PHIL3910 - Technology and Human Values
Course Outline

Course Co-ordinator:  Dr. Yin Gao
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Fax: 49216933
Email: Yin.Gao@newcastle.edu.au
Consultation hours:  Monday 3:00 – 5:00pm

Brief Course Description

Teaches the nature and systematic analysis of normative design decisions, in particular in engineering, in the context of a systems dynamic approach to modelling. It sets that study in a larger framework of analysis of Western commercial, political and social systems and their functioning, and of the professional ethics that flow from that.

Contact Hours
Lecture for 2 Hours/Week for the Full Term
Tutorial for 2 Hours/Fortnight for 6 Weeks
One tutorial for organisation in week two (for all students) followed by five two-hour fortnightly tutorials, PLUS a Quiz in week 7.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Wednesday</td>
<td>6.00 PM - 8.00 PM</td>
<td>[EF02]</td>
<td>With PHIL6910</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>12.00 noon - 2.00 PM</td>
<td>[SRLT2]</td>
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<tr>
<td>and Tutorial</td>
<td>Wednesday</td>
<td>11.00 AM - 1.00 PM</td>
<td>[ES209]</td>
<td>Weeks 3, 5, 9, 11 &amp; 13 only.</td>
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<tr>
<td>or</td>
<td>Wednesday</td>
<td>11.00 AM - 1.00 PM</td>
<td>[ES209]</td>
<td>Weeks 4, 6, 8, 10 &amp; 12 only.</td>
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<td>or</td>
<td>Wednesday</td>
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<td>[EF20]</td>
<td>Weeks 3, 5, 9, 11 &amp; 13 only.</td>
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<td>Wednesday</td>
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<td>Weeks 4, 6, 8, 10 &amp; 12 only.</td>
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<td>or</td>
<td>Monday</td>
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<td>Weeks 3, 5, 9, 11 &amp; 13 only.</td>
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<tr>
<td>or</td>
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<td>[EF02]</td>
<td>Wk 4, 6, 8, 10 &amp; 12 ONLY.</td>
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<td>or</td>
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<td>[MC132]</td>
<td>Weeks 3, 5, 9, 11 &amp; 13 only.</td>
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<td>or</td>
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<td>or</td>
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<td>3.00 PM - 5.00 PM</td>
<td>[ES206]</td>
<td>Weeks 3, 5, 9, 11 &amp; 13 only.</td>
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<td>3.00 PM - 5.00 PM</td>
<td>[ES206]</td>
<td>Wk 4, 6, 8, 10 &amp; 12 ONLY.</td>
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<td>[SRLT1]</td>
<td>Wk 2-Intro &amp; Wk 7-Quiz only</td>
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<td>11.00 AM - 1.00 PM</td>
<td>[ES305]</td>
<td>Wk 2-Intro &amp; Wk 7-Quiz only</td>
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<td>6.00 PM - 8.00 PM</td>
<td>[EF02]</td>
<td>Wk 2-Intro &amp; Wk 7-Quiz only</td>
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School of Humanities and Social Science
REQUIRED TEXTS:


Availability: The Notes are available from the NUSA Printer. They are also available through the Auchmuty Library Short Loans online, in pdf file format. You may copy them as you need, but note that they are specially prepared notes and should be used only for your personal study in this course and not be used for any other purpose. Factor Four is available with United Campus Bookshop.

Course Objectives

(1) To give students a knowledge of the nature and basic principles of normative design decisions, in particular in engineering, in the context of a systems dynamic approach to modelling.

(2) To impart to students the skills required for them to be able to engage in critical assessment of design practice and in design problem solving that meets larger societal expectations as well as those of good engineering design.

(3) To enable students to effectively communicate their understanding and to interact effectively so as to problem solve with diverse communal groups.

(4) To provide students a critical appreciation of the larger framework of Western commercial, political and social systems within which engineering practice operates, and of the professional ethics that flow from that.

Course Content

The course covers the nature of norms and their application, basic principles of dynamic systems and of the choice of systems models and analyses and their normative dimensions (e.g. robustness criteria), analyses of major societal systems and their normative character and impacts, including on engineering design, analyses of important normative design assessment tools (such as impact assessment, cost-benefit-risk analysis), and an introduction to principled professional ethics.
Assessment Items

| Essays / Written Assignments | Tutorial Assignment, (750 words), 10%, is to help students start on normative, not just factual, analysis of engineering design problems, and will also sharpen critical and communication skills. |
| Essays / Written Assignments | Group Project (3,000-4,000 words), 20%, provides opportunity to develop and extended normative design analysis and consists of 4-6 students getting together to produce a coherent account on one topic. This will demonstrate the application of both knowledge and skills, and provides experience in performing multi-tasking group work. |
| Examination: Formal | Examination, (2 hours), 50%, evaluates the depth and systematicity of student understanding of basic principles and how to apply them. |
| Group/tutorial participation and contribution | Tutorial Participation, 10%, allows assessment and feedback on developing knowledge of subject and on developing critical capacity to analyse and argue issues in the subject. Attendance will be taken and tutors will assess contribution to discussion. |
| Quiz - Tutorial | Tutorial Quiz, (20 minutes), 10%, assesses students’ understanding of several key concepts introduced in the first five weeks of the course. |

Assumed Knowledge
60 units of successfully completed subjects

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking
service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:
For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 17 February 2007
For Trimester 2 courses: 9 June 2007

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**
- Ourimbah Hub: Administration Building

Faculty websites

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Contact details

**Callaghan, City and Port Macquarie**

Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit: [http://www.newcastle.edu.au/study/studentsupport/index.html](http://www.newcastle.edu.au/study/studentsupport/index.html)

**Alteration of this Course Outline**
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate Awards**

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

End of CTS Entry
Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
TUTORIAL WORKSHOPS

Periodically during class time we will break into small groups for tutorial workshops. At the first meeting tutorial procedures and assignments will be explained, and we will organise the work groups of 4-6 students. These workgroups will form the basis for informal tutorial activities, as well as for the group assignment.

TUTORIAL ASSESSMENT

Assessment in tutorials will be based on three components:

1. Participation. *Tutorials participation is designed to involve students in discussing and applying the course concepts and principles to obtain an effective working grasp of them.* Prepared and thoughtful participation in tutorial discussions will help you succeed in this course. To encourage this, 10% of your final grade is based on tutorial participation. Attendance will be recorded; absences from workshop sessions will be excused only in cases of legitimate documented difficulties (illness, death, e.g.). Satisfactory participation means contributing regularly to discussion of the course material, to at least pass standard, as well as contribution to any informal written tutorial activities. A composite grade will be assigned to written and oral contributions.

2. Quiz. *The quiz is designed to test the students’ grasp of the foundational concepts of the course.* The quiz, worth 10%, will last 20 minutes. You will be asked to explain several key concepts introduced in the first six weeks of the course. Each question will be of equal weight and common mistakes will be addressed in a lecture following the quiz.

3. Assignment. *The tutorial assignment is designed to help students start on normative, and not just factual, analysis of engineering design problems.* The assignment, worth 10% of your final grade, will require you to follow, in newspapers and periodicals, some current issue or event concerning the content of this course, e.g. ozone depletion, nuclear energy and other renewable energy, technological transfer to developing nations, photovoltaics, desalination or water recycling, etc. From time to time articles that we have seen over the course of the week will be pointed out at the beginning of each lecture. You should read several articles on your chosen topic (at least one per week) and keep a log (or, better yet, electronic copies of clippings). It would be best to keep abreast of several issues at the outset, until you get an idea that will end up with sustained coverage. You will submit (MS WORD or RTF format) on the due date a 750-word report summarizing and analysing of the *normative* elements (i.e. those involving *value* judgments) of your chosen issue, making explicit reference to at least two articles, along with your clippings after the lecture or tutorial class or to the school’s student Hub. These will be assessed, receiving a mark out of ten (n/10) using the following rationale:

   - No assignment submitted: 0
   - This is not a sincere attempt at the assignment: 2/10
   - This provides an inarticulate summary with no attempt at normative analysis: 3/10
   - This is a good, well-organised summary but with little or no sensitivity to normative issues: 4-5/10
There is an adequate summary with some attempt to identify norms: 5-6/10

Very good, well organised discussion with some attempt to identify norms: 6-7/10

Good identification of norms; some good analytical points: 7-8/10

Particularly well-organised, good normative analysis: 8-9/10

Exemplary discussion >9/10

GROUP PROJECT

The group project is designed to provide an opportunity to develop an extended normative design analysis, demonstrating the application of both knowledge and skills, and provides experience in performing multi-tasking group work.

The objective of the group project is to provide a normative discussion of technological design—with specific reference to the technologies found in Factor four.

In general, in your Group Project you should consider the following questions:

- What values underlie technological design generally, and in the case of Factor Four in particular?
- What moral, social, political, economic and environmental issues must be decided before a reasoned judgment of acceptability can be made?
- How should environmental quality, economic value, and social quality of life be taken into account in the design of technological systems?
- How should conflicts among such considerations be dealt with?
- Do the authors of your primary source material provide an effective framework for making design decisions?
- What criticisms can you make of Factor Four, particularly for improving its decision framework?

Factor Four provides several proposals for improving technologies, and include lengthy discussions on normative rationale for these proposals. The overall value basis is both explicit and implicit in the introduction as well as in the discussions of social, political and economical reforms proposals for technological improvement. These discussions should be examined in detail.

Illustrating your points with detailed examples can be useful. You should work through the values, both explicit and implicit, in a few particular sections (for example, a select set of technologies, or design recommendations) of Factor Four in detail. However, do not spend a major portion of your project discussing technical performance criteria alone. Identify how technical performance criteria relate to wider moral, social, political, economic or environmental values. Where relevant, you should discuss any assumptions implicit in the section about how the economic market works, and about economic policies that can be used to promote better technology. Where relevant, you should discuss any assumptions implicit in the
section about how the political system or society and culture operate, and about social policies that can be used to promote better outcomes. Such strategies, where suggested, need to be examined in detail, again, for the design/value choices they require.

Two types of criticisms are possible: On the one hand there may be something wrong with the fundamental normative analysis. For instance, the authors of Factor Four may embrace contradictory values or you may disagree with some (or even all) of the values they express. In such cases the value judgments need to be addressed directly; most important are the reasons you provide for your criticism. On the other hand, the value analysis may be fine, but you may still think that there is something wrong with the strategies proposed to bring about the advocated aims. In this case, there are two types of issue. Perhaps there is a factual mistake, e.g. perhaps the economic market, technology users, or society does not operate as the authors say they do, or perhaps there is a mistaken normative assumption in Factor Four’s analysis. Recall the discussion of “Systematically Misleading Problems” in the Course Notes. These can be the result of lapses in either factual or normative analysis. Does Factor Four avoid these types of error? In any case, clearly point out what is at issue, and your counter-proposal. It is not enough to point out the authors’ mistakes; you should provide reasons why they are mistakes, and what ought to be done about them.

Be sure to relate the proposals in the primary source material to the systems design and values referred to in Technology and Human Values. In fact, one way to approach this assignment is to consider it as a request to compare/contrast the approach Factor Four takes to evaluating technological designs with the approach taken in the Course Notes. For instance, you might consider the following types of issue: In relation to the complex systems perspective of the Course Notes, what aspects are regarded as necessary for an adequate analysis of technological design? Pay particular attention to values and norms, and wider system concerns—social, economic, environmental, etc. How do these relate? The source material will offer a particular perspective on the analysis of technological design. What is this perspective and what are the underlying value judgments and norms implicit in this perspective? How does this compare to the complex systems perspective? Critically evaluate.

A good way to illustrate your contentions is to identify a particular values basis for evaluating a particular technology (broadly conceived), and to compare that perspective with the source material perspective by grounding the discussion in a specific example. How does Factor Four analysis differ from the alternative perspective that your group has selected? (Your chosen issue is not going to be treated specifically by every section in Factor Four - and possibly not at all in this course - this is where imaginative application of the analysis to your chosen issue is required if you feel it would be appropriate. For instance, if you were to choose transport, you would need to ask what Factor Four says about car transport, and what the notes say about appropriate transport design.)

A place to begin might be an analysis of Factor Four identifying the key value judgments and normative issues raised there. You might comment briefly on how these are to be evaluated, providing guidelines and/or principles for making such judgments. It is important to focus on the value judgments involved, rather than matters of fact to be disputed. Unsupported assumptions should be identified, as should any further questions that must be decided before a judgment can be reached. But your analysis should include further reflection and/or reading beyond Factor Four sufficient to provide your own independent assessment of the issues. You should give reasons for the assessment you make. You should state clearly
how the proposals in Factor Four can be improved (or, if irredeemable, what should replace them)? Finally the project should be refined into a coherent report.

Report Structural Requirements

The following provides some minimum specifications for the report structure. Some of the following requirements are mandatory (indicated by the use of the term “must”) and some are advisory, but highly recommended (indicated by the use of the term “should”). Any report that does not comply to the mandatory structural specifications will be asked to be resubmitted until it does comply.

The 3000-4000-word project should be typed double-spaced on A4 paper.

The report must be divided into sections, separated by clearly labelled section headings. The sections must include an introductory and a concluding section, and no single section (subsection) should be longer than 1000 words.

The introductory section should contain an outline of the rest of the report and it should also include a summary of the main points in each section. Each section should contain at least either (if not both) an introductory or (and) concluding paragraph, that summarises the main point(s) of the section and provides a brief outline of its main arguments.

Procedure: You will be assigned to tutorial work groups and will select a group leader and co-leader. You will all take equal final responsibility for the group report.

It is suggested that at least four group meetings will be required:

1. A few minutes to elect leader and co-leader, and to decide how your group will cooperate. Set a date for meeting 2.
2. A longer meeting to discuss and assign to each member what is to be researched and initial reading.
3. A longer meeting to present, discuss and organise research findings. Agree on points to be made and assign writing tasks.
4. A meeting just prior to the due date. Hear and prepare the final group report in writing. Group leader to take responsibility for presentation of the report on time.

Beware: While distributing the labour for this assignment by each member taking a separate chapter or other reading, may be a useful strategy as a start, the issues raised are interconnected, and groups should produce an integrated analysis. Therefore, group members should discuss the issues with all members providing input into the final draft. Fragmented and repetitive reports will be downgraded accordingly.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
**ASSESSMENT**

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<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Date</th>
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<tbody>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Tutorial Quiz</td>
<td>10%</td>
<td>2, 4, 5, April</td>
</tr>
<tr>
<td>Tutorial Assignment</td>
<td>10%</td>
<td>5 April</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
<td>16 May</td>
</tr>
<tr>
<td>Examination</td>
<td>50%</td>
<td>13 June</td>
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**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

**Return of Assignments**
Students can collect assignments from the School of Humanities and Social Sciences Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:
Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
• http://www.newcastle.edu.au/currentstudents/index.html