ARCH101: Archaeology of Australasia

Subject Outline
Autumn, 2017
On-Campus
Wollongong

Subject Information
Credit Points: 6
Pre-requisite(s): Nil
Co-requisite(s): Nil
Restrictions: Nil
Contact Hours: 1 hr Lecture, 3 hrs Tutorial/Practical class

Subject Contacts

Subject Coordinator/Lecturer
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Consultation mode and times: Email for appointment

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Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Demonstrate knowledge on the history of human occupation of Australasia from an archaeological perspective.
2. Demonstrate general research methods and assess challenges in Australasian archaeology.
3. Describe the impact of archaeological interpretation on modern perception of people and region.
4. Apply analytical methods to the classification and interpretation of archaeological evidence.
5. Demonstrate general academic reading and writing research skills, including the ability to conduct library-based research, summarise scholarly material, structure an academic text.
6. Communicate and present information orally and visually, including presenting research outcomes through digital means.
7. Provide constructive peer feedback and self-reflect on academic work.

Subject Description

This subject introduces the archaeology of the Australasia region. It traces the history of human occupation in areas of Australia, Tasmania, and Papua New Guinea through a range of key archaeological questions, such as the timing and nature of humans' arrival, megafauna extinction, technology and economy, and explanations for cultural change. Through covering these issues, this subject illustrates the variability and complexity of human culture in Australasia, and also considers the influence of archaeological knowledge on modern ideas and representation of this region and its people.

Readings, References and Materials

Textbooks

The following text(s) will need to be purchased by students enrolled in this class.


Prescribed Readings (includes eReadings)

The following readings are prescribed for this subject, but students are not expected to purchase these. They are available to students through the library on the subjects eLearning site.


Recommended Readings

The following references complement the prescribed readings and textbooks:


Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

**Recent Changes to this Subject**

New subject in 2017

**Laboratory Safety Guidelines**

The rules below are general rules that are required in laboratories.

- Before commencing your project you are to ensure that you understand specific procedures for the laboratory in which you work.
- You will need to fill out a risk assessment form before commencing any experiments (confer with your laboratory supervisor).
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture</th>
<th>Readings required before class</th>
<th>Tutorial/Practical Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27/2/2017</td>
<td>The Greater Australasian region</td>
<td>No required reading</td>
<td>Introduction to archaeology</td>
</tr>
<tr>
<td>3</td>
<td>13/3/2017</td>
<td>Modern human arrival</td>
<td>Textbook chapter 2 &amp; 3</td>
<td>Origins of modern human</td>
</tr>
<tr>
<td>4</td>
<td>20/3/2017</td>
<td>Megafauna extinctions</td>
<td>Textbook chapter 4</td>
<td>Rock-art in Australasia</td>
</tr>
<tr>
<td>5</td>
<td>27/3/2017</td>
<td>Humans in the Pleistocene</td>
<td>Textbook chapter 5 &amp; 6</td>
<td>Stone artefacts – basic concepts and technique</td>
</tr>
<tr>
<td>6</td>
<td>3/4/2017</td>
<td>Changes in the Holocene: a view from stone artefact technology</td>
<td>Textbook chapter 8</td>
<td>Making stone tools Feedback on annotated bibliography Introduction to draft poster</td>
</tr>
<tr>
<td>7</td>
<td>10/4/2017</td>
<td>Coast vs. inland/wetland</td>
<td>Textbook chapter 9 &amp; 10</td>
<td>Using stone tools</td>
</tr>
</tbody>
</table>

Mid-Session Recess 17th April – 21st April

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture</th>
<th>Readings required before class</th>
<th>Tutorial/Practical Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>24/4/2017 (Anzac day)</td>
<td>Arid regions (online)</td>
<td>Textbook chapter 11</td>
<td>No practical class</td>
</tr>
<tr>
<td>9</td>
<td>1/5/2017</td>
<td>Explaining change: mobility and population growth in the mid-Holocene</td>
<td>Textbook chapter 12 &amp; 13</td>
<td>Stone tool function, diet, and subsistence</td>
</tr>
<tr>
<td>10</td>
<td>8/5/2017</td>
<td>The curious case of Tasmania</td>
<td>Textbook chapter 7</td>
<td>Stone tool usewear analysis Feedback on draft poster Introduction to final poster and presentation</td>
</tr>
<tr>
<td>11</td>
<td>15/5/2017</td>
<td>Papua New Guinea</td>
<td>Fullagar et al. 2006</td>
<td>Timing of human arrival in the Pacific</td>
</tr>
<tr>
<td>12</td>
<td>22/5/2017</td>
<td>European contact and impact</td>
<td>Textbook chapter 14</td>
<td>Human diversity and the concept of “race” Poster presentation</td>
</tr>
<tr>
<td>13</td>
<td>29/5/2017</td>
<td>Past stories and present people</td>
<td>Textbook chapter 1</td>
<td>Poster presentation Exam review session</td>
</tr>
</tbody>
</table>

Study Recess 5th June – 9th June

UOW Exam Period 10th June – 22nd June

*The above timetable should be used as a guide only, as it is subject to change. Students will be advised of any changes as they become known.
Section B: Assessment

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Dates</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1a</td>
<td>Poster – Part A: Annotated bibliography</td>
<td>24 March (Friday), 5pm</td>
<td>Week 5 during practical class</td>
<td>5%</td>
</tr>
<tr>
<td>Assessment 1b</td>
<td>Poster – Part B: Draft poster</td>
<td>28 April (Friday), 5pm</td>
<td>Week 11 during practical class</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 1c</td>
<td>Poster – Part C: Final poster and presentation</td>
<td>Poster: 22 May (Monday), 5pm; Presentation: Week 12 &amp; 13 during practical class</td>
<td>Week 9 during practical class</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 1d</td>
<td>Poster – Part D: Peer review and reflection</td>
<td>Week 12 &amp; 13 during practical class</td>
<td>Release of marks</td>
<td>5%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Archaeological Analysis Project</td>
<td>During Week 4, 7, and 10 practical classes</td>
<td>Release of marks</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Participation</td>
<td>Based on participation on weekly basis</td>
<td>Release of marks</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Exam</td>
<td>During exam period</td>
<td>Release of marks</td>
<td>30%</td>
</tr>
</tbody>
</table>

Total Marks 100%

Details of Assessment Tasks
Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

Assessment 1 Scaffold Poster

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weighting</th>
<th>Submission</th>
<th>Type of Collaboration</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A (5%): 24 March by 5 pm</td>
<td>30%</td>
<td>Parts A-D: Submit an electronic copy of your assessment via Moodle</td>
<td>Individual and peer Assessment</td>
<td>Annotated bibliography: 700 words</td>
</tr>
<tr>
<td>Part B (10%): 28 April by 5 pm</td>
<td></td>
<td></td>
<td></td>
<td>Poster: A0 size</td>
</tr>
<tr>
<td>Part C (10%): poster due on 22 May by 5pm; presentation due during practical class in Weeks 12 and 13</td>
<td></td>
<td></td>
<td></td>
<td>Presentation: maximum 5 minutes duration</td>
</tr>
<tr>
<td>Part D (5%): During practical class in Weeks 12 and 13</td>
<td></td>
<td></td>
<td></td>
<td>Assignment 1 is comprised of five connecting parts that are designed to help you understand how to evaluate critically scientific literature and how to communicate your findings succinctly and accurately, both verbally and visually as a poster. You will also have the opportunity to reflect on your own work, and provide feedback to your peers.</td>
</tr>
</tbody>
</table>
| | | | | Part A (5%) Annotated bibliography (Max.700 words) You will be given a list of topics during the practical class in Week 2. You will choose ONE topic. You will be provided with 3 appropriate references/resources for your topic. You are required to reference correctly each of the articles according to the Harvard referencing style. You are also required to describe the 3 articles, (150 words on each), and then compose a short synthesis (250 words) that identifies (a) commonalities and
contrasting arguments between the 3 resources, and (b) how the 3 articles contribute to the broader topic that you have chosen. Note that the reference list is not included in the maximum 700 word-count. You will receive your graded paper, and be given feedback during the practical class in Week 6.

Part B (10%) – Draft poster
Create an A0 size poster with landscape orientation to present your research in Part A on the chosen topic. You must (a) draw on your annotated bibliography from Part A, (b) include a minimum of 2 additional resources from your own research (a minimum of 5 resources in total), and (c) include changes based on feedback from your lecturer. Part B is a preliminary draft of your poster. You will receive your graded poster draft, and be given feedback during the practical class in Week 10.

Part C (10%) – Final poster and presentation
Produce a final version of your poster by reworking your draft from Part B by incorporating feedback from your lecturer. You will then present your final poster to the practical class by giving a 5 minute verbal presentation. The poster will be presented electronically on screen. You will deliver your presentation next to the screen, You must submit your final poster through Moodle by 5 pm on 22 May (Monday). Your final poster and presentation will be assessed during a practical class in either Week 12 or 13.

Part D (5%) – Peer assessment and reflection
You will assess the poster and presentation of another student allocated to you by the lecturer during the practical class in Weeks 12 and 13. A marking scheme with predetermined criteria will be given to you for the assessment. Each student will then be assessed for their written review of the assessment of the poster and presentation of their peer. This will test your ability to adjudicate objectively the work of others. You will also be required to write a maximum 500-word reflective piece that discusses how the feedback provided by your lecturer throughout Parts A–D, and the feedback and constructive criticism received from your peers in Part E have influenced your understanding of the topics discussed throughout all practical classes.

Style and format

- Brief reports and poster presentation
- Harvard reference style for annotated bibliography
- Consult Archaeology Style Guide and UOW Library website/guide for template

Subject Learning Outcomes

1, 2, 3, 5, 6, 7

Marking Criteria

The marking criteria will be made available on Moodle by week 1 of session.

Assessment 2 Archaeological Analyses Project

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Part A: During Week 4 practical class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part B: During Week 7 practical class</td>
</tr>
<tr>
<td></td>
<td>Part C: During Week 10 practical class</td>
</tr>
<tr>
<td>Weighting</td>
<td>30%</td>
</tr>
<tr>
<td>Submission</td>
<td>Submit an electronic copy of your assessment via upload to Moodle</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment and Group Project</td>
</tr>
<tr>
<td>Length</td>
<td>Part A &amp; C: 3 hours</td>
</tr>
<tr>
<td></td>
<td>Part B: 6 hours</td>
</tr>
<tr>
<td>Details</td>
<td>Assessment 2 contains three parts (A, B, and C) that are designed for you to analyse and interpret different archaeological evidence.</td>
</tr>
</tbody>
</table>
**Part A (10%) – Rock-art**
You will complete this part of the assessment during the Week 4 practical class. In a group of 3-4 people, you will work collectively to analyse the provided rock-art images and answer a series of questions provided in the lab-book. During the second half of the practical class, as a group you will present your answers to the class in a 5 minute presentation. You group’s rock-art images will be displayed electronically on screen during your presentation.

**Part B (10%) – Making and using stone tool**
In the Week 6 practical class, you will learn to knap stones to produce several stone flakes. These flakes will be collected in individually-named zip-lock bags at the end of the practical class. Note that safety equipment such as gloves and eye goggles will be provided and the use of these items is mandatory during knapping. Based on your experience and the flakes you produced, answer the questions in the lab-book.
In the Week 7 practical class, you will use the flakes you knapped in Week 6 to work a piece of wood (provided) into an implement. You will then complete your lab-book by answering the remaining questions.

**Part C (10%) – Stone tool use wear analysis**
In the Week 10 practical class, you will be given back the stone tools you used in Week 7. Analyse the flake(s) under a microscope and document the range of wear patterns that were produced via wood working. Document the wear patterns and answer the questions in the lab-book.

<table>
<thead>
<tr>
<th>Style and format</th>
<th>Observations, short answers, and group presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Learning Outcomes</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>The marking criteria will be made available on your eLearning site by week 1 of session.</td>
</tr>
</tbody>
</table>

### Assessment 3 – Participation

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Based on weekly performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>10%</td>
</tr>
<tr>
<td>Submission</td>
<td>N/A</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
</tbody>
</table>

Details: The practical class and exercises are intended to assist you in developing information skills and oral skills. It is important that you complete the assigned reading(s) for each week before you come to the practical classes, and make an informed contribution to class discussions. If you do not feel comfortable participating in class discussion, you can also participate through writing notes and thoughts about the class reading(s) and submit these written notes via Moodle.

| Subject Learning Outcomes | 6, 7 |
| Marking Criteria | The marking criteria will be made available on your eLearning site by week 1 of session. |

### Assessment 4 – Exam

<table>
<thead>
<tr>
<th>Due Date</th>
<th>During exam period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>30%</td>
</tr>
<tr>
<td>Submission</td>
<td>For examinations – Exam papers and answers must be submitted at the conclusion of the exam.</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Details</td>
<td>This will be a multiple choice and short answer test held in the exam period</td>
</tr>
</tbody>
</table>
after study week. It covers all topics from the semester. Students are advised to keep an electronic or hard copy of all submitted assessment tasks except in circumstances where this is not possible e.g. where the task is submitted at the end of activity in which it was completed.

<table>
<thead>
<tr>
<th>Style and format</th>
<th>Multiple choice and short answer questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Learning Outcomes</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>The marking criteria will be made available on your eLearning site by week 1 of session.</td>
</tr>
</tbody>
</table>

**Minimum Requirements for a Pass in this Subject**

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- attempt all assessment tasks
- pass the final exam
- meet the minimum participation requirements set out below

**Minimum Student Attendance and Participation**

It is expected that students will allocate 12 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

Student attendance at tutorials, practicals, seminars and/or simulations is compulsory and students must attend at least 80% of classes. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)

**Scaling**

Scaling may occur in this subject at the end of session by the Unit Assessment Committee and/or Faculty Assessment Committee (FAC). Marks will only be scaled to ensure fairness/parity of marking across groups of students. Scaling will not affect any individual student’s rank order within their cohort. For more information refer to Assessment Guidelines – Scaling: [http://www.uow.edu.au/about/policy/UOW039331.html](http://www.uow.edu.au/about/policy/UOW039331.html)

**Late Submission**

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)

**Late Submission Penalty**

Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 10% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 10 marks per day (10% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.10 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

No marks will be awarded for work submitted after the assessment has been returned to the students.
Supplementary Assessments
Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers. Additional information on supplementary assessments is available at: http://www.uow.edu.au/student/exams/suppassess/index.html

System of Referencing Used for Written Work
The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://uow.libguides.com/refcite

Submission of Assessments
Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assessments in the event that re-submission is required.

Assessment Return
Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.
Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about
- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue
- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy
- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-pet7po7.pdf

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.
Lecture, Tutorial, Laboratory Times

On campus
All timetable information is subject to variation. Check latest timetabling information on the 'Current Student' webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes. 
Timetable information can be accessed from http://www.uow.edu.au/student/timetables/info/index.html

Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html

Where relevant, students will be advised by the Subject Coordinator of any online classes or discussion forums that they need to part-take in.

Extraordinary Changes for the Subject after Release of the Subject Outline
In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics
Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to http://www.uow.edu.au/dvca/bala/analytics/index.html

The Assessment Quality Cycle
The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:
  a. design of the assessment suite and individual assessment tasks;  
  b. marking of individual assessment tasks;  
  c. finalisation of subject marks and grades; and  
  d. review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.
Academic Integrity Policy
The full policy on Academic Integrity Policy is found in the Policy Directory on the UOW website.

"The University's Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University."

Student Academic Complaints Policy (Coursework or Higher Degree Research)
In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

Student Support Services and Facilities
Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University, “Help at University” as well as information and support on “Careers and Jobs”. http://www.uow.edu.au/student/services/index.html

Student Etiquette
Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at http://www.uow.edu.au/student/elearning/netiquette/index.html
# UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University's grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark %</th>
<th>Descriptor</th>
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| High Distinction HD | 85-100 | A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):  
• consistent evidence of deep and critical understanding  
• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches  
• critical evaluation of problems, their solutions and their implications  
• use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work  
• creativity in application as appropriate to the discipline  
• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline  
• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy  
• all or almost all answers correct, very few or none incorrect |
| Distinction D | 75-84  | A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):  
• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories  
• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts  
• demonstration of frequent originality in defining and analysing issues or problems and providing solutions  
• fluent and thorough communication of information and ideas in terms of the conventions of the discipline  
• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy  
• most answers correct, few incorrect |
| Credit C    | 65-74  | A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):  
• evidence of learning that goes beyond replication of content knowledge or skills  
• demonstration of solid understanding of fundamental concepts in the field of study  
• demonstration of the ability to apply these concepts in a variety of contexts  
• use of convincing arguments with appropriate coherent and logical reasoning  
• clear communication of information and ideas in terms of the conventions of the discipline  
• regular application of appropriate skills, techniques and methods with high levels of precision and accuracy  
• many answers correct, some incorrect |
| Pass P      | 50-64  | A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable):  
• knowledge, understanding and application of fundamental concepts of the field of study  
• use of routine arguments with acceptable reasoning  
• adequate communication of information and ideas in terms of the conventions of the discipline  
• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy  
• a combination of correct and incorrect answers |
| Fail F      | <50    | A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes. |
| Technical Fail TF |        | A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes. |
| Satisfactory S |        | A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes. |
| Unsatisfactory U |        | An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes. |
| Excellent E |        | An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject. |

More details on UOW Grade descriptors can be found on the following link [http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf](http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf)
University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment - Teaching

b. Teaching and Assessment: Assessment and Feedback Policy

c. Teaching and Assessment: Subject Delivery Policy

d. Code of Practice – Research, where relevant

e. Code of Practice – Honours, where relevant

f. Student Charter

h. Academic Integrity and Plagiarism Policy

i. Student Academic Consideration Policy

j. Course Progress Policy

k. Copyright Policy

l. Academic Complaints Policy (Coursework and Honours Students)

m. Inclusive Language Policy

n. Workplace Health and Safety, where relevant

o. Intellectual Property Policy

p. IP Student Assessment of Intellectual Property Policy, where relevant

q. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects, where relevant

r. Human Research Ethics Guidelines, where relevant

s. Animal Research Guidelines, where relevant
t. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students

**Version Control Table**

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<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
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<td>Ania Kortaba – Subject Coordinator</td>
<td>Sonia Losinno – Learning and Teaching Officer</td>
<td>Final ARCH101 Autumn 2017 Subject Outline</td>
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