

Unit Learning Guide

School of Humanities and Communication Arts

Researching Media Audiences

Unit Number:	101053
Teaching Period:	SPRING 2013
Unit Weighting:	10 credit points
Unit Level:	Level 3
Unit Co-ordinator:	Dr Raymond Archee
Teaching Staff:	Colin Dawson, Ray Archee
First Point of Contact:	Tutor

Student Consultation

Face-to-face consultations can be arranged by email. Email Ray Archee r.archee@uws.edu.au for an appointment time.

General Student consultation times are:	Ray Archee	:	Mon 11-12	M: 0413 149-824
	Colin Dawson	:	Thu 2-3	c.dawson@uws.edu.au

Student Communication

Students must use their UWS student e-mail address in all correspondence with the Unit Coordinator and Tutors.

Attendance Requirements

Students are expected to attend at least 80% of face-to-face sessions, and should contact unit coordinator and lecturer by email to explain any non-attendance in advance where possible.

Essential Equipment and/or Resources

Nil

Student Feedback on Unit Surveys

Student Feedback on Unit Surveys will be distributed in Week 11 or 12

Changes and Improvements to the Unit as a Result of Student Feedback

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made: new, usable website installed, more specific assignment guidelines.

Expectations of Student Conduct

Students are expected to be familiar with and abide by the terms of the UWS Student Code of Conduct:

<http://policies.uws.edu.au/view.current.php?id=00258>

Students should be familiar with the University of Western Sydney's O H, S & R Policy which can be viewed at

<http://apps.uws.edu.au/uws/policies/ppm/policies.phtml#OHS>

The University of Western Sydney Occupational Health, Safety and Risk policy states that it is the responsibility of employees, students, contractors, visitors and others to ensure this policy is carried out and to regard accident prevention and safe working as a collective and individual responsibility.

Unit Details

Position of this Unit in the Course

This unit is a final year course.

UWS Graduate Attributes

1. Commands multiple skills and literacies to enable adaptable lifelong learning
2. Demonstrate knowledge of indigenous Australia through cultural competency and professional capacity
3. Demonstrates comprehensive, coherent and connected knowledge
4. Applies knowledge through intellectual inquiry in professional or applied contexts
5. Brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world

Course Graduate Attributes: Bachelor of Communication

The UWS Bachelor of Communication attributes are:

1. Commands a full range of skills and literacies independently and collaboratively by means of self-directed study across communication and media generally and in the context of vocational specialization.
2. Demonstrate an understanding of and sensitivity to cultural and intercultural issues, especially those of Indigenous Australian
3. Demonstrates comprehensive, coherent and connected knowledge of systems and technologies through contemporary and emergent communication.
4. Applies knowledge through intellectual inquiry in the professional or applied environment of Communication industries and practice.
5. Brings knowledge to life through ethical as well as responsible engagement and appreciation of diversity in an evolving world.

Unit Learning Outcomes

The Unit's Learning Outcomes specifically support the above Course Attribute numbers (1, 2, 3, 4, 5)

On completion of this unit, students will should be able to:

1. Explain the importance of strategy in successful communications, and the range of approaches and methodologies used in campaigns

2. Undertake relevant research to develop and leverage strategies for campaigns
3. Consolidate research findings into a strategic presentation and document
4. Develop a brief/pitch with potential to inspire successful campaigns
5. Outline characteristics of a range of mediums and be able to identify relevant alternative communication strategies
6. Establish criteria for evaluation of campaigns.

Student Workload

The expected workload in this unit is: 10 hours per week (for all 10 credit point units), including 2 hours in class and 8 hours in own study time.

Schedule Learning and Teaching Activities

SPRING SESSION 2013			
Date	Semester Week	Topic	Weekly Activities
29 July <i>Spring Session commences</i>	1	Introduction to unit, content, assessments.	No tutorials this week. Students should peruse weekly readings.
5 August	2	Defining the audience	Presentations scheduled
12 August	3	Publics and Media Effects: introduction	Tutorial presentations begin.
19 August	4	Publics and Media Effects: new media	Tutorial presentations
26 August	5	Publics and Media Effects: mobile media <i>31 August – HECS Census date for Spring</i>	Tutorial presentations
2 September	6	Researching Fans: audience texts	Tutorial presentations
9 September	7	Researching Fans: media ethnography	Tutorial presentations
16 September	8	Researching Fans: online methods	Tutorial presentations
23 September	9	23 – 27 September – Intra Session Break	
30 September	10	Mass Audiences: audience measurement	Tutorial presentations
7 October	11	Mass Audiences: online audience development and measurement	Tutorial presentations
14 October	12	Mass Audiences: branding and online experience	Tutorial presentations
21 October	13	Audiences as Culture and Producers	Tutorial presentations end.
28 October	14	In-class examination	
4 November	15	4 – 8 November Stuvac	
11 November	16	Examinations# commence	
18 November	17	Examinations#	
25 November	18	Examinations# finish (to be confirmed)	

Assessments

Assessment Requirements

Component	Weighting
Essay (2500 – 3000 words)	40
Seminar presentation (10 minutes)	30
Written Examination	30
Total	100%

In order to pass this unit you must submit all assessment tasks and obtain a minimum combined overall mark of 50% All assessments items must be submitted to pass the unit.

Final marks and grades are subject to confirmation by the School and College Assessment Committee, which may scale, modify or otherwise amend the marks and grades for the unit, as may be required by University policies. Students who fail to submit one or more assignments will receive an AF fail grade.

Alignment of Teaching Activities with Unit Learning Outcomes

Course Attributes	Learning Outcome	Learning Activities	Assessment Activities
1, 2, 3, 4 and 5	Explain the diverse theoretical heritage that informs research about audiences and their relationships with media.	Lecture, Tutorials, Student Presentations, Online Examination	Self-Directed Study, Written Analysis, Audio-Visual Presentation, Online Test
1,2,4	Read, evaluate and critically analyse audience research	Lecture, Tutorials, Student Presentations, Online Examination	Self-Directed Study, Written Analysis, Audio-Visual Presentation, Online Test
1,2,4	Apply several audience research methods.	Lecture, Tutorials, Student Presentations, Online Examination	Self-Directed Study, Written Analysis, Audio-Visual Presentation, Online Test
1, 2, 3, 4 and 5	Formulate new audience research initiatives appropriate to the particular type of audience issue under investigation.	Lecture, Tutorials, Student Presentations, Online Examination	Self-Directed Study, Written Analysis, Audio-Visual Presentation, Online Test

Submission of Assessment Tasks

Assignments submitted electronically and in hard copy must be accompanied by a copy of the Assignment Cover Sheet. Note that, in some case, the tutor may not be the marker for the given assignment.

Students are required to keep a copy of all written work submitted

Return of Assessment Material

Tutors will return assignments in class as soon as they are marked.

An appropriately sized, self-addressed, stamped envelope can be attached to your assignment upon handing it in, and your marked assignment may be returned to you via post.

Uncollected assessment material will be subject to the university's policies regarding the retention or destruction of such material.

Resubmission

NO resubmission will be permitted.

Late Submission

Work submitted late without consultation with the Unit Coordinator will not be accepted.

A student who submits a late assessment without approval for an extension will be penalised by 10% per day up to 10 days, i.e. marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. For example, for an assignment that has a possible highest mark of 50, the student's awarded mark will have 5 marks deducted for each late day. Saturday and Sunday each count as one day.

Assessments will not be accepted after the marked assessment task has been returned to students who submitted the task on time.

Extension of Due Date or Special Consideration for assessment task/s and/or whole of the teaching session

A student may apply for an extension of the due date for an assessment task if extenuating circumstances outside their control, and sufficiently grave in nature or duration, cause significant disruption to their capacity to study effectively. To apply, complete a Request for Extension form:

http://www.uws.edu.au/_data/assets/pdf_file/0004/118273/Request_for_Extension_RO_00205_0112.pdf

Submit the form, with supporting documentation, to the Unit Coordinator or other designated staff member (with a copy to the Unit Coordinator) by email or at the relevant School Office.

The Request for Extension form must be lodged 3 working days prior to the due date of the assessment task. After that, you must apply for Special Consideration (via online eForm).

More information about Special Consideration can be found at www.uws.edu.au/students/stuadmin/specialconsideration.

If you have been granted Special Consideration, when submitting your assignment please indicate on the assignment cover sheet that it has been granted.

Please note: Lodgement of an Application for Special Consideration does not automatically result in the granting of Special Consideration and students should make every effort to submit assessments as soon as practicable (if possible), even though an application has been submitted.

Writing and Presentation

High quality written expression is an expectation of all UWS graduates.

All written pieces of assessment in this unit must meet the minimum writing standard required. These are specified below. Any piece of written work that does not meet the required standard will be failed on this basis.

Literacy Minimum Standards Level 2/3

At this level, your written expression should be clear, concise and direct, free of major structural and presentational faults and, most importantly, not require any 'deciphering' on the part of the reader, that is, that it can be read and understood on a first read through and that it has 'flow'.

Specific requirements include:

Formal writing requirements-

- Complete sentences, typically with Subject Verb Object order.
- Avoidance of minor sentences, sentence fragments and run-ons.
- Conciseness, coherence and cohesion.
- Grammatical agreement and consistency including the correct use of tense, syntax, word class and lexical choices.
- Correct and consistent spelling and punctuation.
- Correct and consistent use of terminology relating to the unit that the student is writing for.
- Correct use of phrases, clauses and conjunctions.
- Consistency in the register appropriate for the unit that the student is writing for.
- Correct use of cohesive devices linking sentences and paragraphs: including topic sentences and thesis statements.
- Use of formal structure: including introduction and conclusion.
- Integrated use of quoted and paraphrased material: including metacommentary and linking phrases.

The following 'Language and Learning Links' site provides a good range of resources to help you develop your writing:

<http://tdu.uws.edu.au/languagelearning/>

Academic conventions

Integrated use of source material (citations, paraphrases etc.)

Accurate and consistent use of APA referencing system

Formatting and presentation

Hard copy, A4 white paper, normal margins

No handwriting

11 point Times Roman or equivalent (as approved or direct by unit learning guide)

1.5 line spacing

Page numbers and SID in footer or header

Stapled, top left corner, no plastic covers

Good print quality in black ink

Cover sheet attached

Checked through Turnitin, with receipt attached after cover sheet

Accurate spelling, no text abbreviations

Assessment 1 – Tutorial Presentation 30%

Due Date

As agreed, due in class

Aims/Objectives

The Seminar Presentation will examine your skills necessary to present and analyse Media Audience Research and run a class/group discussion.

Assessment Description

In Week 2 (the week of your first tutorial), your tutor will organise the timetable for seminar presentations. In most cases, there will be two (and sometimes three) students per tutorial presenting on the same topic. Presenters should arrange the break-up of the topic so there is minimal repetition. In general, a presentation will consist of a summary and evaluation with a PowerPoint presentation. Each presenter will then devise 4 group questions and lead a group discussion. To conclude each week's tutorial, your tutor will facilitate a group discussion based on the presentations for that week. It is assumed that all students will have read all relevant readings for each tutorial in advance, and that they will therefore be in a position to make intelligent contributions.

Assessment Requirements

During the semester, you will be required to offer ONE 10-minute tutorial presentation based on the detail from the relevant readings. Use of videos should be limited to 4 mins or less per person.

Your tutor will assess the seminars and the group discussions.

Assessment Criteria

- Knowledge of the diverse nature of media audience formations and the theories and research methods used to investigate them.
- Evidence of first-hand experience of media research practices and their strengths and weaknesses.
- Demonstrated ability to equip oneself to evaluate, analyse and plan audience research initiatives.

Marking Criteria

PASS

- Merely satisfactory grasp of most main points.
- Limited (perhaps somewhat naïve) understanding of general subject matter
- Flawed structure
- Stodgy, uneven expression
- PATCHY DELIVERY, READS ALOUD FROM NOTES

CREDIT

- Competent
- Sound (although incomplete) grasp of most main points.
- Sound (although incomplete and less appreciative) understanding of general subject matter
- Sound structure
- Sound (relatively clear) expression / delivery.
- COMPETENT (IF LESS ENGAGING) DELIVERY

DISTINCTION

- Clear and thorough grasp of main points (with perhaps one or two minor oversights).
- Thoughtful (appreciative) understanding of general subject matter / implications / significance.
- Very good structure.
- Thoughtful and careful expression.
- COMPETENT & OCCASIONALLY ENGAGING DELIVERY

HIGH DISTINCTION

- Complete and thorough grasp of main points (no oversights).
- Excellent (appreciative and evaluative) understanding of general subject matter / implications / significance.
- Insightful
- Stylistically and structurally felicitous.
- COMMANDING, ENGAGING PERFORMANCE

FAIL

- Poor grasp of (some) main points.
- No (or very naïve / limited) understanding of general subject matter
- Material poorly structured.
- Muddled/confused delivery
- FAILS TO ENGAGE

Assessment 2 – Essay 40%

Due Date

In tutorial class, Monday 16 or Thursday 19 September. Do NOT upload to vUWS

Aims/Objectives

The purpose of the essay is to assess your knowledge and understanding of media audiences and the types of research used to investigate them.

Assessment Description

The essay will examine your knowledge of the research skills and ethical considerations used in audience research.

Select ONE of the following questions and, write an essay of no fewer than 2500 words and no more than 3000 words.

Question 1: Henry Jenkins claims that fans are the pioneers of cyber culture. Explain what Jenkins means by this (referring to his articles and books) and his reasons for making such a claim. Basing your argument on additional (published) research about fans and fan communities, explain why you agree or disagree with his views.

Question 2: Media ethnography has recently become very popular with media researchers. Explain its strength and weakness as media audience research. Discuss types of studies it can best investigate and those it is less well suited to research.

Question 3: Effects research is currently being redefined. The search for direct effects is giving way to research that addresses more complex social effects – like effects of the media on issues of identity. Why are such changes occurring in audience effects research? Explain recent developments in effects research and the innovations in research methods they have encouraged.

Question 4: The most recent research views audiences as sub-cultures or producers. Discuss the argument for, or against this way of conceptualising the audience. What are the benefits/disadvantages of accepting or rejecting this view?

Students are expected to submit their essays into Turnitin, copy the Turnitin receipt showing the percentage of similarity, and attach the receipt to their essay. Essays, which fail to meet these requirements will not be marked.

Assessment Criteria

Student will investigate and demonstrate the following:

- Demonstrated knowledge of the diverse nature of media audience formations and the theories and research methods used to investigate them.
- First-hand experience of media research practices and their strengths and weaknesses.
- Ability to evaluate, analyse and plan audience research initiatives.

Marking Criteria

PASS

- Shows barely satisfactory grasp of salient points or critical / theoretical principles
- Uneven expression, reads aloud
- Limited textual illustration of key points
- Flawed lines of argument and imperfect structure
- Limited or incomplete referencing
- Several, obvious mechanical errors
- PATCHY UNDERSTANDING

CREDIT

- Good, if incomplete, grasp of salient points and critical / theoretical principles
- Sound, if uninspiring, expression
- Good textual illustration of key points
- Reasonably clear, if imperfect, lines of argument – with obvious grasp of expository structure
- Sound referencing, with good observance of most conventions
- Some (non-obtrusive) mechanical errors
- GENERALLY THOUGHTFUL GRASP OF MATERIAL

DISTINCTION

- Clear and virtually complete grasp of salient points and critical / theoretical principles
- Very good, and occasionally inspiring, expression
- Very good textual illustration of key points
- Strong lines of argument – with control over expository structure
- Thorough referencing, with perfect (or near perfect) observance of conventions
- Few mechanical errors
- APPRECIATIVE, INTERESTING, & READABLE

HIGH DISTINCTION

- Full and thorough grasp of salient points and critical / theoretical principles, perhaps with original insight/s
- Felicitous phrasing and imaginative, engaging expression
- Full illustration of key points
- Persuasive lines of argument with full control over expository structure
- Full referencing with perfect or near perfect observance of conventions
- Barely any (or no) mechanical errors
- INSIGHTFUL, ENGAGING, & PERSUASIVE

FAIL

- Failure to grasp critical / theoretical principles
- Muddled or confused expression
- Virtually no support for the points that are made
- Confused line of argument, often with poor paragraphing and little understanding of expository structure
- Poor or non-existent referencing
- FREQUENT OR OBTRUSIVE MECHANICAL ERRORS

Assessment 3 – In-class Examination 30%

Due Date

Week 14, in class

Aims/Objectives

The RMA Exam is designed to examine your knowledge of the content of this unit especially lectures and readings.

Assessment Description

The RMA Exam will consist of a variety of questions and will be distributed in the final class in Week 14.

The exam will be open book, and you may bring any paper-based resource you require but no computers or tablets.

However using these resources will detract from your ability to complete the exam within the allotted 50 minutes.

The exam carries a weighting of 30%.

Assessment Criteria

- Knowledge of the diverse nature of media audience formations and the theories and research methods used to investigate them.
- Evidence of first hand experience of media research practices and their strengths and weaknesses.
- Demonstrate the ability to equip oneself to evaluate, analyse and plan audience research initiatives.

Learning Resource Information

Texts

There are three key texts for this unit:

Sullivan, J.L. (2013). *Media Audiences: Effects, Users, Institutions, and Power*. Sage: UK (highly recommended)

Ross, K. & Nightingale, V. (2003). *Media and Audiences: New Perspectives*, Open University Press, McGraw Hill, Maidenhead, UK

Nightingale, V. and Ross, K. (eds) (2003). *Critical Readings: Media and Audiences*, Open University Press, McGraw Hill, Maidenhead, UK. (currently only available from Amazon.com or Library closed reserve)

Use of vUWS

VUWS is an essential component of this unit. Students are expected to login to the unit's vUWS site at least weekly.

Key Weblinks

Links to academic literacy resources are available on vUWS. The Referencing Style required for this unit is the APA. Full details of referencing systems can be found at "Citing Resources": <http://library.uws.edu.au/citing.php>

Library Resources

A full range of resources for searching and citing references can be found at <http://library.uws.edu.au/training.phtml>

Referencing and Citing Requirements

Quality and Relevance of References

The issue of quality and relevant references boils down to two types of relevant sources: the academic and non-academic ones. The relevant academic sources are seminal; they generate or systemise ideas best; they have highest impact and are most quoted. The relevant non-academic sources are primary; they are original and empirical; they first provide information, facts and proofs.

Relevant reference means that you always cite the most authoritative, primary and seminal source. Citation is better than quotation. By citing you show you can interpret other people's ideas, not just copy and paste them. Quotation encourages you to use other people's words instead of your own words. **Avoid quotation and use citation in academic writing.**

Relevant references may be academic ones, which originally define an idea and usually influence – are cited by – many other sources. In certain areas, there are certain ideas, which originate from certain authors. When you write, for example, about “management by objectives”, the relevant reference is Peter Drucker's seminal book “The Practice of Management” (1954). It is not a good idea to cite someone else who discusses Drucker's only because this person has written your textbook and you do not have any other source of information. Cite Drucker, not Ross & Nightingale!

Non-academic references may also be relevant. Especially in empirical research you have to cite original sources, which may comprise facts, information and arguments. Such sources may be databases, newspaper articles, websites, blogs, and even ads, posters and leaflets. If you discuss, for example, the incident in 2004, when CBS made false allegations that president Bush had been given special treatment at the National Guard (and documents were posted on its website), and the bloggers Ed Murrow and Walter Cronkite first established that the documents were forged, you have to be able to cite the relevant sources of the CBS transcripts or/and webpage as well as the blogs, starting with Buckhead – the first one which reacted in this case.

It is risky to not cite at all because you are unfamiliar with the primary and seminal sources in a research field. In this case, the teacher will assess your not-citing as a lack of knowledge. And, for the same reason, it is not good to cite for the citations' sake. This is the reason that Wikipedia references are banned from this course. They are neither primary empirical nor seminal theoretical (academic) sources. They are anonymous and often manipulated by invisible interests. The most common mistake students make here is that they randomly overuse Internet sources. Keep in mind that although they are the easiest to access, they are the hardest to select. Out of an ocean of possible electronic references, a very small portion would be really relevant to your topic – as academic and non-academic sources. Of course you can informally use Wikipedia and other Internet sites as initial guides to other, more relevant sources. The point is though that you should end up reading and properly citing the relevant sources only.

Links to Key UWS Policies and Information Affecting Students

Key Policies and Information Affecting Students

http://www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/key_policies_and_information_affecting_students

Student Support

http://www.uws.edu.au/currentstudents/current_students/getting_help/support_services_for_students

Course and Unit Rules

<http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements>

This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.

Current Students http://www.uws.edu.au/currentstudents/current_students

Student Administration <http://currentstudents.uws.edu.au/students/stuadmin>

e-learning <http://www.uws.edu.au/students/onlinesupport>

Forms <http://pubsites.uws.edu.au/student/forms>

E-learning Support Site

It is a student's responsibility to ensure that prior to starting any E-Learning activities for this unit, you familiarise yourself with introductory resources available on 'E-Learning Student Support' site . You can access the site by logging into vUWS at <https://vuws.uws.edu.au/> and clicking on E-Learning Student Support Site link under 'My vUWS Sites'.

School Policy for vUWS use: Courtesy and Respect Online

In the interests of promoting the welfare and safety of students and staff at UWS, please ensure that you conduct yourself with courtesy and respect while in vUWS. This applies to all online communications such as tutorials, discussion groups, chat rooms, email correspondence, blogs, journals and so on.

A unit vUWS site is an online teaching and learning environment at UWS. The rules are the same as in lectures, tutorials and seminars. Keep in mind that vUWS is a public space and your comments in online discussions and chat rooms can be read by other students and academic staff. Your blog and journal entries in vUWS may be read by your lecturer or tutor. The unit coordinator may allow students to read each others' blog or journal entries as a way of reflecting on the learning material and process or for assessment purposes.

- It is very easy to be polite, courteous and friendly.
- Avoid bad, offensive or discriminatory language.
- Respect the point of view of other students, lecturers, tutors and the unit coordinator.
- Be aware of cultural differences and cultural sensitivities.
- Humour or sarcasm does not translate well from the real world to the virtual world.
- Avoid capitals, or it will seem like you're SHOUTING.
- No-one wants to be misunderstood. Write clearly and concisely so that you will not be misinterpreted in terms of your intention and meaning. Keep posts and emails short and simple. Re-read your message before you hit send.
- Respect the privacy of other students, lecturers, tutors and the unit coordinator.
- Respect the online literacy levels of other students.
- Remember that you can communicate face-to-face with others as well (recommended if you are not certain what you write may offend others).

The rules of copyright and plagiarism apply in vUWS. If you use someone else's ideas, cite them appropriately. Giving other students the answers to assessment questions or online quizzes in online discussions, chat rooms or emails risks an Academic misconduct allegation.

The rules of Academic and Non-Academic misconduct apply in vUWS.

Non-Academic misconduct in vUWS includes but is not limited to: harassing, vilifying, abusing or threatening students or staff, bullying or disparaging students or staff, inappropriate conduct. Problems, complaints or concerns should be directed to the unit coordinator, privately by email, telephone or in person. You can read more about the UWS Student Non-Academic Misconduct Policy at: <http://policies.uws.edu.au/>

Your unit coordinator, lecturer or tutor will provide more detailed guidelines for the appropriate use of vUWS in your unit.

What is Academic Misconduct?

Academic Misconduct may involve one or more of the following:

Plagiarism

Plagiarism involves submitting or presenting work in a unit as if it were the student's own work done expressly for that particular unit when, in fact, it was not. Most commonly, plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;
- b) parts of the work are taken from another source without reference to the original author; or
- c) the whole work, such as an essay, is copied from another source such as a website or another student's essay.

Acts of plagiarism may occur deliberately or inadvertently

Inadvertent plagiarism occurs through inappropriate application or use of material without reference to the original source or author. In these instances, it should be clear that the student did not have the intention to deceive. The University views inadvertent plagiarism as an opportunity to educate students about the appropriate academic conventions in their field of study.

Deliberate plagiarism occurs when a student, using material from another source and presenting it as his or her own, has the intention to deceive. The University views a deliberate act of plagiarism as a serious breach of academic standards of behaviour for which severe penalties will be imposed.

Collusion

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others.

Cheating

Cheating includes, but is not limited to:

- a) dishonest or attempted dishonest conduct during an examination, such as speaking to other candidates or otherwise communicating with them;
 - b) bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device (including mobile phones), or any other item, not authorised by the examiner;
 - c) writing an examination or part of it, or consulting any person or materials outside the confines of the examination room, without permission to do so;
 - d) leaving answer papers exposed to view, or persistent attempts to read other students' examination papers; or
 - e) cheating in take-home examinations, which includes, but is not limited to:
 - f) making available notes, papers or answers in connection with the examination (in whatever form) to others without
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the permission of the relevant lecturer;

- g) receiving answers, notes or papers in connection with the examination (in whatever form) from another student, or another source, without the permission of the relevant lecturer; and
- h) unauthorised collaboration with another person or student in the formulation of an assessable component of work.

For the full definition of academic misconduct and the consequences of such behaviour, students are advised to read the [Misconduct - Student Academic Misconduct Policy](http://policies.uws.edu.au/index.php) in its entirety available at UWS Policies:
<http://policies.uws.edu.au/index.php>

See next page for a copy of the Student Cover Sheet, which must accompany all assignments.

Assignment Cover Sheet

School of Humanities and Communication Arts



Student Name	
Student Number	
Unit Name and Number	
Tutorial Group	
Tutorial Day and Time	
Session / Semester	
Lecturer/Tutor	
Title of Assignment	
Length	
Due Date	
Date Submitted	
Campus Enrolment	

DECLARATION

I hold a copy of this assignment if the original is lost or damaged.

- I hereby certify that no part of this assignment or product has been copied from any other student's work or from any other source except where due acknowledgement is made in the assignment.
- No part of the assignment/product has been written/produced for me by any other person except where collaboration has been authorised by the subject lecturer/tutor concerned
- I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism (***which may retain a copy on its database for future plagiarism checking***)

Signature:

Note: An examiner or lecturer/tutor has the right not to mark this assignment if the above declaration has not been signed)