Course staff

Convenors

Dr David Thomas
Ph: +61 (2) 9385 3248
Email: dg.thomas@unsw.edu.au

Level 2
Samuels Building
University of New South Wales

Dr Anne Bunde-Birouste
Tel: +61 (2) 9385 2591
Email: ab.birouste@unsw.edu.au
Office hours: by appointment, please set via email or telephone

Course Tutors

Marcia Grand Ortega

Administrative assistance

Postgraduate Office
Ph: 61-2-9385-1699
Fax: 61-2-9385 1526
Email: postgrad-sphcm@unsw.edu.au

School of Public Health and Community Medicine
Faculty of Medicine
University of New South Wales
UNSW Sydney NSW 2052
Contents

Course Outline

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NOTE: There is no Book of Readings. All readings will be found in the Course Schedule on pp. 4-9.
Welcome

Welcome to the course Managing Media.

This is an intensive course in the understanding of mass media and how individuals and groups can manage the dissemination of information and messages by using the channels offered by media. An introductory analysis of contemporary trends in mass media is followed by instruction and training in preparation of material for dissemination in mass media.

Reading this course outline will provide you with information essential to your successful completion of the course.

The course begins on Thursday December 12 and finishes on Thursday December 19. Note that on Friday December 13 there are no lectures or tutorials, the day being given over to presentation preparation for groups dealing with the various aspects of media covered in the course. The aim is to give members of the groups plenty of time to inter-connect with one another and do their preparation. The break will also provide everyone in the course with time to study and absorb the readings set out in the Course Schedule at the back of this outline.

Course Conveners David Thomas and Anne Bunde-Birouste can be contacted either through the School of Public Health and Community Medicine of the Faculty of Medicine on 02 9385 3248 (David) 02 9385 2591 (Anne) or on e-mail at dg.thomas@unsw.edu.au or ab.birouste@unsw.edu.au.

Course information

Units of credit

This is a 6 unit General Education course.

Pre-requisites

There are no pre-requisites to enrol into this course.
Course aim

This is an applied interdisciplinary course which has two main aims:

• to broaden your understanding of how mass media operates in Australian society;
• to equip you with skills to enable you, as a non-journalist, to exploit the potential of media to raise issues of concern to you in the public domain.

Course outcomes

At the end of this course you should:

• have a good knowledge of how mass media functions;
• be able to “consume” mass media more analytically and critically;
• be able to draw up material in the correct format for publication and dissemination through mass media;
• know how and where best to place your published material to ensure that it has maximum effect.

Learning & teaching rationale

The course material is supplemented by lectures from outside experts who are engaged in media liaison in TV, print and radio and also on the use of the internet as a mass medium. Tutorials are led and assessed by students themselves. All participants are encouraged to express their thoughts and opinions about media and also to interact with other students, who are drawn from a wide variety of faculties in the University. Assessment is continuous over the six days of the course while there is also a project which has to be handed in two weeks after the classes are complete.

Teaching strategies

Face-to-face teaching and classwork takes place in the daily sessions set out below in the Course Schedule on p16.

In this course, the reading material is supplied online through Moodle. You should do the readings before you come to the class so as to be prepared to take part in the class discussions.

Through the presentation assessment, you will be given the opportunity to pursue your own individual interests (related to the subject matter). Working in a group will allow you to experience teamwork with students from other disciplines.

Preparing & performing the presentation will enable you to improve your oral communication skills.
Online learning using Moodle

UNSW Moodle is a learning management system that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: https://student.unsw.edu.au/moodle

The UNSW Moodle component of this course provides:

1. Course notes with web links to required readings.
2. PowerPoint slides used in the lectures.
3. A discussion facility for you to:
   a. Raise any questions. Unless questions are of a personal nature, please do not email the lecturers and tutors directly, but raise them using this facility. We will check UNSW Moodle daily between now and the end of the course and will attempt to address any issues raised.
   b. Notify your classmates of any media related issues of interest which occur during semester.
4. A specific section in which you are to submit assignments
5. A place where you get to know more about your peers and chat socially amongst each other.

Guidance for using UNSW eLearning systems

Guidance for using UNSW Moodle, including some basic tips, can be found at: https://student.unsw.edu.au/moodle If you are still experiencing difficulties with UNSW Moodle, please contact the UNSW IT Service Desk for assistance.
Course schedule

Thursday 12 December

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Lecture</th>
</tr>
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</table>
| Thursday     | 12 Dec 2013 | 9:30 – 11:00 | Lecture 1: David Thomas  
Introduction and the task ahead: selecting a story/project |
|              |           | 11:00 – 11.20 | Break                                                                  |
|              |           | 11:20 – 12:30 | Tutorial 1:  
‘Housekeeping’                                                          |
|              |           | 12:30 – 1:00 | Break                                                                  |
|              |           | 1:30 – 2:30  | Lecture 2: Stephen Hahn  
Community Broadcasting Association of Australia (CBAA)  
Current developments in media – social media |
|              |           | 2:30 – 3:00  | Meeting with Monday presentation groups:  
Workshop topic: Comparing new media or old media as vehicles for publicity |

OVERNIGHT/WEEKEND TASKS

Day 1. Summarise each of the following articles in about 150-200 words and post on Moodle before 10 a.m. on Monday Dec 16

Holmes, Jonathan. Quis custodiet …? Reflections of a media watcher. Henry Mayer Lecture, 2013. (If you not familiar with the Media Watch program, view it on your browser before you read this lecture.)
Also read the article *Parrot in the headlines* by Neil Breen and *How online communities kept us in the picture* by Laurel Papworth listed under Supplementary Articles below.


Young, S. The Journalism “Crisis”. Is Australia immune or just ahead of its time? *Journalism Studies*, 11:4, 610-624.

Media gets its mojo on. The Walkley Magazine 24/07/2012.

Brave News World: how social does the media now have to be? find under ‘Future of Journalism’ Crikey 8/11/2012.

**Submit your summaries on Moodle before 10 a.m. on Monday Dec 16**

**Supplementary articles**


Chen, PJ and Vromen, A. Social media, youth participation and Australian elections. Australian Electoral Commission Research Forum, 19-20/12/2012


Om, J. Strategists get serious about social media. Australian Broadcasting Corporation, 16/8/2013.


The walking unread: newspaper circulation continues long decline *Crikey* 9/11/2012

**ALSO** look at the ‘thinktv’ website for latest trends in TV viewing and also the website News Community Media for information on community newspapers. The website *The Newspaper Works* is also particularly important in this regard.
Friday December 13

PRESENTATION PREPARATION GROUPS: WEBST Theatre A

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday groups</th>
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<tbody>
<tr>
<td>9.30-10.30</td>
<td>Determining your audience: What is news?</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Getting your story into the public domain</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Media management during a crisis situation</td>
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Monday December 16

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Lecture</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>16 Dec</td>
<td>8:00 – 9:45</td>
<td>Tutorial rooms available for group presentation group preparation. NOTE: The rooms will be cleared and locked at 9.45.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:00– 11:00</td>
<td>Lecture 3: Anne Bunde-Birouste</td>
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<td></td>
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<td></td>
<td>Football United and A Journey with the Media</td>
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<tr>
<td></td>
<td></td>
<td>11:15 – 12:30</td>
<td>Tutorial 2: Comparing new media or old media as vehicles for publicity</td>
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<tr>
<td></td>
<td></td>
<td>12:30 – 1:00</td>
<td>Break</td>
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<td></td>
<td></td>
<td>1:00 – 2:00</td>
<td>Lecture 4: David Thomas</td>
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<tr>
<td></td>
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<td>Effective communication; journalistic structuring of communication</td>
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</table>

OVERNIGHT TASK: ON THE SITE OF A MAJOR SYDNEY NEWSPAPER, FIND AND ANALYSE the STRUCTURE (not the content) of one NEWS article and one FEATURE article. Enter on Moodle before 10 a.m. on Tuesday.
Tuesday December 17

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>17 Dec</td>
<td>8:00 – 9:45</td>
<td>Tutorial rooms available for group presentation group preparation. <strong>NOTE:</strong> The rooms will be cleared and locked at 9.45.</td>
</tr>
</tbody>
</table>
|         |         | 10:00 – 11:00 | Lecture 5: David Thomas  
*Preparing the media release. Writing headlines, using graphics* |
|         |         | 11:15 – 12:30 | Tutorial 3:  
*Determining your audience: What is news? (Use the chapter by Turnbull in Cunningham & Turner)* |
|         |         | 12:45 – 1:45 | Lecture 6: Stephen Hahn  
*Using radio* |

**OVERNIGHT TASKS:** Prepare your trial media release. Post on Moodle before 11.30 a.m. on Wednesday.

**NOTE: Headline Competition**
The writer of the best headline will be awarded a prize at the end of the course. The headline which receives the most applause from the class during the last session on Thursday will be adjudged the winner.
### Wednesday December 18

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Lecture</th>
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</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>18 Dec</td>
<td>8:00 – 9:45</td>
<td>Tutorial rooms available for group presentation group preparation. <strong>NOTE:</strong> The rooms will be cleared and locked at 9.45</td>
</tr>
</tbody>
</table>
|           |         | 10:00 – 11:00| **Lecture 7:** Katherine Smolski, James Tremain  
Nature Conservation Council of NSW (NCC)  
*Planning your media campaign* |
|           |         | 11:15 – 12:30| **Tutorial 4**  
*Getting your story into the public domain* |
|           |         | 12:30 – 1:00 | Break |
|           |         | 1:00 – 2:00  | **Lecture 8:** Susie Hamilton, UNSW  
*Long-term media management* |
## Thursday December 19

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>19 Dec 2013</td>
<td>8:00 – 9:45 a.m.</td>
<td>Tutorial rooms available for group presentation group preparation. <strong>NOTE:</strong> The room will be cleared and locked at 9:45</td>
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<tr>
<td></td>
<td></td>
<td>10:00 – 11:00</td>
<td><strong>Lecture 9:</strong> Dan Goldberg, Mint Pictures</td>
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<td><em>Preparing the Media Project</em></td>
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<td></td>
<td>11:00 – 12:15</td>
<td><strong>Tutorial 5:</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Media management during a hospital crisis.</td>
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<td></td>
<td></td>
<td>12:15 – 12:30</td>
<td>Break</td>
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<tr>
<td></td>
<td></td>
<td>12:30 – 1:30</td>
<td><strong>Lecture 10:</strong> David Thomas</td>
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<td><em>Preparing the final project</em></td>
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<td><em>Course closure</em></td>
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**FINAL ASSESSMENT:** The Media Project.

Post on Moodle before 12 midnight on January 20, 2014
Assessment

There are three components to the assessment:

1. Discussion leadership (presentation) = 20%
2. Overnight tasks (3) = 30%
3. Written final assignment (total) = 50%

TOTAL 100%

Daily attendance is required; if you do not attend each day you will be at risk of receiving an Absent Fail for the course.

Should you miss an assessment you will be required to obtain relevant documentation, such as a medical certificate in case of illness. You are also required to contact the course coordinator as soon as possible, to discuss the situation.

Details of assessment requirements

Task 1 - Discussion Leadership (Presentation)

Due Date – during the course of the workshop
Weighting – 20%

Task description

Each member of the class will be required, as part of a group, to lead the discussions on one of the topics we will be considering in this course. The group should prepare media material to illustrate your analysis and for the class to discuss and work with. This material can be drawn from any type of media, both print and electronic.

Note that the tutorial rooms will be available from 8.00 a.m. to 9.45 a.m. each day of the course from Monday 16 December onwards, to enable groups to get together and prepare their presentations. BUT NOTE: The rooms will be cleared and locked at 9.45 a.m.

Assessment criteria

The groups will be awarded marks for their presentation on the basis of the following criteria:

- Achievement of learning objective (5 marks)
- Creativity in presenting the material (5 marks)
- Success in achieving class participation (5 marks)
- New learning gained from presentation (5 marks)

TOTAL 20
Task 2 - Overnight Tasks

Due Dates and Weighting

You will be given these tasks on each of the first three days of the course. These are as follows:

- Summaries of supplied articles (10 marks)
- Structural analysis of media material (5 marks)
- Draft of media release (Day 3) (15 marks)

Task Description

The tasks will also be more fully explained in the classes. They should be submitted on Moodle on the sites indicated. They will be marked and returned to you during the week of the course.

Task 3 - Written Final Assignment

Due Date: Monday, January 20, 2014 (before 12 midnight)
Weighting: 50 marks

Choose one of the following projects:

1. You have a particular issue or an item of news which you consider has significant social or health impacts that you want to bring to the attention of the public. You have very little money to spend on advertising. Write about how, using both old and new media, you can bring your issue or concern to the attention of a target demographic or of the public in general.

2. The link between poor physical and mental health and self-reported perceptions or experiences of racism has been well documented. Racist attacks can cause injury or psychological distress, and more subtle forms of racism, such as bias or exclusion can be very stressful and have impacts to the point of restricting people’s access to resources such as housing, employment, even health care. (http://www.lowitja.org.au) Write about how, using both old and new media, you can bring your issue or concern to the attention of a target demographic or of the public in general.

3. Design a media campaign drawing attention to the dangers of causing anorexia by idealising the ‘perfect body’ or promoting depression among individuals who may be overweight as a result of a medical condition.

Note: Before working on any of the above projects, you should Google the following articles:
Watsford, R. The success of the ‘Pinkie’ campaign “Speeding. No one thinks big of you”; a new approach to road safety marketing.

Fry, C.L. Ethical issues in obesity interventions for populations.

Total marks for the written work are made up as follows:

Part 1. Campaign design and methodology: 20

Here write about why you believe this topic deserves wide attention, the demographic you are hoping to reach with your message and how you propose to use both old and new media in the campaign.

NOTE: Your submission must contain both a media release and a feature article, each of which will be marked as set out below.

Part 2. Media release

Top and tail: /2
Headline: /3
Intro par: /3
Layout (short pars and sentences, quote): /3
Language standard: /2
Graphics: /2
Total for this section /15

Part 3. Structure of the feature article:

Effective “teaser” intro par/pars /3
Clear nub /3
Development of argument /3
Quotes from a source, either an individual or a printed source /3
Punch line /3
Total for this section /15

TOTAL MARK FOR WRITTEN WORK /50
Important information regarding attendance and assessment

Note: University policy lays down that students MUST attend a minimum of 80% of classes offered during a course to be eligible to receive their final mark. Registers are taken in every class. If you need to miss one class during the course, you must supply a documented reason (such as a doctor’s certificate) for your absence.

All the lectures are equally important. Do not skip any. The last lecture on Thursday December 19 is particularly important because it sets out the requirements of written work used for assessing individual student performance. Make sure you do not miss this lecture.

Any students who are not present on the first day (Thursday, December 12) will not be admitted to the Course.

Submitting your assignments

1. You are required to submit your assignments electronically via Moodle. This course will use the Turnitin similarity detection software in Moodle. All assignments must be submitted electronically via the Turnitin assignment drop-box, available in the Moodle course site, by the due date.

   (Turnitin is an originality checking and plagiarism prevention tool that enables submitted written assignments to be checked for plagiarism including improper citation or misappropriated content. Each assignment submitted to Turnitin is checked against the submitted assignments of other students as well as the internet and key resources selected by the course convenor. Student assignments submitted to Turnitin will remain in the Turnitin database for an unknown period.)

   If you are unfamiliar with the Turnitin software, a demonstration can be found at https://student.unsw.edu.au/turnitin-support

2. You can view the originality report of your submission and resubmit as often as you wish until the assignment due date. This will help you in self-reviewing and revising your submission until the due date. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version). No resubmissions will be allowed after the due date and time of the assignment.

   IMPORTANT: The first submission generates an originality report almost immediately. For the second or subsequent submissions there is a 24 hour delay between time of submission and the originality report being available. You will need to allow for 24 hours before your assignment due date and time, if you want to see an originality report before submitting the final version.

3. Only use your student ID to identify yourself in your assignment (DO NOT INCLUDE YOUR NAME). All assignments submitted to the Turnitin database will be used to determine whether other students in your course, and in the
future, have plagiarised or inappropriately included work that is not their own. Therefore, personal details (such as your name and/or contact details which can be used to identify you) should be removed from your papers to protect your privacy.

4. You will need to include your student ID, course code, date and assignment title in the header or footer on every page, and in the file name.

5. You are not required to submit a coversheet with your assignment. Instead, there is a checkbox within the Turnitin dropbox that you will need to tick in order to submit your assignment. By ticking the checkbox you are confirming that the work you are submitting is entirely original.

6. After you submit your file, Turnitin will display a digital receipt in your browser window. If you can’t see a receipt it means that you have not successfully submitted your file. A copy of the receipt is also sent to your e-mail address. Save the receipt and the paper ID it contains, as this is proof of a completed submission.

7. More details on assignment submission will be available within your Moodle course site.

8. See School website for more information on Assessment Guidelines www.sphcm.med.unsw.edu.au/current-students/student-resources

NOTE: DO NOT E-MAIL YOUR WORK TO THE MARKERS. ANYTHING SENT THROUGH E-MAIL WILL NOT BE MARKED

Grading and Marking

NOTE THE FOLLOWING:

MARK CHALLENGES

You have ONE WEEK in which to express any disagreement with the addition of your marks. After that, no changes will be entertained other than those from students who get their work published at a later date.

Note: No assignments will be re-marked apart from those of students who have failed the course.

Grades to be used are represented by the following symbols (and corresponding range of marks): HD (85%-100%), DN (75%-84%), CR (65%-74%), PS (50%-64%), FL (<50%)

HD This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
DN  This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

CR  This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

PS  This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

FL  This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Academic honesty and plagiarism

At UNSW plagiarism is a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is and where you can obtain additional information about it. It is part of your responsibility as a student of UNSW to ensure that you understand what plagiarism is, so that you avoid it in any of your assignments and other academic work.

What is Plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without proper acknowledgement, that is referencing.

The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to locate information and ideas you have used by going to the original source material. Acknowledgement should be sufficiently accurate to enable the source to be
located quickly and easily. If you are unsure whether, or how, to acknowledge your source material, consult your lecturer or visit The Learning Centre.

UNSW groups plagiarism into the following categories: *

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another person’s ideas or words without credit.

- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

- **Collusion:** working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before an assignment is due, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own – this is an example of collusion. Lecturers are alert to this practice. You should not work with any other student to answer assignment questions and submit the same or very similar work as someone else unless it is a group assignment. Also, it is not acceptable to submit an assignment which has been submitted by a student in a previous year or submit an assignment which is substantially similar to one you have submitted for another course.

*These categories are adapted from by Oxford Brookes University (UK) Plagiarism Information Skills, Oxford Brookes University Library Skills Resource [www.brookes.ac.uk/library/skill/plagiarism.html](http://www.brookes.ac.uk/library/skill/plagiarism.html)

**Where can I find more information?**

In many cases, plagiarism can be the result of inexperience or poor academic skills, rather than the deliberate intention to deceive. The University has adopted an educative approach to plagiarism and developed a range of resources to support students, which are outlined below.
The University has also developed a clear set of procedures for managing serious and repeat instances of plagiarism. These require a set of formal processes be undertaken to investigate students’ academic standards. A range of penalties can be applied by the University if a student is found to have plagiarised.

1. UNSW’s Plagiarism & Academic Integrity Website
This site aims to address three issues that often result in plagiarism: unfamiliarity with the concept of plagiarism; knowing how it occurs, and developing the necessary academic skills to avoid plagiarism. As a student, you will be able to use this collection of resources (worked examples, activities and links) to improve your all-round academic literacy and, consequently, reduce the possibilities for plagiarism. More information is available at: www.lc.unsw.edu.au/plagiarism. UNSW has also produced a booklet to assist you with essential information for avoiding plagiarism: https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

2. The Learning Centre
The Learning Centre provides a range of programs and resources for students including website materials, workshops, individual tuition and online tutorials to aid students in:

- correct referencing practices and citation practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (www.lc.unsw.edu.au).

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

3. The Elise Study Skills tutorial
ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it.

The Elise Study Skills tutorial (subjectguides.library.unsw.edu.au/elise) is highly recommended to students in their first semester of study. On completion, students will be able to:

- Understand the need for citing information and be able to use appropriate referencing styles
- Conform with conventions and requirements relating to the access and use of information
- Understand and abide by copyright laws
4. Turnitin

Turnitin is an originality checking and plagiarism prevention tool that enables submitted written assignments to be checked for plagiarism including improper citation or misappropriated content. Each assignment submitted to Turnitin is checked against the submitted assignments of other students as well as the Internet and key resources (including library databases, text-book publishers, digital reference collections, subscription-based publications, homework helper sites and books) as selected by the course convenor.

Some courses may require all students in that course to submit their work into Turnitin when they submit their work. However, academics can also use it to check an individual student’s assignment when they are marking it. You can find out more about Turnitin here: https://student.unsw.edu.au/moodle

Addressing plagiarism and academic misconduct

You need to be aware that any allegation of plagiarism needs to be investigated by the School and that if the allegation is proven, the student is placed on the UNSW Student Plagiarism and Misconduct Register.

Plagiarism varies in its extent and seriousness and procedures are in place that deal with plagiarism through education and referral to the Learning Centre to more formal reprimands and penalties depending on the seriousness of the plagiarism and previous history of the student. Penalties for students found guilty of repeated plagiarism can include a reduction in marks, failing a course, or for more serious matters, suspension or exclusion from the University.

For more information on academic misconduct you can refer to: www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine http://web.med.unsw.edu.au/infoskills/cite.htm
SPHCM www.sphcm.med.unsw.edu.au/current-students/student-resources
The Learning Centre http://www.lc.unsw.edu.au/olib.html#Referencing

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine’s Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are
made to the course based in part on such feedback. Evaluation activities across
the Faculty are strongly linked to improvements and ensuring support for learning
and teaching activities for both students and staff.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught
on the assumption that all students meet the UNSW IT Requirements Policy.
Viewable online at: www.it.unsw.edu.au/students/policies/index.html

UNSW IT Service Desk (eLearning support)

The IT Service Desk is your central point of contact for assistance and support with
UNSW Moodle, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software.
Contact them directly for assistance with IT related matters, including UNSW Moodle:

Website: www.it.unsw.edu.au/index.html
Tel: +61 (2) 9385 1333
Email: itservicecentre@unsw.edu.au
Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: www.library.unsw.edu.au
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to students to help
equip you with the information skills you will need to get started in your program such as:
searching databases (which include videos and screen captures), evaluating
different types of resources like peer-reviewed journals and websites, and citing
references. These resources are designed to help students learn more about:
searching for information to complete assignments and projects, and self-directed
learning. It is highly recommended that students complete the Online Information
Skills Tutorial prior to commencing their studies and assignments.
http://subjectguides.library.unsw.edu.au/eliseplus
Subject guides
Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: [http://subjectguides.library.unsw.edu.au/](http://subjectguides.library.unsw.edu.au/)


Learning Centre
The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: [www lc.unsw.edu.au](http://www lc.unsw.edu.au)

Administrative matters
For any further assistance, you can contact:

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<tr>
<th>Postgraduate Office</th>
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<tbody>
<tr>
<td>School of Public Health and Community Medicine</td>
</tr>
<tr>
<td>The University of New South Wales</td>
</tr>
<tr>
<td>Level 2, Samuels Building</td>
</tr>
<tr>
<td>UNSW Sydney NSW 2052, Australia</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 1699</td>
</tr>
<tr>
<td>F: + 61 (2) 9385 1526</td>
</tr>
<tr>
<td>E: <a href="mailto:postgrad-sphcm@unsw.edu.au">postgrad-sphcm@unsw.edu.au</a></td>
</tr>
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Other matters
Health & Safety: [www ohs.unsw.edu.au/ohs_students/index.html](http://www ohs.unsw.edu.au/ohs_students/index.html)

Complaints procedures: [https://my.unsw.edu.au/student/atoz/Complaints.html](https://my.unsw.edu.au/student/atoz/Complaints.html)

Equity & Diversity: [www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)