' file provided in iLearn for more useful information

ADDITIONAL INFORMATION

- Rubrics, alongside more detailed guidance on both the assessment criteria for each assessment and some useful steps for students to consider when undertaking assessments, have been included in the iLearn site. Please check them for guidance.
- Students are advised to post all general questions to the general discussion board.
Before posting your queries:
 - Information is provided in a number of locations, it is a good idea to check the following before posting a question:
 - the unit guide
 - rubrics
 - iLearn site
 - assessment guidance
 - Check previous thread titles and topics to see if your question has been asked / answered already
 - *REMEMBER - duplicate threads or questions answered elsewhere may not receive a response. It is your responsibility to read the provided guidance.*

REVIEW MEETINGS (optional). Part of the group project is learning how to collaborate. This requires you to work within the group to resolve any issues that arise, however we acknowledge that academic guidance may be required in some situations. If you experience difficulties within your group that you are unable to resolve - e.g. if a group is not working well, a group member

experiences a serious disruption to study, or the team falls far behind schedule (as outlined in their Gantt chart) - the convenor may require OR students may request a 'review meeting' to discuss the progress of the group. A review meeting can be requested at any time during term, but the convenor will often schedule these meetings for the first week or two after the mid-session interval (usually around WEEK 8). Review meetings are arranged on a needs only basis, but can be requested by appointment. All group members should try to attend a review meeting **if** one has been arranged, but we also allocate time in tutorials throughout the session to discuss the group work as a whole. Externals are welcome to skype in for workshops and/or review meetings.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Major Essay</u>	50%	No	5th June
<u>Group Project</u>	50%	No	9th June

Major Essay

Due: **5th June**

Weighting: **50%**

The Major Essay (of no more than 2000 words) will test students on their ability to synthesise complex theories and apply them to a set question - see further information below

On successful completion you will be able to:

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To plan, design and conduct a team-based research project in collaboration with others
- To enhance verbal and written communication skills, such as: offering a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media;
- To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

Group Project

Due: **9th June**

Weighting: **50%**

The group project is a three part assessment in which students will collaborate to deliver a presentation, developing a range of team building and problem-solving skills - see further information below

On successful completion you will be able to:

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To plan, design and conduct a team-based research project in collaboration with others
- To critically evaluate and justify both individual and group performance through active participation and continuous learning
- To enhance verbal and written communication skills, such as: offering a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media;

Delivery and Resources

Teaching

- Whilst active participation is no longer assessed in this unit the weekly reading is considered a required part of preparing for your study each week.
- All students are strongly encouraged to attend all lectures and tutorials.
- REMEMBER - Students who regularly do not attend almost always see a reflection of this lack of engagement in their final marks.
- FOR ALL TIMETABLE INFORMATION go to the MQ timetable website.
- Rooms may change so check regularly for updates.

Readings

We do our best to upload all readings to ilearn or e-reserve though this is not always possible.

IMPORTANT NOTE: *Several of the texts we use will be only available on e-reserve for a limited time due to copyright restrictions imposed by the publisher. Please manage your reading schedule accordingly, this is not something that academic staff are able to influence. Be mindful that accessing the readings whilst they are available is YOUR responsibility.*

- We do not use one single core text for this unit. Readings are drawn from a number of sources. If you do wish to focus on ONE book you may find this particularly useful:

White, R.; Haines, F., Asquith, N. (2012) *Crime and Criminology*, Oxford: Oxford University Press (5th edition)

- There are also many copies of the earlier editions by White and Haines in the library. For this text in particular the earlier editions have similar content. Another important text from which required readings are drawn, is:

North, D. C., Wallis, J. J., & Weingast, B. R. (2009). *Violence and social order: A conceptual framework for interpreting recorded human history*. Cambridge: New York.

- Reading BEFORE you attend lectures and tutorials is mandatory in this unit. Contribution to discussions in the seminars & online is much more difficult if you do not read & come to class prepared for a discussion of the reading material.

Unit Schedule

More in depth information on the weekly topics, readings and other related materials from the unit schedule will be made available through ilearn upon registration in this unit. This gives you a taster of the topics by the title of the weekly lectures.

WEEK 1	Introduction to the Unit. Social ORDER and Social CONTROL
WEEK 2	From Violence and History to Contracts and Cooperation
WEEK 3	The Origins of Modern Law and Order
WEEK 4	Hearts and Minds
WEEK 5	Taking the Strain
WEEK 6	Whats in a Name
WEEK 7	This STATE We're In
WEEK 8	Lies, Lies & Politics
WEEK 9	Being Critical
WEEK 10	We Will Force You To Be Free
WEEK 11	The Lonely Robot
WEEK 12	What Happened to Our Dream of Freedom
WEEK 13	GROUP PRESENTATION SESSIONS

Learning and Teaching Activities

Lectures

Weekly lectures on discipline specific content

Tutorials

Weekly tutorials on content, workshops on assessments and skill development

GROUP WIKI

Essential space for the group assessments. Student participation will also be monitored through the wiki

Online Discussion

Accessing group spaces online and general discussion boards to participate in critical debate

Announcements

Access convenor announcements for up-to-date information

iLearn

Access iLearn and echo360 to download and review lecture slides, content and relevant information

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

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

- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To plan, design and conduct a team-based research project in collaboration with others
- To critically evaluate and justify both individual and group performance through active participation and continuous learning

Assessment task

- Group Project

Learning and teaching activity

- Weekly tutorials on content, workshops on assessments and skill development
- Essential space for the group assessments. Student participation will also be monitored through the wiki

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

- To plan, design and conduct a team-based research project in collaboration with others
- To critically evaluate and justify both individual and group performance through active participation and continuous learning
- To enhance verbal and written communication skills, such as: offering a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media;
- To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

Assessment task

- Group Project

Learning and teaching activity

- Weekly lectures on discipline specific content
- Weekly tutorials on content, workshops on assessments and skill development
- Access convenor announcements for up-to-date information

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

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To plan, design and conduct a team-based research project in collaboration with others
- To enhance verbal and written communication skills, such as: offering a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media;
- To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

Assessment tasks

- Major Essay
- Group Project

Learning and teaching activities

- Weekly lectures on discipline specific content
- Weekly tutorials on content, workshops on assessments and skill development
- Essential space for the group assessments. Student participation will also be monitored through the wiki
- Accessing group spaces online and general discussion boards to participate in critical debate
- Access Ilearn and echo360 to download and review lecture slides, content and relevant information

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

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To plan, design and conduct a team-based research project in collaboration with others
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Assessment tasks

- Major Essay
- Group Project

Learning and teaching activities

- Weekly lectures on discipline specific content
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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

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
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- To critically evaluate and justify both individual and group performance through active participation and continuous learning
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- To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

Assessment tasks

- Major Essay
- Group Project

Learning and teaching activities

- Weekly lectures on discipline specific content
- Weekly tutorials on content, workshops on assessments and skill development

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

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To plan, design and conduct a team-based research project in collaboration with others
- To critically evaluate and justify both individual and group performance through active participation and continuous learning

Assessment tasks

- Major Essay
- Group Project

Learning and teaching activities

- Weekly tutorials on content, workshops on assessments and skill development
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- Access Ilearn and echo360 to download and review lecture slides, content and relevant information

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

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To plan, design and conduct a team-based research project in collaboration with others
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Assessment tasks

- Major Essay
- Group Project

Learning and teaching activities

- Weekly lectures on discipline specific content

- Weekly tutorials on content, workshops on assessments and skill development
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- Access convenor announcements for up-to-date information
- Access Ilearn and echo360 to download and review lecture slides, content and relevant information

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

- To develop a greater understanding of key concepts and theoretical approaches used in the sociology of crime and criminology
- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

Assessment task

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- Accessing group spaces online and general discussion boards to participate in critical debate

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

- To enhance students ability to critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
- To enhance the ability to describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

Assessment task

- Group Project

Learning and teaching activity

- Weekly tutorials on content, workshops on assessments and skill development

Changes from Previous Offering

Building on student feedback from the Learner Evaluation of Units (LEUs) in 2017 the student guidance documents in iLearn have been simplified, the titles reviewed and improved to increase clarity. This has been reviewed and double-checked to ensure the 2018 unit guide is consistent with information in iLearn.