ARTS3000
PACE: Social, Cultural and Ethical Action
Session 1, Online-scheduled-weekday 2022
Arts Faculty level units

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General Information

Unit convenor and teaching staff
Unit Convenor
Vince Scappatura
vincenzo.scappatura@mq.edu.au

Credit points
10

Prerequisites
50cp at 2000 level or above and permission by special approval

Corequisites

Co-badged status

Unit description
ARTS3000 is a unit in the Bachelor of Arts PACE option set. In this unit students will be organised in small groups and will have the opportunity to apply discipline-specific knowledge and skills from anthropology, cultural studies, indigenous studies, gender studies, geography, philosophy, social justice, politics and international relations, sociology, and/or environment, society and law, to a real-world activity which will be sourced by the Arts PACE team. Students will engage with a partner organisation from either the university, corporate, government or not-for-profit sector, and contribute to a community outreach, advocacy, consultancy or research project. Students will bring to their activity a sensitivity to, and appreciation of the complexity of the cultural and social world, while making a positive contribution to an organisation and/or community. The activity will be supported by five on-campus workshops and through online modules and discussion forums. Through these, students will be prompted to connect cultural, social and ethical theory to practice, reflect on skill and knowledge development, road-test possible careers and set goals for the future. Please direct queries, including questions about eligibility and application requirements, to the Faculty of Arts PACE staff through arts.pace@mq.edu.au at least four weeks before the beginning of session.

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:
ULO1: Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.

ULO2: Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.

ULO3: Integrate critical thinking and reflective practice into the activity, and develop self-management strategies to address challenges and enhance learning.

ULO4: Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

General Assessment Information

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – 10 marks out of 100 credits will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests, etc.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Work</td>
<td>30%</td>
<td>No</td>
<td>03/06/2022</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>35%</td>
<td>No</td>
<td>10/06/2022</td>
</tr>
<tr>
<td>Participation and engagement</td>
<td>35%</td>
<td>No</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Project Work

Assessment Type 1: Project
Indicative Time on Task 2: 0 hours
Due: 03/06/2022
Weighting: 30%

Students will complete a series of tasks towards a major project assigned by their workplace supervisors.

On successful completion you will be able to:

• Connect theoretical knowledge acquired in the cultural and social science disciplines
and/or philosophy with the knowledge generated in the specific context of a real-world activity.

- Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.
- Integrate critical thinking and reflective practice into the activity, and develop self-management strategies to address challenges and enhance learning.
- Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

Reflective Essay

Assessment Type: Reflective Writing
Indicative Time on Task: 30 hours
Due: 10/06/2022
Weighting: 35%

This task is designed for students to synthesise their academic and vocational knowledge and present it in the form of a reflective essay. The essay consists of a background section on the industry partner, a reflective section on the student’s role within the organisation during the project, and a context section connecting what the student has experienced and learned during the project, including links to relevant theoretical idea(s) and/or discipline-specific knowledge, and how these have been applied to the activity. The essay will be accompanied by an individual log of hours and tasks completed towards the group project. At the end of the session workplace supervisors will assess students’ performance and the supervisor’s report will be used to inform assessment of this task.

On successful completion you will be able to:

- Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.
- Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.
- Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

Participation and engagement

Assessment Type: Participatory task
Indicative Time on Task: 15 hours
Due: Ongoing
Weighting: 35%

Students are required to actively discuss required readings and complete activities in class and online, and must attend the presentation of projects by industry partners and a group work-in-progress presentation to the partners before submitting the final project work. Attendance at a) the briefing and b) the work-in-progress presentation is strongly encouraged, as through participation in these activities students will a) learn about the scope of their overall project and partner requirements and b) gain valuable feedback on the conduct of their project.

On successful completion you will be able to:

- Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.
- Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.
- Integrate critical thinking and reflective practice into the activity, and develop self-management strategies to address challenges and enhance learning.
- Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

1 If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Students enrolled in this mode will attend 5 x 2hr online synchronous workshops and also complete supplementary weekly activities on ilearn. Please see the timetables site for more information on the scheduling of these workshops.

If students miss any of these workshops, alternative activities based on readings and recorded material will be assigned for students to complete in their own time during the week of that workshop. Regular participation in all activities (including these alternative, online activities) is
required as part of the participation component of the course.

As this is a PACE unit, students will also be required to attend activities and meetings scheduled by partner organisations outside class time, as well as participate in regular group project meetings at mutually convenient times devised by each student group.

## Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Zoom Workshop (Tuesdays 2-4pm)</th>
<th>Other self-directed activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td></td>
<td>Projects will be advertised to students for preferencing during this week and will be open for selection for 1 week.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Discipline-specific activity via ilearn</td>
<td>Project preferencing by students closes; student matching completed this week.</td>
</tr>
<tr>
<td>3</td>
<td>Partner briefings</td>
<td></td>
<td>Students will be notified of project they have been matched with prior to this week’s workshop.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Project Management activity via ilearn</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Working in Groups activity via ilearn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Project Communication activity via ilearn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td>Good Friday: 15 April</td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
<td>Good Monday: 18 April</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Discipline-specific activity via ilearn</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Work-in-progress presentations Part 1</td>
<td></td>
<td>Group presentation this week or next; submit written draft of project report/materials to partner 1 week before.</td>
</tr>
<tr>
<td>10</td>
<td>Work-in-progress presentations Part 2</td>
<td></td>
<td>Group presentation this week or previous: submit written draft of project report/materials to partner 1 week before.</td>
</tr>
<tr>
<td>11</td>
<td>Careers activity via ilearn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Project debrief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) and use the search tool.

### Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/admin/other-resources/student-conduct](https://students.mq.edu.au/admin/other-resources/student-conduct)

### Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.
Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**The Writing Centre**

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via [AskMQ](http://AskMQ), or contact Service Connect.

IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/). The policy applies to all who connect to the MQ network including students.