SPED831

Assessment and Intervention in Communication

S1 External 2018

Department of Educational Studies

Contents

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
Mark Carter
mark.carter.mq@gmail.com
Contact via Dialog
X5A113
By appointment

Credit points
4

Prerequisites
Admission to MSpecEd

Corequisites
SPED821

Co-badged status

Unit description
This unit addresses communication in persons with high support needs with the aim of preparing teachers or other professionals to work with these individuals. The unit examines both practical and conceptual issues with a focus on the use of research-evidence-based decision making. Specifically considered are theoretical and conceptual issues related to communication, communication options (including aided and unaided augmentative and alternative communication), and assessment approaches, as well as naturalistic and structured intervention strategies.

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:

Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.

Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

General Assessment Information

General 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 that is linked 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 defence. If you do not understand the Academic Honesty policy, please seek advice from a member of the academic staff.

Information Regarding Assignments

How do I submit my assignment?

A link for assignment submission will be provided on the web site in the Assessment section.

How do I know my assignment submission was successful?

Staff 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. You can also re-download your assignment to double-check it was submitted.

Can I get an extension and what are the late penalties?

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Special Consideration" 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 Special Consideration 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 categorised as unavoidable disruption according to the University definition of same, and currently available at: https://students.mq.edu.au/study/my-study-program/special-consideration

Assignments received after the due date will be accepted provided they are received no later than 10 calendar days late. Note that this is a period of grace, not a new deadline, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 10 days, except when an extension has been approved. Note that the 10 day period of grace applies only to the original due date. No period of grace applies when an extension has been granted. When an extension has been granted, the work must be submitted by the revised due date or a mark of zero will be awarded.

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 special consideration, 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 disk 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. Do not leave submission of your assignment to the last hours (or minutes).

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. You may submit your assignment as many times as you wish before the due date and only the last submitted version will be marked.

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.

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?

Components of answers beyond any stated work limit will not be marked. That is, answers will only be marked up to the stated word limit.

How will I get feedback on my assignment?

Your marked assessment task, along with feedback information, will be returned electronically.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment	40%	No	13/4/18 by 11.50pm
Final Examination	55%	No	Examination Period
Online Participation	5%	No	8/6/18 by 11.50pm

Assignment

Due: **13/4/18 by 11.50pm**
Weighting: **40%**

Description The assignment will present a number of tasks related to communication. This may involve tasks such as analysis of a language transcript, analysing video, addressing conceptual questions or critical review of a research article. The assignment will be available from the unit web site and will be released. The assignment will be approximately 2000 words in length. The assignment will be available from the website approximately at the end of week 3 of the semester.

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. Please use single spacing.

The assignment rubric will be available from the web site when the assignment is released.

On successful completion you will be able to:
- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.
- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of

communication problems in individuals with high support needs.

Final Examination

Due: **Examination Period**
Weighting: **55%**

THIS UNIT INCLUDES A FINAL EXAMINATION THAT MUST BE COMPLETED IN AUSTRALIA IN THE NOMINATED EXAMINATION PERIOD.

Distance students will be required to attend a nominated external examination centre in Australia. If you are not able to meet these requirements, ensure you withdraw from the unit before the HECS cut-off date.

A three-hour examination will be held during the University examination period. It will be comprised typically of questions that require short answer and will include questions addressing conceptual understanding and practical application of unit content. All unit contentis examinable.

Student will be allowed to bring one A4 sheet of notes (single-sided) into the final examination. These notes may be typed or hand written and your name must be placed in the top right-hand corner. These notes must be submitted with your examination.

A sample examination paper will be provided at the end 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.

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 related to communication addressed in the unit.

• Integration of concepts and principles from relevant content across the unit.

• Evidence of generalisation of the concepts and principles addressed in the unit to new examples.

• Synthesis of relevant content to address practical problems.

• Quality and originality of critical analysis.

• Ability to effectively apply conceptual understanding to novel examples.

Examinations will be graded according to the University grade descriptors.

On successful completion you will be able to:
  • Critically evaluate a range of assessment strategies relevant to communication of
    individuals with high support needs.

- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Online Participation

Due: **8/6/18 by 11.50pm**
Weighting: **5%**

What does online participation involve? Online participation involves making posts on the Topic Discussion Forums of the unit website. Once a post is made in a topic Discussion Forum, anybody in the unit can read or respond to it. Online participation allows you to give feedback and receive feedback from other students and staff, to explore issues in discussion with other students and staff.

When can I contribute? You may contribute up until 11:59pm on the due date. The content of each forum will remain accessible, but no further posts will count toward participation after the closing date.

Closing dates for discussion forums

Topic Closing Date (recommended completion) 1 4/3 2 11/3 3 18/3 4 25/3 5 1/4 6 8/4 7 6/5 8 13/5 9 20/5 10 3/6
How much do I have to contribute?

Each student is expected to make a minimum of ten (10) contributions to the topic discussions over the course of the semester. You must post in at least eight (8) of the ten (10) topics. Only posts to Topic Forums (i.e., Topic 1 to Topic 10) will be counted and posts must be a minimum of 50 words. Posts of less than 50 words will not could toward participation. Social posts and general administrative questions and comments do not count towards your assessment.

How are the posts marked? Only eligible contributions to Topic Forums are counted. If you make fewer than ten posts to topic forums, your maximum possible mark will be reduced by half a mark for each missing post. Similarly, if you post in less than 8 forums, your maximum possible

mark will reduced by half a mark for each forum missed.

What else do I need to do? You need to complile and submit your posts as an assignment at the end of the unit. Instructions on how to compile and submit posts will be provided on the iLearn website. This must be done by the due date or a late penalty will apply.

On successful completion you will be able to:

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Delivery and Resources

General Organisation of the Unit

The unit is organised 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 Strategy

• **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 daily (on weekdays), they will not respond to

all posts, as discussion between students may be more appropriate. **Forums should be checked every 48 hours for important announcements.**

• **Dialog** allows students to communicate privately with the unit staff. **Dialog should be checked every 48 hours for important information.**

• **Zoom Meetings** allow students to meet online with unit staff to seek clarification or discuss relevant issues.

• **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

Zoom Meetings will be used for consultation. You can sign up to use the service for free (https://www.zoom.us) and download clients for computers and mobile devices here:

  https://www.zoom.us/download#client_4meeting

Unit Schedule
Topics

The following table gives an overview of topics covered in the unit. The suggested completion dates for each topic can be found in Online Participation in the Assessment section of this Unit Guide.

Topic	Content
1	Introduction and Overview
2	Normal Communication Development
3	Assessment of Communication I
4	Assessment of Communication II
5	Assessment of Communication III
6	Intervention Principles
7	Naturalistic Intervention Strategies
8	Communicative Spontaneity

9	(a) Issues in Communication for Individuals with ASD
	(b) Research on The Picture Exchange Communication System
10	Augmentative and Alternative Communication

Zoom Meetings

Zoom Meetings will be scheduled approximately fortnightly if students have questions or wish to discuss issues with the unit convenor. Meetings will be terminated after 10 minutes if no students are in attendance. The following meetings are scheduled:

- 6 Mar 2018 at 5:30 pm to 6:30 pm
- 20 Mar 2018 at 5:30 pm to 6:30 pm
- 3 Apr 2018 at 5:30 pm to 6:30 pm
- 10 Apr 2018 at 5:30 pm to 6:30 pm
- 1 May 2018 at 5:30 pm to 6:30 pm
- 15 May 2018 at 5:30 pm to 6:30 pm
- 5 Jun 2018 at 5:30 pm to 6:30 pm (sample examination review)

To join from a PC, Mac, iPad, iPhone or Android device, please click this URL: https://macquarie.zoom.us/j/222989737

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). 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). 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 (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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.m q.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.
- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Assessment tasks

- Assignment
- Final Examination
- Online Participation

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

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.

- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Assessment tasks

- Assignment
- Final Examination
- Online Participation

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

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.

- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of

particular students.

- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.
- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Assessment tasks

- Assignment
- Final Examination
- Online Participation

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

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.
- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Assessment tasks

- Assignment
- Final Examination

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 outcome

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

Assessment tasks

- Assignment
- Final Examination
- Online Participation

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

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Assessment tasks

- Assignment
- Final Examination
- Online Participation

Changes from Previous Offering

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:

- Assessment weighting have been changed.
- Online participation requirements have been reintroduced.

Texts and Readings

Text

There is no required text for this unit.

Required reading

Most compulsory readings may be downloaded by searching Mulitsearch on the Library web site using the unit code at:

http://multisearch.mq.edu.au/primo_library/libweb/action/search.do?vid=MQ&tab=reserve_collection&srt=author

Required readings should be completed prior to viewing the relevant recording 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

Where do I Start

To get you started in this unit, tick off the following steps as they are completed:

	TICK
Carefully read this unit guide.	
Carefully read this unit guide for a second time.	
Go to the unit web site in iLearn (from Friday immediately before semester starts) and check Dialogue, Discussion Forums and Announcements for messages.	
If you have problems accessing the web site, **contact IT help urgently.**	
Go to the Topic 1 section of the web site starting in week 1 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.