All inquiries about studying Applied Linguistics at Flinders University should be directed to:

Dr Colette Mrowa-Hopkins, Coordinator
Room 212, Humanities Building (near Car Park 5)
Telephone: 08 8201 2459 / 08 8201 2124
Facsimile: 08 8201 2784
Email address: colette.mrowa-hopkins@flinders.edu.au

Please Note: All attempts have been made to confirm the information presented within this handbook. However, this is not an official University publication – for detailed university policy, you should consult the Flinders University Course Information 2013 website at

Studying Applied Linguistics at Flinders University as a major, or minor, in the Bachelor of Arts, Bachelor of Education (JP, ECE only)

Applied Linguistics at Flinders University draws on a range of topics taught across several disciplines in the Humanities, in Education, and in Speech Pathology. It can be taken as a major or a minor by students enrolled in the Bachelor of Arts, Bachelor of Languages, and by Education students enrolled in Junior Primary or Early Childhood Education, or as an elective in any degree.

More recently the addition of TESOL/ESOL in the department of Language Studies has increased the range of topics on offer. We welcome you to our exciting and innovative program and look forward to sharing it with you!
Why would you want to study Applied Linguistics?

Interest in language and its study pervades everyday life, and gives us insights into the human mind, whether we are trying to decipher the meaning of an advertisement on a bus shelter, get on with our partners at home and colleagues at work, or understand the benefit of speaking another language. By increasing our understanding of how language works and studying the relationship of language and communication in a wide range of personal, social and professional contexts, we enrich our lives as we become more able to express ourselves effectively in both the written and spoken modes.

I. Course Overview

Undergraduate Topics

A major sequence of 36 units in Applied Linguistics consists of two first year topics (4.5 each x 2 = 9 units) each, two second year topics (4.5 units each) and two third year topics (4.5 units each), plus two additional topics which may be taken as cognates.

An extended major includes a 36 unit major plus two additional topics (4.5 each) taken from Year 2 or 3 cognates. The extended major is not available to students enrolled in the double Bachelor of Education/Bachelor of Arts degree.

A minor sequence consists of 22.5 units made up of 9 units of first year topics, 9 units of second year topics and an additional 4.5 units which can be taken from the list of cognates below.

36 units Major =

9 units of Year 1 topics
9 units of year 2 topics
9 units of Year 3 topics
+ 9 units of Year 2 or Year 3 cognates

<table>
<thead>
<tr>
<th>Topic Code</th>
<th>Topic Title</th>
<th>Units</th>
<th>Semester</th>
<th>Coordinator or Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 1501</td>
<td>How Language Works</td>
<td>4.5</td>
<td>S1</td>
<td>Trevor Fennell</td>
</tr>
<tr>
<td>SPTH 1506</td>
<td>Linguistics and Phonetics 1</td>
<td>4.5</td>
<td>S1</td>
<td>C. Serena</td>
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<tr>
<td>LING 1502</td>
<td>Words and Sounds</td>
<td>4.5</td>
<td>S2</td>
<td>Trevor Fennell</td>
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<tr>
<td>SPTH 1509</td>
<td>Linguistics and Phonetics 2</td>
<td>4.5</td>
<td>S2</td>
<td>Andy Butcher</td>
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Year 2
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Session</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 2103</td>
<td>Language, Culture and Communication</td>
<td>4.5</td>
<td>S1</td>
<td>Colette Mrowa-Hopkins</td>
</tr>
<tr>
<td>LANG 2004</td>
<td>Language in Society</td>
<td>4.5</td>
<td>S2</td>
<td>Antonella Strambi</td>
</tr>
</tbody>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Session</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 3105</td>
<td>Intercultural Communication in Everyday Life</td>
<td>4.5</td>
<td>S1</td>
<td>Colette Mrowa-Hopkins</td>
</tr>
<tr>
<td>LING3106</td>
<td>Projects in Applied Linguistics</td>
<td>4.5</td>
<td>S2</td>
<td>Colette Mrowa-Hopkins</td>
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</table>

**Cognates**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Session</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUST 2611</td>
<td>Australian Languages: Issues and Debates 1</td>
<td>4.5</td>
<td>S1</td>
<td>Christine Nicholls</td>
</tr>
<tr>
<td>AUST 3611</td>
<td>Australian Languages: More Issues and Debates 2</td>
<td>4.5</td>
<td>S2</td>
<td>Christine Nicholls</td>
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<tr>
<td>DSRS 1215</td>
<td>Communication and Language</td>
<td>4.5</td>
<td>S1</td>
<td>Brian Matthews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Int. or Ext.</td>
<td></td>
</tr>
<tr>
<td>EDUC 3527</td>
<td>Investigating Languages pedagogy in the Integrated Curriculum (R-7)</td>
<td>4.5</td>
<td>S1</td>
<td>Myrella Wyra</td>
</tr>
<tr>
<td>ESOL 2003</td>
<td>How English Works</td>
<td>4.5</td>
<td>S1 and S2</td>
<td>Jeff Gil</td>
</tr>
<tr>
<td>ESOL 2004</td>
<td>ESOL Methodology</td>
<td>4.5</td>
<td>S2</td>
<td>Robyn Najar</td>
</tr>
<tr>
<td>*LANG 2001</td>
<td>Introduction to second language Acquisition</td>
<td>4.5</td>
<td>S1 Ext</td>
<td>Eric Bouvet</td>
</tr>
<tr>
<td>LANG 2002</td>
<td>Introduction to Second Language Teaching Methodology</td>
<td>4.5</td>
<td>S2</td>
<td>Antonella Strambi</td>
</tr>
<tr>
<td>LANG 3007</td>
<td>Computer Mediated Communication for Language Learning</td>
<td>4.5</td>
<td>S2</td>
<td>Olga Sanchez Castro</td>
</tr>
<tr>
<td>LING 3107</td>
<td>An Introduction to Translation: Theory and practice</td>
<td>4.5</td>
<td>S2</td>
<td>Colette Mrowa-Hopkins</td>
</tr>
<tr>
<td>PROF 2222</td>
<td>Interpersonal Communication Skills</td>
<td>4.5</td>
<td>S2</td>
<td>John Harris</td>
</tr>
</tbody>
</table>
Other topics may be accredited towards the major at Year 2 or Year 3 levels, subject to the approval of the Applied Linguistics Coordinator. Such topics include transition topics (only if these have been indicated on your study plan which students received either from the BA office of their Faculty).

* These topics are available in online mode only (DE). Other topics may be available on internal or external modes. Please consult each Topic Convener or the online topic timetable: http://stusyswww.flinders.edu.au/topic.taf?year=2013

**Honours**

Flinders offers a 36 unit fourth year Honours Program for students interested in extending their studies in applied linguistics at an advanced level. The Honours degree provides students with a distinct advantage when seeking higher degree entry and scholarships or employment in a professional capacity.

Topics on offer reflect staff research interest. There are also supervised reading topics which allow you to pursue your interest under the guidance of a staff member. Staff research projects reflect a multiplicity of interests in applied linguistics that include sociolinguistics, second language acquisition, second language teaching methodology, computer-mediated learning, cross-cultural pragmatics, studies in bilingualism, lexicography and comparative grammar, the study of ethnic minorities and minority languages in China.

Please do not hesitate to see the Postgraduate coordinator (Dr Colette Mrowa-Hopkins, 08 201 2459) for more information if you are a third year student intending to enrol in Honours.

**Course aims**

Honours in Applied Linguistics aims to offer students opportunities to extend previous knowledge acquired at undergraduate level, in the field of Applied Linguistics studies.

In particular, it aims to:

- provide a core of topics at Honours level permitting specialization in a cohesive body of knowledge in the Applied Linguistics area
- provide students with an advanced conceptual understanding of Applied Linguistics, enabling them to investigate particular areas of Linguistics in depth
- enhance further students’ analytical and critical skills with respect to Linguistics and Applied Linguistics topic issues.
- empower students with the ability to apply their conceptual knowledge of Applied Linguistics to practical linguistic problems at an advanced level
- provide advanced vocational knowledge and abilities relevant to the language professional.

**Learning outcomes**

At the completion of Honours in Applied Linguistics, students are expected to be able to:

- demonstrate an advanced knowledge of Applied Linguistics topics, especially in terms of current issues
- adequately undertake and successfully complete an in-depth research project in a particular area of Applied Linguistics
- articulate and implement a set of advanced practical skills in a particular area of Applied Linguistics research
demonstrate the ability to interpret and apply the knowledge acquired in professional Applied Linguistics contexts in both Australian and international settings.

**Program of study**

Students undertake 13.5 or 18 units of thesis and 18 or 22.5 units of coursework topics.

**Honours - Applied Linguistics - Thesis topics**

Select 13.5 or 18 units from the topics listed below

- **LING7777** Honours Thesis in Applied Linguistics (18 units)
- **LING7777A** Honours Thesis in Applied Linguistics (9 of 18 units)
- **LING7777B** Honours Thesis in Applied Linguistics (9 of 18 units)
- **LING7777C** Honours Thesis in Applied Linguistics (13.5)
- **LING7777D** Honours Thesis in Applied Linguistics (4.5 of 13.5/18 units)

**Honours - Applied Linguistics - Course work topics**

Select 18 or 22.5 units from the topics listed below to make a total of 36 units

- **LING7100** Reading Program in Applied Linguistics (4.5 units – S1 or S2)
- **LING7101** Special Topic in Applied Linguistics (4.5 units – S1 or S2)
- **LING7102** Cross-cultural Pragmatics and Intercultural Communication (4.5 units – S1 only)
- **LING7103** Reading in a Second Language (4.5 units semester 2 only)
- **LANG7007** Computer-Mediated Communication for Language Learning (4.5 units)

**LING 7100 Reading Program in Applied Linguistics (4.5)**  
**Semester 1 or 2**

Coordinator: Dr Colette Mrowa-Hopkins

Assumed knowledge: Previous studies in Applied Linguistics.

This topic offers students with a well-defined interest in an aspect of applied linguistics not otherwise catered for, the opportunity to pursue that interest through an extensive program of guided reading, monitored by regular assignments and reports.

**LING 7101 Special Topic in Applied Linguistics (4.5)**  
**Semester 1 or 2**

Coordinator: Dr Colette Mrowa-Hopkins

Assumed knowledge: Previous studies in Applied Linguistics.

This topic offers students possibilities to extend further previous knowledge in the field of Applied Linguistics. Students will be required to undertake independent study on a topic to be negotiated with their supervisor.

**LING 7102 Cross-Cultural Pragmatics and Intercultural Communication (4.5)**  
**Semester 1**

Coordinator: Dr Colette Mrowa-Hopkins

Assumed knowledge: Previous studies in Applied Linguistics.

This topic is about how cultural differences influence verbal and non-verbal communication in intercultural encounters. It aims to increase students’ understanding of people from diverse...
cultural and ethnic backgrounds. Students will be exposed to a range of conceptual tools and methodological approaches drawn from ethnography, sociolinguistics and pragmatics, with a special focus on cross-cultural comparison of Australian, French and Italian cross-cultural groups.

**LING 7103 Reading in a Second Language (4.5)**

**Semester 2**

Coordinator: Dr Eric Bouvet

Assumed knowledge: Basic knowledge of second language acquisition.

This topic is designed to introduce students to reading in a second language. It offers an overview of theoretical aspects of reading in first and second languages and reviews a number of key-studies across the main disciplines that form the field of reading research.

By paying particular attention to the strategic nature of reading, this topic aims to establish strong connections between theory and instructional practice.

**LANG7007 Computer-Mediated Communication for Language Learning (4.5 units)** Not offered in 2012

Coordinator: Ms Olga Castro Sanchez

Assumed knowledge: Experience in learning a second language, knowledge of basic second language acquisition principles

In this topic, we explore the role of Computer-Mediated Communication (CMC) in the process of learning a second or foreign language. Topics addressed include: Specificity of the language of CMC; different types of CMC and their potential uses in the language classroom, based on the literature on second language acquisition and teaching methodology; pedagogical and technical issues connected with the use of CMC in the language classroom.

**Graduate and Postgraduate courses**

Your attention is drawn to a series of newly created professional awards: the Graduate Certificate in Language Teaching (GCLT), the Graduate Diploma in Language Teaching (GDLT), and the Master in Language Studies (MLS) by course work, which further develop training in Applied Linguistics areas. Presently, a Doctorate in Language Studies with a specialisation in Applied Linguistics is being considered.

For students more interested in an academic career, the Master of Arts and PhD by research remain the most viable option for postgraduate training. In 2011 Julia Miller successfully completed her PhD thesis on: *A study of the relevance of idioms used in English learners' dictionaries for students of English as an additional language in Australia.*

In 2012 one PhD student has submitted her PhD research in Applied Linguistics: Olga Sanchez Castro: *Computer-mediated communication: a bridge towards oral interaction for low self-efficacy learners?*

**Career Prospects**

Careers in education, publishing and the public service will be accessible to students completing this field of study. Students with a double major in Applied Linguistics and Law or International relations, plus a Diploma in Language, find employment in the Department of Immigration, Department of Foreign Affairs and Trade, in various Government agencies, both in Australia and overseas. There are also applied linguists with a degree in Information Technology employed in the Department of Defence. In fact, a knowledge of linguistic methods and scholarship can be applied in all spheres of employment and linguists’ skills are particularly helpful in teaching, enhancing literacy at primary level, but also at secondary level.
although this is not a required area of the curriculum at that level. Whether one is negotiating business deals with overseas partners, teaching ESL or a second language, the linguists’ skills are invaluable. In brief, linguists or applied linguists have exciting opportunities to work in contexts that are personally meaningful to them.

II. Questions answered

What makes your degree unique or different compared to ones at other universities?

All three universities in South Australia now offer a major or a minor in Linguistics and Applied Linguistics, each with their own distinct areas of specialization. At first year level, generalist topics are offered in all three, but at upper levels the specializations reflect the research orientations of their staff and their affiliation with their host department.

While the department of Linguistics at the University of Adelaide has a strong indigenous language focus, Applied Linguistics at the University of South Australia is taught within the School of International Studies and concentrates on language and culture with a professional focus. Applied Linguistics at Flinders, on the other hand, is taking advantage of the areas of specialization of the three disciplines that structure it: Languages and TESOL, Speech Pathology, and Education. Because of the cross-disciplinary and collaborative links that have been established between these areas, our range of topics is much broader, and we are able to offer students a wider choice of specialized topics. In that respect Applied Linguistics at Flinders is unique to South Australia, with a distinct focus on teachers’ education, and language development.

Are there any transfer agreements with other institutions?

Yes, it is possible to gain some credit for linguistic topics studied at another higher institution prior to enrolling at Flinders.

Are there any graduates who are in positions of responsibility in major corporations or government department either in Australia or overseas?

Many linguists have worked closely with indigenous, ethnic and other communities and professional groups, giving expert opinions in social justice issues. Recently a group of linguists has drawn attention to the abuse of human rights in the way Australia employs language analysis to exclude some refugee claims (Eades et al. 2004). Some linguists broadcast regularly and have regular columns in the national press, e.g. Professor Roly Sussex participating in programs in South Australia, Queensland and Northern Territory. Some of our language graduates are employed in the diplomatic services, either in Australian embassies or local consulates.

What key research focus areas and links are connected to this area of study?

As we intersect between three areas, the Department of Language Studies, the School of Education and also Speech Pathology in the Science faculty, our research specializations are focused on general linguistics at first year level, with the study of language structures and sounds. In second year and third year we focus on more specialized areas including sociolinguistics as well as cross-cultural communication, and research methods leading to further studies at Honours and Post-graduate levels. Other areas, such as the study of migrant language and identity is emerging as one of the key area of research within the Flinders Institute for Research in the Humanities (FIRtH) following a highly successful international conference, ‘Moving Cultures, Shifting Identities’, in December 2007.
Announcements regarding topics will appear from time to time on the Department of Language Studies notice boards situated opposite room 252 in the Humanities building, and on the Flinders Department of Language Studies website (http://www.flinders.edu.au/ehl/language-studies/) as well as via Flinders’s online learning system (FLO). You are reminded that it is your responsibility to acquaint yourself with the information provided in these announcements. Please check the notice boards and your email account frequently.

Referencing guidelines for Applied Linguistics

Not sure how to refer to the sources you are quoting? Need help compiling your bibliography? Following are useful web links and also resources that are available in the Flinders Library.


Flinders Library How To guides (http://www.lib.flinders.edu.au/info/howto/)

Library Resources

At the beginning of the semester the Central branch of the University Library organizes special tours and a quiz to assist new users. The Languages and Applied Linguistics subject Librarian is Aliese Millington (Tel. 08 8201 2157). A compilation of resources on some of the topics can be directly accessed through Flinders Learning Online (FLO).

Academic Integrity

The university’s policies can be found in Section C of the 2012 Student Related Policies Manual and summarized in the Statement of Assessment Methods form included with each topic information handout. Several students have already been warned and in some cases penalized, for failing to adhere to the standards set out in the University policy. Students who continue to plagiarize may fail the topic or face exclusion from the School or University.

In the table below you will find some broad guidelines:

<table>
<thead>
<tr>
<th>There are various behaviours that compromise academic integrity. These include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• plagiarism</td>
</tr>
<tr>
<td>• collusion</td>
</tr>
<tr>
<td>• other forms of cheating</td>
</tr>
</tbody>
</table>

**Plagiarism is the taking of another person’s ideas or words and passing them off as your own.**

Ignorance is not a defence against a charge of plagiarism. There are academic consequences, so it is expected that all students know and understand what constitutes plagiarism. Avoiding plagiarism requires you to appropriately acknowledge other authors’ ideas and words.

**Collusion is presenting work as if it has been done independently when it has been the result of unauthorised collaboration.**

Students are expected to work together according to the guidelines of their assignments. Avoiding collusion is achieved by recognising and acting in authorised ways of working together. If you are uncertain, ask your teaching staff.

**Other forms of cheating include:**

- copying or allowing your work to be copied
- purchasing or obtaining essays, tutorial, test or exam answers
• taking unauthorised material into an exam, taking an exam for another student or having another student take it in your place
• making up references or data, or giving secondary sources as if they were primary ones
• deliberately hiding library books or articles, or cutting out pages or deleting text
• lying about medical or other circumstances to get extensions or special consideration

**Acting without academic integrity will have serious consequences for your future.**
You should make sure you understand the University's policies as they relate to academic integrity. Links to these policies can be found on this site.

All students should complete the academic integrity on-line training program available through FLO to ensure that they are fully conversant with the relevant policies and guidelines. The FLO Academic Integrity site contains: Tips on how to avoid plagiarism, how to avoid collusion and examples.

You'll also find: practice questions to aid your understanding, an actual test and links to Flinders' policies. ([Academic integrity tutorial in FLO](https://flo.flinders.edu.au/webct/entryPageIns.dowebct)).

**Time for completing assignments**

Individual pieces of assessed work will have their own time for submission which will be set out in the Statement of Assessment Methods (SAM) form for each topic. If you cannot meet a deadline, because of ill health or other good cause, you must ask the topic lecturer for an extension. You will find that most staff are prepared to accept a reasonable excuse that is substantiated – the key is to be honest and ask **as soon as you are aware** you are going to have a problem meeting a deadline. Having said this, if you only require the extension because you have left your three assignments all until the last moment you can't reasonably expect to be given it – learning time management skills and how to juggle your various tasks within a set time frame are generic skills that all students are expected to master during their degree.

**Submission and Collection of Assignments (for topics taken within the School of Humanities)**

All assignments must bear a standard cover sheet (those for linguistics are green) that can be obtained from the landing outside of Room 202 in the Humanities building. Please make sure that you fill in the cover sheet carefully: It requires you to make a number of declarations and if these declarations are not true, your marks may suffer.

Assignments MUST NOT BE submitted inside folders, envelopes or plastic coverings. Sheets should be firmly fastened together, preferably by staple, to avoid getting lost. You are strongly advised to keep a copy of your assignment with you.

Assignments must be placed in the Humanities essay box situated at the top of the stairs (Northwest corner) of the Humanities Building, by 4.00 pm on the assignment due date. There is also an after-hours essay chute in the Humanities courtyard, outside of room 133.

Written work will be returned in lectures/tutorials. If you are away when work is returned, you may have work posted to you by supplying administrative staff with a stamped, self-addressed envelop. Postage will vary with the size of the assignment but as a guide, 20 A4 sheets (up to 125 g) will cost $1 to post within Australia, from 125 g the cost is $1.45, and over 250 g the cost is $2.45. Any uncollected assignments can be picked up from the Assignment Office, Humanities room 254. Collections are on Tuesdays to Thursdays 9-30-12.30 pm and 1.30-4.30 pm. Please note that the Assignment Office is **not** open Monday or Friday.
Students taking topics in Education or Speech pathology must conform to their School requirements.

**Supplementary Assessment (Medical/Compassionate Grounds)**

Supplementary assessment is a second chance to take an assessment which you have missed because of a medical condition or on account of compassionate grounds. Supplementary assessment will not normally be awarded to improve a grade in a topic which you have successfully completed.

Formal applications for supplementary assessment on medical or compassionate grounds need to be made to the BA office in accordance with the procedures set out in the University’s policies. Please contact your topic coordinator in the first instance.

**Grades**

Flinders University has adopted the following grading system:

<table>
<thead>
<tr>
<th>Undergraduate Grades:</th>
<th>High Distinction</th>
<th>85-100</th>
<th>HD</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Distinction</td>
<td>75-84</td>
<td>DN</td>
</tr>
<tr>
<td></td>
<td>Credit</td>
<td>65-74</td>
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<td></td>
<td>Pass</td>
<td>50-64</td>
<td>P</td>
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<tr>
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<td>Fail</td>
<td>0-49</td>
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<table>
<thead>
<tr>
<th>Honours Final Grades:</th>
<th>Class I</th>
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<tr>
<td></td>
<td>Class IIA</td>
<td>75-84</td>
<td>IIA</td>
</tr>
<tr>
<td></td>
<td>Class IIB</td>
<td>65-74</td>
<td>IIB</td>
</tr>
<tr>
<td></td>
<td>Class III</td>
<td>50-64</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>0-49</td>
<td>F</td>
</tr>
</tbody>
</table>

**High Distinction (HD)**

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/understanding/competencies/skills required for meeting topic objectives and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level. A score in the range of 85–100 will be awarded.

**Distinction (DN)**
The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking. A score in the range of 75–84 will be awarded.

**Credit (CR)**

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter. A score in the range of 65–74 will be awarded.

**Pass (P)**

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated at least an adequate level of knowledge/understanding/competencies/skills required for meeting topic objectives and satisfactorily completing essential assessment exercises.

The student would normally have attained an adequate knowledge of matter contained in set texts or reading materials, and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools. A score in the range of 50–64 will be awarded.

Pass is the highest grade which can be achieved in a supplementary assessment granted on academic grounds.

**Fail (F)**

The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in a topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. A score in the range of 0–49 will be awarded.

**Student Learning Centre**

The Student learning Centre assists students to adjust to the academic demands of the university in their first year of study and develop more effective learning techniques in all years of study. You can contact the Centre on 08 8201 2305 or 08 8201 2518. They also produce a number of helpful leaflets on studying at the university, all of which will help you
with your assignment work. You can access most of these guides (as well as lots of other helpful information) on-line at http://www.flinders.edu.au.SLC/index.html

### IV. Contacting Flinders University

Whenever you contact staff at Flinders University always quote your student identity (ID) number. This number can be found on your Enrolment Form, Confirmation of Enrolment notices, HECS notices and result notifications.

Student Records enquiries

Contact the Student Records Office for all administrative matters related to enrolment and lodgement of forms, addition of and withdrawal from topics, leave from study, change of address or name and transcript requests.

Telephone 1300 360 351
Fax (08) 8201 5280
Email student.records@flinders.edu.au or transcripts@flinders.edu.au

If you want to amend your enrolment by changing the topics you are doing: see on-line web enrolment procedures. The last day to enroll in new topics is before the census day in S1 (31 March) and S2 (31 August). If you withdraw from a topic there may be consequences for HECS liability – you should see the Enrolment Guide for more information. You may withdraw without being recorded as having failed the topic if the withdrawal is effected before the following dates:

- **Semester topics:**
  - Semester 1 - 11 May
  - Semester 2 - 5 October

You should seek advice from the Director of Studies (Dr Mrowa-Hopkins 8201 2459) if you have any doubts or questions relating to changing your topics early in the semester.

Refer to 2013 Semester Dates and Critical Dates for enrolment and withdrawal: http://www.flinders.edu.au/current-students/dates/