THEO2001 - Christian Liturgy and Worship
Course Outline

Course Co-ordinator: Dennis Carroll
Room: MC108
Ph: 0407757482
Email: dennis.carroll@newcastle.edu.au
Consultation Hours: Mondays and Tuesdays on campus (outside class); and by email.

Semester 2 - 2010
Unit Weighting 10
Teaching Methods
Lecture
Seminar

Brief Course Description
This course provides an opportunity to explore the rationale for worship within the Christian tradition, the function of worship, and its constituent elements. Students will reflect on what the practice of worship implies about the relationship between God and his people.

The study of liturgy and worship focuses on practice of worship rather than the doctrinal and dogmatic issues which may underlie these topics. Students will review how Christians have practiced and developed the central rituals of their faith and how different movements (e.g., monasticism and Pentecostalism) have affected worship. They will examine the history and development of worship and sacraments, with a particular focus on Christian initiation and the Eucharist. Students will also consider the key issue of whether doctrine shapes liturgical practice or vice-versa.

This course will help students to appreciate and assess the role and function of worship, and thus be able to critique contemporary patterns of worship.

It is envisioned that students will have opportunities to attend worship in a range of different churches, meet with the practitioners, analyse what has been experienced, and make balanced judgments about the nature of the worship, its aims and effectiveness for participants.

Contact Hours
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 19july2010
Learning Materials/Texts

Course Objectives
The aims of this course are to enable students to:

* contribute relevant theological insights and knowledge to topical debate, honestly and effectively, about the nature of worship;
* understand, and reflect critically on, the nature and purpose of worship within the life of the Church
* reflect on the ways in which culture and context shape and change the practice of worship, intentionally or accidentally;
* explore the inter-relationship between doctrinal stances and the practice of worship;
* reflect critically on the needs which worship addresses, and on the role which worship takes within an individual's relationship with God.

Course Content
Lectures
Students will be required to attend two one hour lectures each week. Some time will be allowed for attending worship in different churches

Seminars
Students will be required to attend a one hour seminar each week. Depending on the size of the cohort it is expected that faculty will lead the first 7 workshops and the remaining sessions will be led by students as a part of the assessment regime of the course.

Assessment Items

| Essays / Written Assignments | Two or more written assignments, which might include minor or major essays, tutorial papers, book reviews, online quiz, blogs, essay proposals, bibliographies or other similar exercises, totalling 1000-4500 words. 100% |
| Other: (please specify)      | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course outline available in the first two weeks of semester. |

Assumed Knowledge
Nil

Callaghan Campus Timetable
THEO2001
Christian Liturgy and Worship
Enquiries: School of Humanities and Social Science
Semester 2 - 2010
Lecture and Seminar Tuesday 10:00 - 12:00 [HA110]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:
a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.

Plagiarism is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person’s ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University’s policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

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

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Phone: 49215000</td>
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<td></td>
<td>Singapore students</td>
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<td></td>
<td>contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

Central Coast Campus (Ourimbah)

Port Macquarie Student Hub

The University of Newcastle
A Block, Administration
Widderson Road
Port Macquarie NSW 2444
Phone: 49215000

Singapore students
contact your PSB Program Executive

School of Humanities and Social Science
**Faculty Websites**  

**Rules Governing Undergraduate Academic Awards**  

**Rules Governing Postgraduate Academic Awards**  

**Rules Governing Professional Doctorate Awards**  

**General enquiries**  
**Callaghan, City and Port Macquarie**  
Phone: 02 4921 5000  
Email: EnquiryCentre@newcastle.edu.au  

**Ourimbah**  
Phone: 02 4348 4030  
Email: EnquiryCentre@newcastle.edu.au  

**Dean of Students Office**  
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.  
Phone: 02 4921 5806  
Fax: 02 4921 7151  
Email: Dean-of-Students@newcastle.edu.au  

**University Complaints Managers Office**  
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.  
Phone: 02 4921 5806  
Fax: 02 4921 7151  
Email: Complaints@newcastle.edu.au  

**Campus Care**  
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.  
Phone: 02 4921 8600  
Fax: 02 4921 7151  
Email: campuscare@newcastle.edu.au  

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**Studentmail and Blackboard:** Refer - [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.  

**Important Additional Information**  
Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)  

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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.  

End of CTS Entry
Course Rationale
This course provides an opportunity to explore the rationale for liturgy and worship within the Christian traditions, the function of liturgical practices, and their constituent elements. The course begins with an examination of the anthropological and sociological foundations for general concepts such as ritual and culture. Reference to non-religious practices such as civil marriage ceremonies and Anzac rituals underlines this anthropological linkage.

The study of liturgy and worship focuses on the liturgical practices of worship and the theological issues which underpin these practices. Students will review how Christians have practiced and developed the central rituals of their faith and how different historical movements such as the Reformation have affected worship. They will examine the history and development of worship, sacraments and spiritual practices, with a particular focus on Rites of Initiation, Liturgy of the Word and the Eucharist.

This course will help students to appreciate and assess the role and function of liturgy and worship in diverse traditions. It will provide a means of engagement and critique for contemporary patterns of worship.

This is a foundational course in Christian liturgy and worship. It does not seek to provide the student with a detailed knowledge or understanding of practices used in any particular Christian denomination. Many important topics can only be touched on. However, students are encouraged to reflect on their inherited traditions, and in a non-polemical and academic way share the diverse riches available to the Australian community.

Class Timetable for the Second Semester 2010
Classes will meet for a period of thirteen weeks, commencing Tuesday 27 July and finishing 2 November, with a mid-semester break between 22 September and 11 October. The course content will be presented for twelve weeks. In the final week (week 13) students will have the opportunity to integrate and reflect on the course as a whole. Course attendance is compulsory. Course attendance dates are: July 27, August 3, 10, 17, 24, 31, September 7, 14, 21, October 12, 19, 26, November 2.

Preparation for Lectures and Tutorials
It is expected that the student will have read the assigned readings for each week’s lecture and tutorial, and will attend and participate in all lectures and tutorials. Course lecturers and tutors will assist the students in recognising the appropriate reference books and journals in liturgical and worship studies. Students are expected to familiarise themselves with the theology and Church history sections of the library. The major theological and historical encyclopaedias and dictionaries should be noted for a quick overview of the course topics. Care should be taken with the use of online resources.

Student Assessment
Students are required to submit all written assignments in two forms to fully comply with the assessment:
1. A hard copy handed in personally to the lecturer at the lecture on which the assignment is due.
2. An electronic form via Turnitin on the course Blackboard before the lecture on the due date.
Students can expect to receive written feedback on the written assignments and tutorial tasks. Assessment is based on the stated course learning objectives as indicated for each assignment, and in keeping with the University’s policy (http://www.newcastle.edu.au/policylibrary/000779.html).
## Assessment Table

<table>
<thead>
<tr>
<th>Task</th>
<th>Topic Description</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>1000 words – see topic below</td>
<td>20%</td>
<td>17 August (Week 4)</td>
</tr>
<tr>
<td>Paper 2</td>
<td>1000 words – see topic below</td>
<td>20%</td>
<td>7 September (Week 7)</td>
</tr>
<tr>
<td>Essay</td>
<td>2500 words – see topic below</td>
<td>40%</td>
<td>19 October (Week 11)</td>
</tr>
<tr>
<td>Presentation</td>
<td>15 minute Presentation – see topic below</td>
<td>10%</td>
<td>2 November (Week 13)</td>
</tr>
<tr>
<td>Participation</td>
<td>See criteria below</td>
<td>10%</td>
<td>Week 1 to Week 13</td>
</tr>
</tbody>
</table>

### Papers and Essay

The two papers and the essay must be completed by the due dates in both an electronic and hard copy form. One form alone cannot constitute compliance with the due date. The two Papers are sequenced to give students timely feedback on their progress. The Essay will give the opportunity for research and presentation. The short length of the papers will focus skills in writing balanced, insightful and succinct presentations. The word count, with a 10% variation, is deliberately chosen and is the only work that will normally be assessed. The Papers and Essay need to be set out in academic style with adequate footnoting and bibliographic detail. For a THEO2000 course a bibliography of at least 7-8 significant references is expected. Footnotes are expected to lead to references in the bibliography. The preferred style in theology is the Chicago footnoting system. Students are encouraged to use the conventions for citations and abbreviations found in *Every Student’s Guide to Essay Writing, Second Edition*, by Sarah O’Shea. This can be bought at the United Campus Bookshop or the Co-op Bookshop. Sarah can be found at the Learning Development Service Student Support Unit. For academic reasons, it is suggested that students use a Bible edition that includes the Apocryphal and Deuterocanonical Books.

### Paper 1 (Due Date: 17 August, Week 4)

Write **1000 words** on one of the following worship topics.

1. Civil Rituals of Reconciliation.
2. Civil Marriage
3. Civil Funerals
4. Anzac Day

### Paper 2 (Due Date: 7 September, Week 7)

Write **1000 words** on one of the following early liturgical documentary fragments. Note its relevance to contemporary liturgy, worship and ritual practices and customs.

1. 2nd Century. St. Justin Martyr goes to church.
3. 6th Century. St. Pope Gregory the Great’s advice to Archbishop Augustine.

### Essay (Due Date: 19 October, Week 11)

Write **2500 words** on one of the following topics. Utilise your own experience and background.

1. **Describe and analyse** the main theological and liturgical issues in the Eucharistic controversy between Luther, Zwingli and Calvin. Show how these issues impact on liturgical practice and worship now.
2. **Describe and analyse** the baptismal practices of the New Testament and Pre-Nicean period. Show how these practices might be relevant to contemporary baptismal liturgy and practice.
3. **Describe** the variety of beliefs and practices among the Anabaptists in the sixteenth century. **Detect** how they might still be influencing contemporary Congregationalist, Baptist, Pentecostal and Charismatic worship practices and styles.
4. **Evaluate** the impact of the Swiss (Zurich and Geneva) Reformations on the architectural and artistic styles of contemporary churches.
5. 'The liturgical reforms of the Second Vatican Council represent the protestantisation of the Catholic Church’s worship practices!' **Critically discuss**.
6. **Evaluate** the impact of the contemporary secular and postmodern ethos on the civil rituals and Christian liturgies concerning death.
6. Critically discuss the relationship between the understanding and experience of liturgy and worship, and the theology of the Church. Discuss this topic in relation to Christ Church Anglican Cathedral at Newcastle, or Sacred Heart Catholic Cathedral at Hamilton.

Class Presentation (Due Date: 2 November, Week 13)
Each student will make a 15 minute Presentation of a ‘controversial’ thesis derived from the student’s Essay. The thesis is to be written up as a single A4 page outline distributed to the lecturer and class immediately before the Presentation. 5 minutes for questions will follow. Students may use notes, computers, ipads and other media resources not thought of, or not invented yet.

Participation
Students will be assessed on attendance and participation in the 13 weeks of the course. Serious and intelligent engagement with the lecture content and set readings will be looked for. The final determination of this performance assessment will be made when all the participating lecturers have been consulted.

Grading Guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>85%</td>
<td>High Distinction (HD)</td>
<td>A thorough understanding of the subject matter based on substantial additional reading and research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
<tr>
<td>75%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and research. Demonstrated ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>65%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion and a critical appreciation of a range of different perspectives. A deficiency in any of the above may be compensated by evidence of independent thought presented coherently and accurately.</td>
</tr>
<tr>
<td>50%</td>
<td>Pass (P)</td>
<td>The demonstration of a reasonable attempt to engage the question. The work shows a grasp of the basic principles of the subject matter and a basic knowledge of the required readings. The work is comprehensible, accurate and correctly referenced.</td>
</tr>
<tr>
<td>Less</td>
<td>Fail (F)</td>
<td>Issues in the category include unacceptable presentation and effort, non-completion and non-compliance. The work does not demonstrate an understanding of the basic principles of the subject matter. The student has not communicated their understanding in an academically comprehensible way. The work does not answer the question. Research and referencing are faulty. Presentation, spelling and grammar are careless. There is evidence of plagiarism.</td>
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Week, Session Date, Topic, (Guest) Lecturer

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td><strong>Introduction: Liturgical and Worship Studies.</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>2</td>
<td>3 Aug</td>
<td><strong>Anthropology: Culture, Ritual, Mystery, Ceremony</strong></td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td><strong>Civil Ceremonies, Secular Sacraments, National Rituals.</strong></td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td><strong>Sacred Space: Architecture and Art</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.vatican.va/various/basiliche/index_en.html">http://www.vatican.va/various/basiliche/index_en.html</a> (virtual tours)</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td><strong>Word and Sacrament</strong></td>
</tr>
<tr>
<td>6</td>
<td>31</td>
<td><strong>Baptism and Eucharist</strong></td>
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<tr>
<td>7</td>
<td>7 Sept</td>
<td><strong>Traditions: Anglican (Bishop Peter Stuart)</strong></td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td><strong>Traditions: Catholic</strong></td>
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School of Humanities and Social Science
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>9</td>
<td>Ministry, Language and Gender</td>
</tr>
<tr>
<td></td>
<td>Gill (2001) Ch 8. Lisa Sowle Cahill: Gender, Ethics</td>
</tr>
<tr>
<td></td>
<td>RECESS</td>
</tr>
<tr>
<td>10</td>
<td>Traditions: Orthodoxy (Fr Nicholas Skordilis)</td>
</tr>
<tr>
<td></td>
<td>Lectures and Tutorial at The Holy Apostles, Greek Orthodox Church, Hamilton.</td>
</tr>
<tr>
<td></td>
<td>Note: Code of Ethical Fieldwork Conduct For Students.</td>
</tr>
<tr>
<td></td>
<td>Note: Attached Form to be completed by each student.</td>
</tr>
<tr>
<td>11</td>
<td>Contemporary Judaism (Newcastle Synagogue Team)</td>
</tr>
<tr>
<td>12</td>
<td>Prayer, Ethics and Justice: Lex Credendi, Orandi, Agendi</td>
</tr>
<tr>
<td>13</td>
<td>Presentations, Summation</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

**Required Reading**


Highly Recommended Reading


Recommended Reading


**Electronic Resources and Journals**

- Anglican Theological Review
- Australian Journal of Liturgy
- Civil Celebrant Websites
- Digital Images and Photographs
- Google books
- Liturgical Commissions / Committees of various denominations.
- UON Library theology research page. www.anglicancommunion.org
  www.calvin.edu/worship
  www.churchofscotland.org.uk
  www.lcms.org (Lutheran: Missouri Synod)
  www.litcom.net.au (Catholic Bishops Conference Liturgy Commission)
  www.catholic-resources.org (Fr. Felix Just, SJ)
  www.vatican.va

**Documents**

- Civil Ritual
Faculty of Education and Arts - School Of Humanities and Social Sciences

Code of Ethical Fieldwork Conduct For Students

Responsibilities and Expectations

1. To be aware of the “Code of Ethical Conduct” for Newcastle University students
2. To participate positively in the fieldwork experience.
3. To participate in fieldwork so that the University maintains a positive image and reputation.
   • To behave at all times in a manner that is consistent with being a representative of the University of Newcastle and not indulge in irresponsible or inappropriate behaviour
   • Inappropriate behaviour includes: making undue noise in residential areas, causing damage to property, offensive or disruptive behaviour in the presence of members of the public or fellow students, damage to hire vehicles or equipment.
   • Drinking alcohol when involved with fieldwork or travelling on buses, drug taking and other irresponsible behaviour will not be tolerated.
   • The responsibility of the Supervisor and of the University of Newcastle on a day-trip starts once students board a vehicle at the start of a day’s activities and ceases at exit from the vehicle on their return (or arrival at destination in the evening). If there is formal evening work, the Supervisor remains on duty until it is done by the student.
   • The University or the Supervisor will not be held responsible for student extra-curricula activities outside of working hours. However, they may respond to reports of irresponsible or inappropriate behaviour by imposing penalties. Any criminal behaviour, if observed, must by law be reported to the authorities.
4. To undertake fieldwork in a safe manner, it is expected that:
   • Students will work in a safe manner for both themselves and others. The safety of other members of the group is your responsibility as well as that of yourself. Students are normally expected to work as part of a group. If one of your group is in danger, take steps to minimise that danger even if it just a shouted warning or notifying the Supervisor. Do not place yourself in danger or place anybody else in danger. If one of your group is missing, notify your Supervisor immediately.
   • Students should pay proper care and attention to all safety instructions. This may include pre-trip discussions, undertaking risk assessments, and instruction in the safe use of safety equipment or safety information in your field notes.
   • Students are expected to notify their Supervisors immediately of any unsafe situations encountered in the areas they work, especially remote locations.
   • Students should not hesitate to discuss any safety concerns or hazards with their Supervisor.
   • Students are expected to operate the equipment provided in a manner that is safe to themselves and others. If equipment is damaged, unsafe or not functioning properly, it should be reported to their Supervisor.
   • Students stick to scheduled meeting points and times when carrying out fieldwork. Missing scheduled meeting times could result in the assumption that you are lost or injured. This may lead to the mounting of a search party.
5. Unsafe conduct may result in immediate dismissal from a field trip at the student’s expense and/or loss of marks.
6. Students are expected to dispose of their rubbish in an environmentally acceptable manner and must act in line with the University’s policy of care of the environment.
   • Collect all rubbish, cigarette butts and waste and place in garbage bags and dispose of properly.
   • Leave the area as you found it.
7. Students are expected to look after equipment provided and return it at the end of the fieldtrip or as required. Note:
   • University policy does not permit undergraduate or Honours students to drive University vehicles (except in an emergency.)
   • Inappropriate use or loss of equipment can lead to payment by students for its replacement.
Faculty of Education and Arts - School Of Humanities & Social Sciences

Code of Ethical Fieldwork Conduct For Students

ACKNOWLEDGMENT SHEET FOR THEO2001 PARTICIPANTS

Please Tick Boxes

I acknowledge that I have received and understood the Safety Guidelines incorporated in the THEO2001 Course Outline and have attended the briefing session.

I acknowledge that I have received and understood the Code of Ethical Fieldwork Conduct for Students in the THEO2001 Course Outline and acknowledge that I have attended the briefing session on this.

I have read the summary information incorporated in the THEO2001 Course Outline and agree to comply with its guidelines.

I understand that this response slip must be completed and returned before I can commence any fieldwork.

………………………………………………………(print name)
……………………………(signed)
…………………(date)

RETURN THIS COMPLETED SHEET TO your Course Lecturer/Coordinator.

Adapted with thanks from documents used by this University's Faculty of Science & Information Technology's School of Environmental & Life Sciences (by GF 7July08)