

ETL401 - Teacher Librarianship

Session 1 2010

Faculty of Education

School of Information Studies

Wagga Wagga Campus

Distance Mode

Subject Coordinator Roy Crotty

Subject Overview

Welcome to a new session of study at Charles Sturt University

This subject provides students with an understanding of the role of the teacher librarian, with particular emphasis on the instructional role of the teacher librarian in supporting student learning outcomes, and working in collaboration with school community members to build an effective school library program. A range of information process models and inquiry learning models are explored, and strategies for effective integration of information and digital literacy across the curriculum are examined. Students are encouraged to become reflective practitioners, employing the research and professional literature, and evidence-based practice to inform their vision of the TL role.

Your Subject Outline

The University, Faculty and School policies, regulations and procedures frame your studies detailing your rights and expectations, your requirements and the procedures necessary for successful navigation through your studies. It is important for you to read all this information and clarify any issues with your Subject Coordinator. Faculty and School policies are published online in the Faculty/School Folio. <http://www.csu.edu.au/faculty/educat/folio/folio.htm> (<http://www.csu.edu.au/faculty/educat/folio/folio.htm>)

Your subject coordinator Roy Crotty

Academic biography



My name is Roy Crotty and I will be the subject coordinator this subject. Before coming to CSU in mid-2008 I was a primary teacher with the NSW Department of Education & Training for 32 years, 20 of those years as a teacher librarian. My areas of interest include the integration of ICTs into effective classroom and teaching practices. In particular the use of ICTs and information literacy in the school library environment that will increase the opportunity for students to meet curriculum outcomes.

I have also been involved with my professional association for some time, having held the role of President of the Australian School Library Association (NSW) for a period of 5 years and am currently one of only six life members.

I will be assisted in the role of subject coordinator by my colleague James Herring .

Other teaching staff



James Herring has taught at university level for 30 years, first at the Robert Gordon University and then at Queen Margaret University - both in Scotland. James has a first degree in history and a Masters degree in Librarianship. He began his career in public

libraries and then became a school librarian. He is the author of a number of books, articles and conference papers on information literacy, school libraries, and the internet in schools. His latest book is *Information skills and the Internet: A guide for teachers and school librarians* (Facet 2004) and this has been used in many countries across the world. He is currently writing an update to that book. James is the designer of the information literacy model PLUS (Purpose, Location, Use and Self-evaluation) and the model has been used in a number of schools in the UK, Australia, New Zealand and South Africa.

Learning objectives

- be able to demonstrate an understanding of the role of the teacher librarian (in practice and in official statements), and be familiar with a range of school library program models;
- be able to demonstrate familiarity with recent educational developments that impact upon the role of the teacher librarian, and the importance of accountability, research and evidence-based practice informing school library practice;
- be able to demonstrate an understanding of key concepts such as information literate school community, resource-based learning and inquiry-based learning; information literacy, digital literacy and information fluency; flexible scheduling, collaborative practice, and guided inquiry;
- be able to demonstrate an understanding of the information process model developed by Kuhlthau and be able to contrast this with other models;
- be able to demonstrate an understanding of how to make informed judgements based on good time management practices, and the skills of facilitation, negotiation, collaboration and leadership; and
- be able to apply the knowledge, skills and behaviours of a reflective practitioner and demonstrate how professional standards documentations can inform one's professional practice.

Courses served

Master of Information Studies (General and with Specialisations) Articulated Set
Bachelor of Educational Studies Articulated Set
Bachelor of Information Studies (General and with Specialisations)
Master of Education (Teacher Librarianship)
Graduate Certificate in Teacher Librarianship
Bachelor of Applied Science (Library and Information Management)/Bachelor of Information Technology
Bachelor of Teaching (Secondary)

Course objectives

Upon successful completion of this subject, students should:

- show familiarity with recent educational developments that impact upon the role of the teacher librarian;
- be able to demonstrate an understanding of the role of the teacher librarian (in practice and in official statements) and be familiar with a range of school library

- program models;
- be able to demonstrate an understanding of key concepts such as information literacy, resource based inquiry, cooperative planning and teaching, flexible scheduling;
- be able to demonstrate an understanding of the information process model developed by Kuhlthau and be able to contrast this with other models; and
- be able to demonstrate an understanding of how to make informed judgements based on good time management practices and the skills of negotiation.

Contact Procedures

Academic enquiries

Any questions concerning the teaching of this subject can be made by contacting your subject coordinator.

Subject Coordinator Roy Crotty

Email rcrotty@csu.edu.au

Phone (02) 69332703

Fax To be advised.

Campus OTHER

Building/Room number 5/211

Consultation procedures

The subject coordinator will be available for student consultation. You will normally be informed of the details of such consultation via your subject site or other method.

Minimum standards of consultation

According to the Minimum Standards for Communication with Students Policy (http://www.csu.edu.au/acad_sec/manuals/p8.rtf (http://www.csu.edu.au/acad_sec/manuals/p8.rtf)), students can expect that the subject coordinator or nominee of the distance education forums will respond to their postings at least once a week during the teaching weeks of the session.

Subject Delivery

Learning, teaching and support strategies

It is essential that students make arrangements to access online information resources for the successful completion of this subject. You will find that the web has become a major source of up-to-date information for issues concerning teacher librarianship. Key professional information associations and government authorities at the state, national and international levels now publish their policy documentation, discussion papers and committee submissions on the web. Many of these websites also provide links to other authoritative digital resources, online public forums and journals, where school library issues are discussed. Access to these online facilities will assist in your ability to keep informed of the current issues and debate within the teacher librarianship discipline.

Your learning environment: Using CSU Interact, chat and blog

As a student in ETL401 you will be using CSU Interact to access subject content, and to support collaboration between you, your lecturer and other students in the class, and you will also be creating your own personal blog to record your learning journey throughout the session.

CSU Interact will provide the class with a number of online features including:

- **Announcements** - for the subject coordinator to post current, time-critical information.
- **Forums** - this is the main discussion facility for ETL401 and a number of sub-forums will be created to support discussions for each topic as well as assignment writing and academic writing advice.
- **Modules** - this section acts as a subject portal which contains a series of topic commentaries (think of this as an online study guide).
- **Resources** - where documents, online demonstrations and podcasts can be added to the ETL401 groupspace by the subject coordinator and students.
- **Schedule** - a dynamic calendaring facility which keeps track of important dates and deadlines for ETL401.
- **Chat room** - to provide synchronous consultation sessions between the subject coordinator and students, and to support independent, student-initiated synchronous discussion and/or informal conversations between students.

ETL401 Forum

The ETL401 forum and topic-based sub-forums provide 'public' online places (or spaces) for students to discuss issues raised in ETL401, and to ask questions of the lecturer who can address queries back to the entire student group. Individual queries can also be made directly to your lecturer via ETL401-201030-x-x@csu.edu.au (<mailto:ETL401-201030-x-x@csu.edu.au>). This individual correspondence will not be posted to the forum and will remain confidential unless otherwise stated.

ETL401 Modules

Students are expected to work through a series of topic commentaries available in the Modules facility in CSU Interact. These topic commentaries introduce students to the range of teacher librarianship topics, concepts, practices and issues as per the topic outline under the heading Subject content of this Subject Outline. Each module directs students to key resources, recommended reading, questions to consider and encourages the sharing of students' their ideas and findings on the ETL401 forum and sub-forums.

Setting up a blog as your online learning journal

The main technology-based task you are required to complete very early in this session of study is the creation of your own personal blog. In ETL401 it is expected that students

maintain some form of learning journal throughout the session. This is used to inform and publish the reflective component (Task C) of the portfolio assignment (Assignment 2).

What's blog you ask? A blog is short for the term 'web log'. It is usually used by people as a personal website, particularly in the form of an online journal, 'with new entries appearing in sequence as they are written, especially as dealing with reflections or opinion, and typically incorporating links to other articles'. (en.wiktionary.org/wiki/blog)

Students will be required to create their own blog account using a free blog hosting service. I recommend that you create an account with one of the following three blogging services:

WordPress <http://wordpress.com/> (<http://wordpress.com/>)

or

Blogger <https://www.blogger.com/start> (<http://www.blogger.com/start>)

or

Edublogs <http://edublogs.org/> (<http://edublogs.org/>)

For those students enrolled in the Master of Education (Teacher Librarianship) course, it is expected that you will continue to use your blog as a learning journal throughout the entire course, and in some subjects you may be required to publish reflective activities or assessment tasks on your blog (in addition to ETL401, Assignment 2 Task C). MEdTL students will also find this becomes a valuable collection (or repository) of ideas, episodes, info bytes and reflections recorded throughout their year(s) of study, which will be drawn upon to complete a component. A word of advice from your subject coordinator before we begin ETL401 in 201030 session - Don't panic!!

Subject Content

The subject will cover the following topics:

- recent educational trends and developments;
- the history of school libraries in Australia and a sample of other countries;
- school-based curriculum development;
- information as product and process;
- the research process;
- the information literate school and collaborative cultures; and
- theories of time management and negotiation.

It includes detailed coverage of:

- the role of the teacher librarian within the curriculum;
- the concept of information literacy;
- the concepts of resource-based and inquiry-based learning;
- the concepts of cooperative planning and teaching, and guided inquiry;
- information process models;

- barriers to the effective utilisation of the teacher librarian; and
- the teacher librarian as a reflective practitioner.

Schedule

A schedule of suggested study activities and a timetable related to modules will be made available in the subject Resource folder at the beginning of the semester.

Residential school

There is no residential school for this subject.

Text and Learning Materials

Prescribed text(s)

There is no prescribed text for this subject.

Required reading / resources

In studying this subject you are to read the links and readings supplied via your subject site. The readings have been included to supplement and further enhance your understanding and learning in this subject. Further information on readings is included in the modules section on Interact for this subject.

Recommended reading / resources

All recommended readings and resources are included in your online study guide in the modules section on Interact.

Assessment Information

Introduction to assessment

Students are advised to read through each assessment item at the beginning of the session and to subsequently work out a realistic plan of attack. Early determination of a topic for investigation in Assignment 1 is strongly advised as this allows for maximum collection

of information from every trip to a library or other information source. This gradual collection of information throughout the session makes each task more manageable. You should make requests for material from all external sources including the University's library (<http://www.csu.edu.au/division/library/disted/deform.htm>) as early as possible.

Pass Requirements

In order to achieve a passing grade in this subject, a student must (1) attain a minimum passing standard in the overall total mark; and (2) demonstrate achievement of other approved conditions or requirements. A minimum passing standard means 50 per cent of the available marks for the assessment item(s), unless otherwise stipulated.

Grades

Your achievement in this subject will be graded according to the following definitions and guidelines approved by Academic Senate:

HD High Distinction:

An outstanding level of achievement in relation to the assessment process (85%-100%);

DI Distinction:

A high level of achievement in relation to the assessment process (75-84%);

CR Credit:

A better than satisfactory level of achievement in relation to the assessment process (65-74%);

PS Pass:

A satisfactory level of achievement in relation to the assessment process (50-64%);

FL Fail:

An unsatisfactory level of achievement in relation to the assessment process on completion of the subject providing a student has completed and been assessed on at least one assessment task (0-49%).

The percentage ranges for the above grades relate to the final scaled aggregate mark for the subject. The scaled aggregate mark for a student may be different from the total marks initially awarded for individual assessable items in the subject as per 'Section 2: Standards' in CSU Academic Manual, G1.2 - Principles of Assessment at http://www.csu.edu.au/acad_sec/academic-manual/docs/g1-2.rtf which states: "the number of students who pass the subjects will normally decrease from PS through to HD" (section 2.1 a).

This means there will usually be more passes than credits, more credits than distinctions, more distinctions than high distinctions.

Assessment Requirements

Students will be assessed in subjects on the basis of a combination of norm and criterion referencing with marks and grades being awarded by a combination of predetermined standards and the performance of other students in the subject. Subjects that have a satisfactory/unsatisfactory grading scale will be clearly spelt out in this Subject Outline.

For further information please consult the Academic Regulations of the Academic Manual http://www.csu.edu.au/acad_sec/academic-manual/gcontm.htm (http://www.csu.edu.au/acad_sec/academic-manual/gcontm.htm)

Presentation

Your assignments need to conform to acceptable academic standards in presentation and referencing. It is your responsibility as a student to familiarise yourself with the standards applying in the Teacher Librarianship discipline. These standards are set out in the Preparation of Assignments documentation at the URL below.

<http://www.csu.edu.au/faculty/educat/sis/subjectfolio.htm>

Plagiarism

Charles Sturt University expects that the work of its students and staff will uphold the values of academic honesty and integrity. The Guide to Avoiding Plagiarism is an important resource that will help you understand these values and apply them in practice:

<http://www.csu.edu.au/division/studserv/learning/plagiarism/> (<http://www.csu.edu.au/division/studserv/learning/plagiarism/>)

Extensions

The subject coordinator may determine an allowance for extensions to complete and submit summative assessment items. Note:

- If it becomes obvious that you are not going to be able to submit an assignment on time because of an unavoidable problem, you must submit your request for an extension in writing prior to the due date.
- Approval for such requests is subject to any conditions determined by the subject coordinator in accordance with Faculty policy (<http://www.csu.edu.au/faculty/educat/docs/regulations/assessment-guidelines.doc>).
- A request for an extension will not be automatically granted. A valid reason is

required. For an extension of more than one week, you may need to supply supporting documentation.

- You must ensure that you submit your assignment by the time of any extended due date that the subject coordinator has allowed, otherwise it will be treated as a late assignment in the same way as if it was submitted without an extension after the published due date.

Online Submission

Assessment tasks can be submitted electronically to the CSU Assignment Section via EASTS (Electronic Assignment Submission Tracking System).

In order to access EASTS, click on the EASTS link in the menu bar on the left hand side. This will take you to the EASTS site where you are provided with step-by-step instructions to guide you through the online submission process. EASTS has a help function that will allow you to print out instructions to assist you in this process if required.

Note:

- A message will be sent to the email address, as recorded on the system under 'My Email', confirming the receipt of your assessment task via EASTS.
- A duplicate assignment cover sheet will be attached to the assessment task on receipt at CSU.
- Assessment tasks submitted electronically via EASTS will be returned, after marking, (in most cases) by post, not electronically.

Postal Submission

It is recommended that your name and your student number be included in the header or footer of every page of any assignment. Charles Sturt University has a centralised assignment receipt centre. Unless they are submitted electronically all assignments should be accompanied by a completed assignment cover sheet and mailed to the following address:

Assignment Section
Division of Learning and Teaching Services
Charles Sturt University
Locked Bag 600
Building 483, Nathan Cobb Drive
Wagga Wagga NSW 2678

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through [my.csu \(http://my.csu.edu.au/\)](http://my.csu.edu.au/).

Hand Delivered Submission

Distance Education Students can lodge their assignments at any campus via the special assignment post box located outside the Division of Learning and Teaching Services on each campus. These boxes are cleared at 5 pm each week day.

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through [my.csu \(http://my.csu.edu.au/\)](http://my.csu.edu.au/).

Faxed / Emailed Assignments

In normal circumstances you may not submit via Fax or email. Under extenuating circumstances contact your Subject coordinator for options available to you.

Penalties for Late Submission

The Faculty of Education has an expectation that students will submit their assignments on time. Late submission of an assignment where the student has not followed the procedures outlined in Faculty of Education policy '4.2 Extensions on assessment items', usually will be subject to a penalty. Note:

- The due date for each assignment is the date by which it must be received at the University. If you choose to submit your assignment through the mail, then it is your responsibility to ensure that the assignment is posted in sufficient time to reach the University by the due date. Assignments submitted after the due date will not necessarily be returned within three weeks.
- Assignments submitted after their due date, or after any extended due date that has been approved, are likely to incur a penalty, according to the period of time overdue. Normally you should expect between 10 per cent and 50 per cent of possible marks to be deducted for assignments that are up to three weeks late, and for assignments not to be marked if more than three weeks late.
- If you experience a problem during the session that prevents you from studying for a prolonged period of time, you may apply for a Grade Pending (GP) by completing the appropriate form which you can obtain from Student Administration (<http://www.csu.edu.au/division/student-admin/>). Details of the regulations concerning GP grades can be found in section 7 of the Assessment Regulations(http://www.csu.edu.au/acad_sec/regulations.htm#2). If your subject coordinator agrees, due date(s) for outstanding assignments can be extended beyond the end of the session, with a substantive grade (Pass, Fail, etc.) awarded after these date(s). Please note that your application for GP status must be accompanied by full documentation.

Resubmission

The School of Information Studies does not in principle allow the resubmission of assignments. In exceptional circumstances, however, students may be permitted to resubmit an assignment at the discretion of the subject coordinator. Students are not entitled to seek to advance a passing grade through the resubmission of assignments.

Assignment Return

You should normally expect your marked assignment to be despatched to you within three weeks of the due date, if your assignment was submitted on time. If an assignment is submitted on time but not returned by the return date, you should make enquiries in the first instance to the subject coordinator. If the subject coordinator is not available, contact Student Services Support Central on 1300 734 654.

Feedback

Apart from the feedback on your assignments, your subject coordinator will respond to questions and comments on the subject forum. Individual feedback may also be provided via email, if required.

Past exam paper(s)

This subject has no exam.

Assessment Items

Item number	Title	Type	Value	Due date*	Return date**
1	Scholarly paper	Assignment	40%	12-Apr-2010	03-May-2010
2	Portfolio	Assignment	60%	24-May-2010	14-Jun-2010

* due date is the last date for assessment items to be received at the University

** applies only to assessment items submitted by the due date

Assessment item 1

Scholarly paper

Value: 40%

Due date: 12-Apr-2010

Return date: 03-May-2010

Length: 2,000 words (+/- 10%)

Submission method options

EASTS (online)

Post (option applies to DE & Offshore/Dubbo Tutorial only)

Task

Critically analyse the role you believe the teacher librarian should play in creating an information literate school community.

Identify a major obstacle to this role in a school you know and how this obstacle might be addressed. (If you do not work in a school you need to make contact with teacher librarians to discuss this. You might use the web forum or OZTL_NET for this purpose.)

Your paper should make reference to and be supported by information gained from your set textbooks, recommended readings and other resources.

Rationale

This assessment task is designed to assess learning outcomes 1, 2 and 3 as well as provide students with an opportunity to develop knowledge, understanding and critical thinking skills commensurate with the writing of a scholarly paper.

Marking criteria

A copy will be placed in the Resource folder on Interact.

Presentation

Your assignments need to conform to acceptable academic standards in presentation and referencing. It is your responsibility as a student to familiarise yourself with the standards applying in the Teacher Librarianship discipline. These standards are set out in the Preparation of Assignments documentation at the URL below.

<http://www.csu.edu.au/faculty/educat/sis/subjectfolio.htm>

Assessment item 2

Portfolio

Value: 60%

Due date: 24-May-2010

Return date: 14-Jun-2010

Length: Max 3,000 words (+/- 10%)

Submission method options

EASTS (online)

Post (option applies to DE & Offshore/Dubbo Tutorial only)

Task

This is a portfolio assignment.

You are required to maintain a portfolio of your learning, based on your completion of the **three (3)** information tasks as outlined below. The first two tasks are to be submitted via EASTS, with the third task posted to your blog.

A. Critically compare and contrast three (3) information skills models (for example, Kuhlthau's ISP, the Big Six) (**about 750 words**).

B. Write a **1500 word** essay on the following question:

Critically evaluate the Standards of professional excellence for teacher librarians (ALIA/ ASLA, 2004) document in relation to how the twelve (12) standards presented can improve the professional practice of teacher librarians. The standards document is available at <http://www.asla.org.au/docs/TLstandards.pdf>.

In your evaluation, identify three (3) specific standards that you consider to be critical to the enhancement of student learning outcomes, and give reasons for your preference of these three (3) standards over the other standards presented in this document.

C. A critical synthesis of your reflection on how your view of the role of the teacher librarian may have changed during the subject.

This should include examples captured from your personal blog and from your contribution to and reading of the ETL401 forum (**about 750 words**).

This task is to be posted as an entry on your blog. Please provide the specific URL for this blog entry at the end of the word document version submitted via EASTS which contains Tasks A & B.

Rationale

This assessment item addresses all student outcomes and is designed to encourage students to synthesise theories, ideas and issues as a result of their engagement with readings and web forum discussions. It is also designed to assist students in applying information processing and critical thinking skills to a range of information tasks.

Marking criteria

A copy will be placed in the Resource folder on Interact.

Presentation

Your assignments need to conform to acceptable academic standards in presentation and referencing. It is your responsibility as a student to familiarise yourself with the standards applying in the Teacher Librarianship discipline. These standards are set out in the Preparation of Assignments documentation at the URL below.

<http://www.csu.edu.au/faculty/educat/sis/subjectfolio.htm>

Support Services

Student Services Support Central

Website: <http://www.csu.edu.au/division/studserv> (<http://www.csu.edu.au/division/studserv>)

Online inquiry form: <http://www.csu.edu.au/division/studserv/helpform.htm> (<http://www.csu.edu.au/division/studserv/helpform.htm>)

Phone: 1300 734 654

Email: studenthelp@csu.edu.au (<mailto:studenthelp@csu.edu.au>)

A Guide to Learning at CSU (<http://www.csu.edu.au/division/studserv/guide/index.htm>) provides essential information about navigating through the University, the available student support services, and includes useful tips and contact details.

Further enhance your student experience by participating in the *Student Life* (<http://interact.csu.edu.au/portal/site/StudentLife>) site.

Library Services

The Library website provides access to print and online material, such as books, reports, journals, articles, dissertations, newspapers, and other reference tools. You will also find guides and assistance to help you use the Library's resources.

<http://www.csu.edu.au/division/library/> (<http://www.csu.edu.au/division/library/>)

Library Help

Answers to your frequently asked questions about Library services and resources are available at:

<http://www.csu.edu.au/division/library/how-to/faq/> (<http://www.csu.edu.au/division/library/how-to/faq/>)

Library skills tutorials

InfoSkills@CSU is a self-paced, interactive, online tutorial which teaches core research skills such as using library databases and the library catalogue. It incorporates a number of exercises and quizzes to test your understanding. It is modular and can be done in any order at any time. InfoSkills@CSU is located on the Library website (go to 'How to use the library' and 'Library skills tutorial') or can be accessed directly at:

<http://www.web-ezy.com/csuweb-ezy/> (<http://www.web-ezy.com/csuweb-ezy/>)

How to contact the Library

Phone: 1800 808 369 (free call from within Australia)

Online Ask A Question: <http://csu.altarama.com/reft100.aspx?key=Ask&ref=120>
(<http://csu.altarama.com/reft100.aspx?key=Ask&ref=120>)

Library Forum: http://forums.csu.edu.au/perl/forums.pl?forum_id=Library_Services_forum&task=frameset (http://forums.csu.edu.au/perl/forums.pl?forum_id=Library_Services_forum&task=frameset)

Library contacts: <http://www.csu.edu.au/division/library/about/contacts/> (<http://www.csu.edu.au/division/library/about/contacts/>)

Academic Learning Skills Assistance

Visit the learning skills website for advice about assignment preparation, academic reading and notetaking, referencing, and preparing for exams at:

<http://www.csu.edu.au/division/studserv/learning> (<http://www.csu.edu.au/division/studserv/learning>)

You can also contact an adviser through Student Services Support Central on the following number: 1300 734 654.

Queries regarding the content of this subject should be directed to your subject coordinator.

Policy and Procedures

Key Subjects

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts.

The first time you fail a key subject you will be 'at risk' of exclusion; if you fail a second time you will be excluded from the course.

To check whether this subject is a key subject for you, go to the Academic Progress Regulations: Key subjects for CSU courses website: <http://www.csu.edu.au/division/deanstud/academicprogress/keysubjects.htm> (<http://www.csu.edu.au/division/student-admin/current/academic-progress/key-subjects.htm>)

University Policies and Regulations

Academic matters are defined by, and are subject to, Charles Sturt University policies and regulations. Your Subject Outline should be read in conjunction with all such academic regulations and policies, as some of these may affect the outcome of your studies.

Variations to Subject Outlines

Should it be necessary to change the content of the Subject Outline during a teaching session, it will be done in consultation with the Head of School and other support services of the University. You then will be notified of the changes in writing by the subject coordinator.

Variations to Assessment

Should it be necessary to vary the assessment in this subject, you will be notified in writing by the Subject Coordinator, or Subject Convenor where one is appointed. The variations to assessment include variations to the assessment tasks and/or assessment procedures for assignments, examinations and any other assessment task published in the Subject Outline. The variations will be communicated only after the Subject Coordinator or Subject Convenor has obtained approval from their Head of School. The overriding principle is that such changes will not disadvantage students and is made in accordance with the Awards, Courses and Subjects policy ([Part L6.3 \(http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf), Section 1.4) of the Academic Manual.

Subject Evaluation Surveys

It is University policy that all subjects are evaluated every time that they are offered. The University's Division of Learning and Teaching Services administers surveys through the Online Evaluation Survey System. Staff in the faculties and schools value your feedback very highly and take account of your comments when reviewing learning and teaching in each subject. If you are interested in the details of any enhancements to this subject as a result of the latest survey, please contact the subject coordinator.

Surveys for each of the subjects you are enrolled in for this session will be available for you to complete for a period of 4 weeks from the last week of the teaching session. An email message will alert you to the availability of the surveys online.

Please complete the subject evaluation by following the link:

<http://online.csu.edu.au/evaluations/> (<http://online.csu.edu.au/evaluations/>)

Individual subject results are reported to the subject coordinator and Heads of Schools

after grades have been submitted for each teaching session (except where subjects have one student the results are not reported to staff). The aggregated results for subjects are available within 3 weeks of the release of grades. They can be accessed online at:

http://www.csu.edu.au/division/landt/evalunit/evaluation_online.htm (http://www.csu.edu.au/division/landt/evalunit/evaluation_online.htm)

Special Consideration

Academic regulations provide for special consideration to be given if you suffer misadventure or extenuating circumstances during the session (including the examination period) which prevents you from meeting acceptable standards or deadlines.

Applications for special consideration must be submitted in writing and include supporting documentary evidence. Such applications should be sent to the Student Administration Office.

For further information about applying for special consideration please refer to [Part C3 - Special Consideration Regulations \(http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf) of the Academic Manual.

Assessment Regulations

The assessment practices of all University subjects are conducted in accordance with the University's [Assessment regulations \(http://www.csu.edu.au/acad_sec/academic-manual/docs/g1.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/g1.rtf).

Academic Conduct

The University expects that you, as a student, will be honest in your studies and research and that you will not do anything that will interfere with or frustrate the studies and research of other students. In particular, you are expected to:

- acknowledge the work of others in your assignments and other assessable work;
- not knowingly allow others to use your work without acknowledgment;
- report honestly the findings of your study and research; and
- use only permitted materials in examinations.

Details of expected academic conduct are provided in:

- the [Student Academic Misconduct Rule \(http://www.csu.edu.au/acad_sec/academic-manual/docs/g6.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/g6.rtf);
- the [Academic Progress regulations \(http://www.csu.edu.au/acad_sec/academic-manual/icontm.htm\)](http://www.csu.edu.au/acad_sec/academic-manual/icontm.htm);

Students are also expected to be responsible in the use of University facilities and resources and to abide by University rules concerning the Library and electronic resources.

- the [Rule of the Library \(http://www.csu.edu.au/division/library/about/policies/rule.htm\)](http://www.csu.edu.au/division/library/about/policies/rule.htm); and
- the [Code of Conduct for Users of Electronic Facilities \(http://www.csu.edu.au/adminman/tec/PER12.rtf\)](http://www.csu.edu.au/adminman/tec/PER12.rtf).

Copies of the Rule of the Library and Code of Conduct for Users of Electronic Facilities can also be obtained from the Library or the Division of Information Technology (DIT) Service Desk.

Penalties for breaching the above Rules and Code include suspension or exclusion from the University.

Students also have expectations of the University and of other students in the cooperative endeavour of studying. Details of these expectations are provided in the [Student Charter \(http://www.csu.edu.au/handbook/\)](http://www.csu.edu.au/handbook/).

Subject Outline as a Reference Document

This Subject Outline is an accurate and historical record of the curriculum and scope of your subject. University policies ([L6.3 – 1.3.8\(f\) \(http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf\)](http://www.csu.edu.au/acad_sec/academic-manual/docs/l6-3.rtf)) require that you retain a copy of the Subject Outline for future use such as for accreditation purposes.