



# CART11016 *Visual Arts and Society: Modernism and the 'New'*

## Term 1 - 2019

Profile information current as at 04/05/2024 01:53 pm

All details in this unit profile for CART11016 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will be introduced to a range of historical socio-political events and attitudes relevant to the emergence of modernism and modern visual art practices. You will examine a selection of key artists and movements including the emergence of anti-aesthetic and conceptual art approaches.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2019

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online discussion forum**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **In-class Test(s)**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Professional self-reflection

##### Feedback

Assessment 2 is a written assessment with a maximum word count of 2500 words. Assessment 3 is a written assessment with a maximum word count of 3000 words. Reviewing both assessments in the context of this unit, I believe that the word count for both assessments could be marginally reduced.

##### Recommendation

As the unit coordinator, I plan to reduce the maximum word count of Assessment 2 to 2000 words and the maximum word count for Assessment 3 to 2500 words. The assessment descriptions in the unit profile and in the Moodle shell will need to reflect these changes. Implementing this enhancement may positively impact student performance and grade distribution next year.

#### Feedback from Student-tutor discussion during tutorial.

##### Feedback

There were no formal student responses for this unit. Informal feedback indicated that the students enjoyed the content of the unit and how this information was presented.

##### Recommendation

Layout and presentation of Learning & Teaching resources will be reviewed for enhancement.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Discuss the relationship of 18th and 19th century European fine art academies to the development of institutional theories of taste and art criticism
2. Recognise key features of Enlightenment thinking and their relevance to modernity
3. Describe the relationship between changing technologies and competing theories of social organisation during the 19th century and the emergence of modern art movements and the modern city
4. Discuss the historical relevance of a selection of key artists to modern visual culture
5. Discuss the ongoing influence of Dada and anti-aesthetic practices upon international, late twentieth century and early twenty-first century visual art practices.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online discussion forum - 20%	•				
2 - Written Assessment - 50%		•	•		
3 - In-class Test(s) - 30%				•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving					
3 - Critical Thinking			•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•		
7 - Cross Cultural Competence	•				
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online discussion forum - 20%	•	•	•	•		•	•			
2 - Written Assessment - 50%	•	•	•	•		•		•		
3 - In-class Test(s) - 30%	•	•	•	•						

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Patrick Connor** Unit Coordinator

[p.connor@cqu.edu.au](mailto:p.connor@cqu.edu.au)

## Schedule

### Week 1. Introduction to Visual Arts and Society: Modernism and the 'New'. - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<i>Introduction to Visual Arts and Society: Modernism and the 'New'.</i> <u>Lesson Outcomes:</u> By the end of this week you will be able to: <ul style="list-style-type: none"><li>· Recognise the importance of art history and theory to contemporary visual artist practice</li><li>· Identify key historical periods, movements and ideas relevant to the emergence of Modernity in western culture.</li></ul> <u>Tutorial Activity:</u> <ul style="list-style-type: none"><li>· Discuss the concept of 'artistry' in relation to an art object's form and content.</li><li>· Discuss the concept of 'artistry' in relation to how the arts are valued and the significance of art history to this process.</li><li>· Discuss the significance of studying art history and theory as a visual art student.</li></ul>	Students read Week 1 Study Guide (Moodle): Introduction to Modernism and the 'New' and related week 1 learning resources.	NA

### Week 2. Introduction to pre-modern European visual arts and culture. - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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*Introduction to pre-modern European visual arts and culture.*

Lesson Outcomes:

By the end of this week you will be to:

- Recognise key socio-cultural developments of Premodern European societies relevant to the emergence of Modernity.
- Tutorial Activity:
- Discuss the general characteristics of Medieval visual arts.
- Discuss the key doctrines of the Enlightenment project.

Students read Week 2 Study Guide (Moodle): *Introduction to pre-modern European visual arts and culture* and related week 2 learning resources. NA

**Week 3. The Academy, Manet and Impressionism. - 25 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<p><i>The Academy, Manet and Impressionism.</i></p> <p><u>Lesson Outcomes:</u></p> <p>By the end of this week you will be able to:</p> <ul style="list-style-type: none"> <li>· Recognise key features of Academic painting from the mid-19th century</li> <li>· Recognise the control that Royal Academies had over professional accreditation and matters of taste</li> <li>· Recognise key features of avant-garde and French Impressionist painting in the late 19th century</li> <li>· Understand key ways in which the avant-garde and French Impressionist painters reacted against academic painting methods and values.</li> </ul> <p><u>Tutorial Activity:</u></p> <ul style="list-style-type: none"> <li>· Discuss the key features of Academic painting.</li> <li>· Discuss key features of French Impressionist painting.</li> </ul>	<p>Students read Week 3 Study Guide (Moodle): <i>The Academy, Manet and Impressionism</i> and related week 3 learning resources including APA referencing guides.</p>	<p>Students begin Assessment 1 Forum posts.</p>

**Week 4. Post-impressionism and Cezanne. - 01 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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*Post-impressionism and Cezanne.*

Lesson Outcomes:

By the end of this lesson you will be able to:

- Recognise the influence of Japanese woodblock prints in Post-Impressionist visual art
- Appreciate the complexities of human perception when working from in front of a motif and the problematic notion of pure realism.
- Understand the significance of the individual experiments of van Gogh and Gauguin.
- Understand the importance of Cezanne to the development of Cubism and related radical forms of experimentation in painting.

Students read Week 4 Study Guide (Moodle): *Post-impressionism and Cezanne* and use other week 4 learning resources.

Students continue Forum posts.

Tutorial Activity:

- Discuss why symbolism was more important to the Post-Impressionists than it was to the French Impressionists.

**Week 5. Cubism and Primitivism. - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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*Cubism and Primitivism.*

Lesson Outcomes:

By the end of this week's lesson you will be able to:

- Understand the key stylistic features of Cubism
- Recognise the role of 'Primitive art' in the story of Modern art
- Recognise the Eiffel Tower's symbolic significance to Modernism and Capitalism
- Recognise the general significance of Picasso, Braque, Gris and Delaunay to Cubism

Students read Week 5 Study Guide (Moodle) Cubism and Primitivism and use other week 5 learning resources.

Students continue Forum posts.

Tutorial Activity:

- Discuss the role of 'Primitive art' in the story of Modern art.
- Discuss the Eiffel Tower's symbolic significance to Modernism and Capitalism.

**Vacation Week - 15 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
NA	NA	NA

**Week 6. Futurism, Dada and Surrealism. - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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*Futurism, Dada and Surrealism.*

Lesson Outcomes:

By the end of this week you will be able to:

- Recognise key features of Futurism, Dada and Surrealism
- Recognise some of the key artists associated with Futurism, Dada and Surrealism.

Tutorial Activity:

- Discuss how Futurism, Dada and Surrealism may be described as 'activist art'.
- Discuss Duchamp's notion of 'anti-aesthetic'.

Students read Week 6 Study Guide (Moodle) *Futurism, Dada and Surrealism* and use other week 6 learning resources.

**Assessment 1- Online Discussion Forum.** Due: Week 6 Friday (26 Apr 2019) 11:45 pm AEST

### **Week 7. German Expressionism and Existentialism. - 29 Apr 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

*German Expressionism and Existentialism.*

Lesson Outcomes:

At the end of this lesson you will be able to:

- Recognise the key features of Expressionism
- Recognise some of the key artists of German Expressionism
- Recognise some of the key features of Existentialist philosophy
- Recognise some of the key writers of Existentialist philosophy.

Tutorial Activity:

- Discuss key features of Expressionism.
- Discuss the relationship of 'Subjectivity' to Existentialist philosophy, Modernity and Modern art.

Students read Week 7 Study Guide (Moodle) *German Expressionism and Existentialism* and use other week 7 learning resources.

NA

### **Week 8. Pure Abstraction and Abstract Expressionism. - 06 May 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**



*Pure Abstraction and Abstract Expressionism.*

Lesson Outcomes:

By the end of this lesson you will be able to:

- Identify key Abstract painters and discuss their motivations
- Identify some of the major differences between European abstraction and American abstraction.

Tutorial Activity:

- Discuss the relationship between 'abstraction' and 'realism'.
- Discuss the American art market in the mid to late twentieth century.
- Discuss the role of the critic Clement Greenberg to the Abstract Expressionist movement.
- Discuss the role of the CIA in supporting the Abstract Expressionist painters.
- Discuss your views about examples of Abstract Expressionist art.
- Discuss Mark Rothko's quote at the end of the week 8 study guide.

Students read Week 8 Study Guide (Moodle) *Pure Abstraction and Abstract Expressionism* and use other week 8 learning resources.

Complete draft and review Assessment 2 - Written Assignment.

**Week 9. Conceptual Art, Anti-art and Pop Art. - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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*Conceptual Art, Anti-art and Pop Art.*

Lesson Outcomes:

By the end of this lesson you will be able to:

- Recognise the relationship between Dada and late twentieth century conceptual art practices.
- Recognise the significance of Surrealism and post WWII politics, the Writings of Marx and Adorno, and critiques of Abstract Expressionism to the twentieth century conceptual art practices.

Recognise the 'Anti-Art' as anti-establishment gestures, especially directed towards Academic institutionalism.

Tutorial Activity:

- Discuss the relationship between Duchampian 'anti-art' aesthetics and Marxist critiques of Modern and contemporary visual art practice.
- Discuss theories of false attribution of the 'Fountain' to Duchamp.

Students read Week 9 Study Guide (Moodle) *Conceptual Art, Anti-art and Pop Art* and use other week 9 learning resources.

Seek Feedback for Assessment 2 - Written Assessment.

**Week 10. International Architecture and the Bauhaus. - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<i>International Architecture and the Bauhaus.</i> <u>Lesson Outcomes:</u> By the end of this lesson you will be able to: <ul style="list-style-type: none"><li>· Identify key Modern architects</li><li>· Identify key Bauhaus artists/teachers and recognise their general significance to modern art.</li></ul> <u>Tutorial Activity:</u> <ul style="list-style-type: none"><li>· Discuss the relationship between The Bauhaus and Nazi Germany endorsed visual art.</li></ul>	Students read Week 10 Study Guide (Moodle) <i>International Architecture and the Bauhaus</i> and use other week 10 learning resources.	Make final amendments to Assessment 2 - Written Assignment.

**Week 11. Modernism in Australia. - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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*Modernism in Australia.*

Lesson Outcomes:

By the end of this lesson you will be able to:

- Identify key European movements, styles and attitudes which influenced Australian

Modern artists

- Identify key female artist and their role in Australian modern art

Tutorial Activity:

- Discuss which artists and styles of modern art most influenced Australian modern artists.

- Discuss the significance of women in the story of modern Australian art.

Students read Week 11 Study Guide (Moodle) Modernism in Australia and use other week 11 learning resources.

**Assessment 2 - Written Assessment** Due: Week 11 Friday (31 May 2019) 11:45 pm AEST

**Week 12. Review and Feedback - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Review and Feedback.</b> <b>Tutorial Activity:</b> Review primary concepts introduced during Modernism and the 'New'.	Students review Study Guides and prepare for Assessment 3 - In-class test. (scheduled for week 13 - exam week).	Tutorial discussion will review primary concepts encountered during the term in preparation for the in-class test. Students complete Unit Evaluation survey during tutorial.

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
NA	NA	<b>Assessment 3 - In-class test.</b> Due: Review/Exam Week Wednesday (12 June 2019) 12:00 pm AEST

**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
NA	NA	NA

## Assessment Tasks

### 1 Assessment 1- Online Discussion Forum.

**Assessment Type**

Online discussion forum

**Task Description**

**Length:** 150 – 250 words (minimum of two posts).

**Task:** For this assessment you will contribute at least two posts to the unit's online discussion forum. Prior to making your posts you are required to read the study notes for weeks 1, 2 and 3.

Your posts must:

- focus on identifying key relationships between European Fine Art Academies and the development of institutional theories of taste and art criticism during the 1800s.
- contribute to the discussion by commenting on previous posts or by providing new, relevant information to the discussion. It is a requirement that at least one of your posts must be a comment on a contribution from another student.
- each post must be between 150 and 250 words.
- provide a list of references (APA) for each post to support your argument.

**Important information about your posts:**

Although discussion and debate is encouraged it is expected that all posts are written with great care and are at all times, respectful of the opinions and writing styles of others. Posts that do not show this courtesy will not be tolerated.

**Important information about the word count:**

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

**Assessment Due Date**

Week 6 Friday (26 Apr 2019) 11:45 pm AEST

Submit learning logs weekly online, however, improvements and adjustments to your learning logs are possible during the term, with final and complete submissions due in week 12

**Return Date to Students**

Week 8 Tuesday (7 May 2019)

Feedback is provided via Moodle

**Weighting**

20%

**Assessment Criteria**

1. Evidence of research and integration of theoretical perspectives.
2. Structure.
3. Writing Standard.
4. Attention to requirements of task.
5. Correct use of APA style referencing.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Students are asked to use the discussion forum provided in their Moodle unit for this assessment. The Assessment 1 Marking Criteria Sheet, complete with your name and student ID # added, should also be submitted to confirm that your posts are ready for assessment.

**Learning Outcomes Assessed**

- Discuss the relationship of 18th and 19th century European fine art academies to the development of institutional theories of taste and art criticism

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## 2 Assessment 2 - Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

**Length:** 2000-2500 words.

**Task:** In this written paper you will research and discuss key socio-cultural attitudes and political events, relevant to the emergence of European modernism and modern visual art practices. To do this you will:

- Read your study guides for Weeks 1 - 6 and then conduct further research.
- Identify key features of Enlightenment thinking and industrialisation and describe their relevance to Modernity and life in the Modern city.
- Describe the relationship between changing technologies and competing theories of social organisation during the 19th century and the emergence of modern art movements and the modern city. (competing theories of social organisation will include but not be limited to Capitalism and Communism.)

### **Suggested Outline:**

- *Introduction* (150-200 words)
- *Enlightenment thinking and its impact on the modern sensibility* (500 - 600 words).
- *Changing technologies, industrialisation, modernisation and the modern city* (500 - 600 words).
- *Competing theories of social organisation and the emergence of modern art movements (limited to 1860 - 1940)* (500 - 600 words).
- *Conclusion* (350-500 words).

### **Assignment format:**

- Use 12 point Times New Roman font for the body of the essay.
- 1.5 spacing throughout
- You may use sub-headings if you wish to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include your name and student number in the header of the document
- Include page numbers in the footer of the document
- Include a Reference List at the end of the assignment in APA style, 6th edition.
  - You should have a minimum of 15 references for this assignment
  - Do NOT cite from Wikipedia or other websites that do not have an acknowledged author.
  - Include in your reference list all images of visual art works included in the assessment.

### **Important information about Word Count:**

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

#### **Assessment Due Date**

Week 11 Friday (31 May 2019) 11:45 pm AEST

Assessment 2 must be submitted as a Microsoft Word document, along with the Assessment 2 Marking Criteria Sheet

#### **Return Date to Students**

Review/Exam Week Tuesday (11 June 2019)

Feedback for this assessment will be provided via Moodle.

#### **Weighting**

50%

## Assessment Criteria

- Clear introduction and conclusion.
- Accuracy of information and depth of treatment of the topic.
- Ability to write clearly and logically.
- Correct spelling, grammar, punctuation and clear lay-out.
- Correct use of APA style for the in-text referencing and reference list.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

When submitting your assessment, please also submit a copy of the Marking Criteria Sheet, completed with you name and student #.

## Learning Outcomes Assessed

- Recognise key features of Enlightenment thinking and their relevance to modernity
- Describe the relationship between changing technologies and competing theories of social organisation during the 19th century and the emergence of modern art movements and the modern city

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

## 3 Assessment 3 - In-class test.

### Assessment Type

In-class Test(s)

### Task Description

Complete an in-class written test with short-answer responses. This will be based on the materials in each of the topics in this unit. This is not an open-book test.

### Assessment Due Date

Review/Exam Week Wednesday (12 June 2019) 12:00 pm AEST

Attendance at the in-class test, Rockhampton City campus is a requirement for this test.

### Return Date to Students

Exam Week Wednesday (19 June 2019)

In-class test results available via Moodle.

### Weighting

30%

### Assessment Criteria

- Accuracy of responses.
- Depth of treatment of responses.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Offline

## Submission Instructions

Your completed in-class test will be submitted to your lecturer directly after the in-class testing period has been completed.

## Learning Outcomes Assessed

- Discuss the historical relevance of a selection of key artists to modern visual culture
- Discuss the ongoing influence of Dada and anti-aesthetic practices upon international, late twentieth century and early twenty-first century visual art practices.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



### **Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



### **Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



### **Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem