MARK4211/8996
Research Seminar in Marketing

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
Table of Contents

PART A: COURSE-SPECIFIC INFORMATION 1

1 STAFF CONTACT DETAILS 1

2 COURSE DETAILS 1

2.1 Teaching Times and Locations 1
2.2 Units of Credit 1
2.3 Summary of Course 1
2.4 Course Aims and Relationship to Other Courses 2
2.5 Student Learning Outcomes 3

3 LEARNING AND TEACHING ACTIVITIES 4

3.1 Approach to Learning and Teaching in the Course 4
3.2 Learning Activities and Teaching Strategies 4

4 ASSESSMENT 5

4.1 Formal Requirements 5
4.2 Assessment Details 5
4.3 Assessment Format 5
4.4 Assignment Submission Procedure 7
4.5 Late Submission 7

5 COURSE RESOURCES 7

6 COURSE EVALUATION AND DEVELOPMENT 7

7 COURSE SCHEDULE 8

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 10

8 PROGRAM LEARNING GOALS AND OUTCOMES 10

9 ACADEMIC HONESTY AND PLAGIARISM 11

10 STUDENT RESPONSIBILITIES AND CONDUCT 11

10.1 Workload 11
10.2 Attendance 11
10.3 General Conduct and Behaviour 12
10.4 Occupational Health and Safety 12
10.5 Keeping Informed 12

11 SPECIAL CONSIDERATION 12
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Dr. Mathew Chylinski</td>
<td><a href="mailto:m.chylinski@unsw.edu.au">m.chylinski@unsw.edu.au</a></td>
<td>Quad 3025</td>
<td>X53344</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Prof. John Roberts</td>
<td><a href="mailto:johnr@agsm.edu.au">johnr@agsm.edu.au</a></td>
<td>Quad 3053</td>
<td>X59698</td>
</tr>
</tbody>
</table>

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are: 11.00am till 1.00pm on Mondays, at UNSW Business School Bld room 114.

2.2 Units of Credit
The course is worth 6 units of credit.

Students must be accepted and enrolled into one of the following programs at the School of Marketing: BCom Honours, MPhil or Ph.D.

2.3 Summary of Course

The broad purpose of this course is to develop the student’s knowledge, skills, and abilities as a marketing scholar. In particular, this course aims to develop a high level of understanding and a critical analytic perspective across a diverse range of marketing scholarship by focusing on conceptual, theoretical and substantive research findings found in the academic research literature in marketing. Whereas MARK 8995, Research Methods focuses primarily on Research Strategy and Approaches by which to pursue that strategy, this course will emphasise theory construction and theory development in a number of substantive domains of marketing thought with a particular focus on selected topics in managerial marketing and strategic marketing theory. The reason for the focus of this course on topics in marketing management and strategic marketing is that most if not all research students in the School of Marketing will be expected to complete a seminar in consumer research which would focus on more purely behavioural topics in marketing. The two courses combine to provide an exposure to a wide range of marketing scholarship. To achieve its objectives, this course involves a study and critique of published journal articles across a wide range of marketing topics. All research-oriented and academically-oriented marketing scholars must be aware of research contributions across a number of sub-disciplines of marketing and be prepared to offer constructive criticism so as to advance the production and dissemination of marketing knowledge. Thus, in a sense, this course aims to develop generalist as opposed to specialist skills in marketing.
scholarship. Some of the readings may be relevant to students’ research interests; however many of the readings will be in a wider context and their relevance is to the wider scholarly marketing community into which the student aims to enter. In the School of Marketing, we expect our research students, upon graduation, to have an understanding of the wider scholarly marketing literature, not just a detailed knowledge of one narrowly focused topic. Another core course objective is for students to learn how to plan, design, and write up a quality piece of research (either theoretical or empirical) for a peer reviewed internationally recognized journal (as well as for their thesis). Students can learn much from an in-depth analysis of a variety of readings, irrespective of the context in which the research is conducted. A specific goal is to assist students to begin work on a thesis proposal, and, in particular, to develop a focused and critical literature review.

By gaining knowledge across a range of topic areas, research students should begin to learn to systematically identify areas for potentially valuable knowledge contributions (rather than simply probing for unexplored topics or so-called “gaps” in the literature). Emphasis will be given to the knowledge base in various marketing areas - including both a variety of analytic and theoretical research streams as well as substantive focal topics. However, given the vast wealth of material in the field, it is obviously only possible to sample a very small selection of research in this course. The readings selected are not necessarily all intended to be exemplars of state-of the art or even so-called “A-level” quality research. Not only may they vary by substantive focus and theoretical and analytic orientation, they may vary in terms of relative contribution and overall quality. We will consider not only recent work but much more classic work as well. Through a series of readings from the literature, the emphasis will be on understanding the empirical significance and theoretical contribution of each article, as well as its strengths and weaknesses, positioning, methodology, and analytical approach. Furthermore, we will analyse and discuss writing and communication style-- including the uses and abuses of narratives, tables, graphs and presentation of data.

2.4 Course Aims and Relationship to Other Courses

Aims

the instructors aim to develop knowledge and skills that will enable the student to evaluate, critique, and ultimately contribute to the scholarly marketing literature.

In this course, an important focus is on developing an understanding of how to construct good theory: how to state and explicate conjectures, how to justify falsifiable theoretical propositions, and how to present empirical testable hypotheses.

To further develop knowledge and skills required for the student to prepare a conceptual article for a respected marketing journal and/or competitive refereed conference proceedings.

Outcomes
Upon completion of this course, the student should have improved his or her written and verbal communication and analytical skills and feel comfortable discussing theoretical and methodological issues in a scholarly manner. The student will also gain an appreciation of the development of marketing knowledge in a range of topic areas. Along the way the student will also learn about the institutions, systems, and practices found in academic marketing as well as the research process. These outcomes should follow from readings and class discussion of the weekly assigned literature (as well as from research for the semester paper).

### 2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

---

**Business Postgraduate Coursework Program Learning Goals and Outcomes**

1. **Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**
   
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**
   
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication: Our graduates will be effective communicators in professional contexts.**
   
   You should be able to:
   
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork: Our graduates will be effective team participants.**
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**
   
   You should be able to:
a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Consider social and cultural implications of business and/or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</strong></td>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Understand course readings and contribute to class discussion in critiquing the ideas that they contain.</td>
<td>Class participation and literature review in final project</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Ability to systematically describe environment and use that description to formulate a research problem, as well as an approach to addressing that problem.</td>
<td>Research reports and final project</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>Research reports and final project</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>Class participation &amp; project presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
<tr>
<td>5a. Ethical, social and environmental responsibility</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
</tbody>
</table>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

The course will be seminar-based. There are no assigned textbooks, although a series of readings will be assigned throughout the course. Students are expected to critique the assigned readings and make an informed contribution to the seminar discussion.

#### 3.2 Learning Activities and Teaching Strategies

The seminars are designed to allow students the opportunity to discuss and reflect on the readings and concepts in the course. A significant part of the teaching strategies involve analysis of the journal article readings. We try to relate the concepts from the readings to students’ individual research projects whether Ph.D, Honours or M.Phil. This means students must come to class prepared having done the readings before class.
4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments</td>
<td>40%</td>
<td>750 words (ds)</td>
<td>Most weeks</td>
</tr>
<tr>
<td>Semester Paper</td>
<td>40%</td>
<td>4800 words (ds)</td>
<td>Week 13</td>
</tr>
<tr>
<td>Participation in Seminar Discussion</td>
<td>15%</td>
<td></td>
<td>on-going</td>
</tr>
<tr>
<td>Presentation of Paper</td>
<td>5%</td>
<td>20 min</td>
<td>Week 12 seminar</td>
</tr>
</tbody>
</table>

Assessment Format

1. Weekly assignments (40% of overall course mark)

Each student will be required to read several scholarly papers each week. Generally, for one of these papers the student will submit either a written critique or another class exercise as nominated. Each submission should not exceed two (2) pages (12 point time Roman font double spaced throughout). Please make use of headings, subheadings and bullet points.

Suggested headings for your written submission might include:

- Objective/purpose. This should be only 1-2 sentences.
- Key points and contribution (keep this brief).
- Comment on the strengths and weaknesses of article (here you can use a series of bullet points and/or subheadings of your choosing). Try to explain why this article got published. This section along with the following two sections should encompass the majority of your submission.
- Specific areas where you particularly agree/disagree.
- Brief concluding remarks/ additional thoughts.

Written assignments/critiques must be turned in on Moodle in electronic copy, and at the seminar on the day the paper is to be discussed in hard copy.

2. Semester paper (40%)

Each student must prepare a paper worthy of submission and acceptance to a marketing journal or international refereed conference proceedings, on a topic of the student’s choice, or alternatively addressing one component of such a paper. You should model your paper on one of the major conference proceedings (e.g., AMA, EMAC, AIB, ACR, AMS (but not ANZMAC, as its length requirements are too constraining for this purpose) – see websites for guidelines and submission requirements). The paper may be purely conceptual or have as its goal an empirical study. The paper should establish the following elements:
• the problem area to be studied
• the rationale for research
• the research questions and research scope
• the potential contribution
• a critical examination of the relevant theoretical and research literature
• the development and presentation of formal theoretical propositions and/or empirically testable hypotheses (unless the paper proposes to make a purely empirical generalisation contribution in which case the paper must develop and discuss the expected findings and the nature of the empirical generalisation contribution in greater detail)
• a presentation and explanation of the formal conceptual and/or theoretical model

The paper should not develop a research design or discuss in detail your proposed research methods and analysis plans—these are elements to be covered in the UNSW Business School research methods course(s). The focus of the paper for this course is substantive marketing theory, not research methods.

The maximum length is 20 pages (double spaced, 12 point times-roman font) inclusive of bibliography, figures, and tables. The cover page is excluded from this page count.

A draft report should be ready for formal (oral) presentation to the whole group during the formal presentation session—(in Week 12 seminar). In light of feedback in this session, revisions can be made and a final document in both hard copy and electronic form submitted no later than 10am on Monday Week 13. Please note that the Week 12 in-class presentation of a draft report is required.

For honours students, it is to your advantage for the Semester Paper assignment to be closely related to your thesis topic. For Ph.D. and M.Phil. students, this is not necessarily the case as you will most likely have the opportunity to work with your supervisor on further development of your model and research methods. Thus it is likely that your model and methods will undergo significant revision prior to becoming acceptable for your final thesis topic.

Because many students will also be taking MARK8995 for credit, the instructors are keen that there is not undue overlap between the major papers required for the two courses. For that reason a more detailed description of the requirements of this project (or what is more likely to be a set of options for how students taking the two courses can maximize the coverage of the two pieces of work, but minimize the overlap.)

Due date reminder: Week 12 for in-class presentation and Monday Week 13 for final written document.

Note: Should your semester paper not be of an acceptable standard you will be given one opportunity to revise and resubmit within 4 weeks. Otherwise you will fail the course.

3. General level of participation (15%)

Since this is a seminar based course, students are expected to be thoroughly prepared to discuss each and every one of the assigned weekly articles. The participation mark will be largely based on the quality of comments, critiques, and constructive suggestions to the debate each week on assigned articles (i.e., excluding the one
assigned for written critique). 100% attendance is the expectation (barring illness or misadventure). If for some reason you cannot attend, please notify the instructors as far in advance as possible.

4. Presentation of individual papers on Week 12 (5%). This is a compulsory part of the course.

5. Finally, you should particularly note that any mark (for weekly assignments, final semester paper, etc.) of less than 75% is considered a failure in this course. In other words the 'pass' mark for all components, and overall is 75%. Hence any student (Hons, M.Phil., Ph.D.) who receives an overall grade of less than 75% will receive a Failing grade.

### 4.3 Assignment Submission Procedure

All assignments must be submitted on or before the due date on Moodle. In addition, hardcopy of each assignment should be handed in to the instructor at the end of the seminar.

### 4.4 Late Submission

#### Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

### 5 COURSE RESOURCES

The prescribed materials for this course are a series of assigned readings. The reading assignments, discussion questions and weekly written assignments are contained in a separate document available only to students enrolled in the class. In order to conform to current copyright requirements as well as to encourage all students to become independent scholars, students are expected to retrieve on their own all assigned readings from the library on-line e-Journal system.

The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

### 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through CATEI evaluations.

Although not necessarily in response to feedback, this session the course involves a revision in some of the topics and readings scheduled.
### 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Other Activities/ Assessment</th>
<th>Seminar Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 29 February</td>
<td>Introductions and Course Overview; Doing Research for Knowledge Development in Marketing</td>
<td></td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>Week 2 7 March</td>
<td>Identifying Viable Research Topics; What is a Contribution? Seminal Contributions, Extensions and Replications; Developing and Stating Research Questions; Establishing Research Scope; Empirical Generalisation</td>
<td>Assignment 1</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>Week 3 14 March</td>
<td>Theory, Method, and Validity in Scholarly Marketing Research; Research Programs and Generalisation of Findings; Falsifiable Propositions, Testable Hypotheses, and Empirical Conjectures</td>
<td>Assignment 2</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>Week 4 21 March</td>
<td>The Research Domain of Marketing Strategy</td>
<td>Assignment 3</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td></td>
<td>Mid-semester break: Good Friday 25 March –Saturday 2 April inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5 4 April</td>
<td>Theory and Operationalization. How to structure a research question so you can test it.</td>
<td>Assignment 4</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>Week 6 11 April</td>
<td>Workshop Session for Research Proposals</td>
<td></td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>Week 7 18 April</td>
<td>Understanding Customers and Market Segmentation. Review of different segmentation approaches and understanding of how these approaches might affect the actions of the organization</td>
<td></td>
<td>John Roberts</td>
</tr>
<tr>
<td>Week 8 25 April</td>
<td>Product Life Cycles and Dynamics. Understanding of the phenomena driving marketplace changes and examination of approaches available to study those changes.</td>
<td>Assignment 5</td>
<td>John Roberts</td>
</tr>
<tr>
<td>Week 9 2 May</td>
<td>Product and Brand Management. Understanding the role of brands and how the marketing mix can be used to support their positioning.</td>
<td>Assignment 6</td>
<td>John Roberts</td>
</tr>
<tr>
<td>Week 10 9 May</td>
<td>Customer management. Research into the acquisition, retention and growth of customers and how to influence them.</td>
<td>Assignment 7</td>
<td>John Roberts</td>
</tr>
<tr>
<td>Week 11 16 May</td>
<td>Trends in Marketing and Non-Marketing Issues. Identification of some of the topics that are “hot” in marketing and others that are likely to become so. Innovation Performance and Disruptive Innovation</td>
<td>Assignment 8</td>
<td>John Roberts</td>
</tr>
<tr>
<td>Week 12 23 May</td>
<td>Research proposal presentations throughout day. All class members must attend all presentations. Room and times to be announced</td>
<td></td>
<td>John Roberts &amp; Mathew Chylinski</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to: a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound</td>
</tr>
</tbody>
</table>
You should be able to:

- Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- Consider social and cultural implications of business and/or management practice.

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance
10.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for Undergraduate and Postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty PFanel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.
   • Library training and search support services http://info.library.unsw.edu.au/web/services/services.html
- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services** [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au) Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au