



# CART12009 Contemporary Visual Art Practices

## Term 1 - 2020

Profile information current as at 01/05/2024 06:19 am

All details in this unit profile for CART12009 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 common themes in international visual art practices since the 1980s. You will examine prominent critical and cultural theory and reflect on the ongoing influence of these discourses on visual arts production and criticism. In this unit, you will also explore issues of identity and cultural imperialism in recent and contemporary artworks of Aboriginal and Torres Strait Islander peoples and the works of artists from the Asia-Pacific region.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

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 - 2020

- 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. **Annotated bibliography**

Weighting: 25%

#### 2. **Research Assignment**

Weighting: 40%

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

Weighting: 35%

### 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 Student unit evaluation.

##### Feedback

Tutorial format.

##### Recommendation

Encourage and provide further time in tutorials for student discussion of artists, themes and their relationship to theoretical perspectives introduced in this unit.

## Unit Learning Outcomes

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

1. Conduct focused research and develop context specific knowledge to inform and share opinions in appropriate written styles
2. Identify and apply a range of concepts from critical theory and cultural studies to a discreet selection of late twentieth century and contemporary Australian, Asian and Pacific visual art practices.

Not applicable.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Annotated bibliography - 25%	•	
2 - Research Assignment - 40%	•	•
3 - In-class Test(s) - 35%		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Communication	•	•
2 - Problem Solving	•	•
3 - Critical Thinking	•	•

Graduate Attributes	Learning Outcomes	
	1	2
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 - Annotated bibliography - 25%	•	•	•	•		•		•		
2 - Research Assignment - 40%	•	•	•	•		•	•	•		
3 - In-class Test(s) - 35%	•		•	•			•			

## Textbooks and Resources

### Textbooks

CART12009

#### Prescribed

#### Themes of Contemporary Art: Visual Art After 1980.

Edition: Fourth (2017)

Authors: Robertson, Jean, McDaniel, Craig.

Oxford University Press

New York. , New York. , Unites States of America.

ISBN: 9780190276652. B

Binding: Paperback

#### Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### 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. The End of Art History. - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b><i>The End of Art History.</i></b>	Read week 1 Study Guide: <i>The End of Art History</i> .	<u>Topic:</u> The 'end of art history', the 'end of modern art'.

### Week 2. Globalism and Cultural Studies. - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b><i>Globalism and Cultural Studies.</i></b>	<ul style="list-style-type: none"><li>• Read week 2 Study Guide: <i>Globalism and Cultural Studies</i>.</li><li>• Read pages 13 -23 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press. (A spectrum of voices emerges - Theory flexes its muscles).</li><li>• Explore related week 2 Moodle resources.</li></ul>	<u>Topics:</u> Globalisation and the impact of critical theory and cultural studies in contemporary visual arts practices.

### Week 3. Ideology. - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b><i>Ideology.</i></b> What might a contemporary, critical view of ideology look like?	<ul style="list-style-type: none"><li>• Read week 3 Study Guide: <i>Ideology</i>.</li><li>• Read page 204 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press. (official and excluded histories - Foucault)</li><li>• Explore related week 3 Moodle resources.</li></ul>	<u>Topics:</u> Ideology, Power, Hegemony, Foucault and the Frankfurt School, Colonialism and Post-colonialism, capitalism and globalism, Derrida and 'deconstruction'. <u>Artists investigated:</u> <ul style="list-style-type: none"><li>• Michael Cook</li><li>• Daniel Boyd</li><li>• Fiona Foley</li><li>• Greg Semu</li></ul>

### Week 4. Identity. - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b><i>Identity.</i></b> What is identity and how is it constructed?	<ul style="list-style-type: none"><li>• Read week 4 Study Guide: <i>Identity</i>.</li><li>• Read pages 55 - 82 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press.</li><li>• Explore related week 4 Moodle resources.</li></ul>	<u>Topics:</u> <ul style="list-style-type: none"><li>• The relationship between themes such as identity, the body, time and memory etc.</li><li>• Identity politics and 'otherness'.</li></ul> <u>Artists investigated:</u> <ul style="list-style-type: none"><li>◦ Cindy Sherman</li><li>◦ Will Wilson</li><li>◦ Judy Watson</li><li>◦ Gordon Bennett</li></ul>

**Week 5. The Body - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Body.</b> Why has the body become a site for investigation by cultural theorists and artists?	<ul style="list-style-type: none"> <li>• Read week 5 Study Guide: <i>The Body</i>.</li> <li>• Read pages 99 - 130 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press.</li> <li>• Explore related week 5 Moodle resources.</li> </ul>	<p><u>Topics:</u> Mass media representations and the body as a sign, 'the gaze' and the sexualised body, fluid identities, the beautiful and the grotesque.</p> <p><u>Artists investigated:</u></p> <ul style="list-style-type: none"> <li>◦ Jenny Saville</li> <li>◦ Ah Xian</li> <li>◦ Mike Parr</li> <li>◦ Julie Brown Rap.</li> </ul>

**Vacation Week - 13 Apr 2020**

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

**Week 6. Time. - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Time.</b> How does the abstract concept of time effect our notions of self?	<ul style="list-style-type: none"> <li>• Read week 6 Study Guide: <i>Time</i>.</li> <li>• Read pages 144 - 169 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press.</li> <li>• Explore related week 6 Moodle resources.</li> </ul>	<p><u>Topics:</u> Time, history and memory.</p> <p><u>Artists investigated:</u></p> <ul style="list-style-type: none"> <li>◦ Joseph Beuys</li> <li>◦ Christian Marclay</li> <li>◦ William Kentridge</li> <li>◦ Shaun Gladwell</li> </ul>

**Week 7. Memory - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Memory.</b> How are time, memory and history interrelated?	<ul style="list-style-type: none"> <li>• Read week 7 Study Guide: <i>Memory</i>.</li> <li>• Read pages 181 - 213 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press.</li> <li>• Explore related week 6 Moodle resources.</li> </ul>	<p><u>Topics:</u> The unreliability of memory in identity construction, cultural memory, collective memory, story telling and oral histories and their relationship with visual cultural traditions.</p> <p><u>Artists investigated:</u></p> <ul style="list-style-type: none"> <li>◦ Louise Bourgeois</li> <li>◦ Bill Namiyangwa</li> <li>◦ Ramingining Artists (Memorial)</li> <li>◦ Atul Dodiya</li> <li>◦ Ai Weiwei</li> </ul>

**Annotated Bibliography.** Due: Week 7 Friday (1 May 2020) 11:45 pm AEST

**Week 8. Place. - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Place.</b> How do places effect our sense of self?	<ul style="list-style-type: none"> <li>• Read week 8 Study Guide: <i>Place</i>.</li> <li>• Read pages 277 - 261 of primary text: Robertson. J, Mc Daniel. C. (2017) Themes of Contemporary Art: Visual Art after 1980 (fourth edition), New York: Oxford University Press.</li> <li>• Explore related week 8 Moodle resources.</li> </ul>	<p><u>Topics:</u> Place and its relationship to identity construction, place as physical space and cultural space, natural space or person made space, architecture and the role of different kinds of spaces, public, private, real and virtual.</p> <p><u>Artists investigated:</u></p> <ul style="list-style-type: none"> <li>◦ Ian Smith</li> <li>◦ Emily Kame Kngwarreye</li> <li>◦ Ron McBurnie</li> <li>◦ Jan Senbergs</li> <li>◦ Brook Andrew</li> <li>◦ Khvay Samnang</li> </ul>

**Week 9 - Language. - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Language.** Why is the written word a common feature of contemporary visual art practice?

- Read week 9 Study Guide: *Language*.
- Read pages 277 - 309 of primary text: Robertson, J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980* (fourth edition), New York: Oxford University Press.
- Explore related week 9 Moodle resources.

Topics:  
Post-structuralism and the linguistic turn, the ubiquity of art and text.  
Artists investigated:

- Joseph Kosuth
- Jenny Holzer
- Bea Maddock
- Christian Thompson
- STAB
- Parastou Forouhar

## Week 10. Science and Technology. - 18 May 2020

### Module/Topic

**Science and Technology.** How does science and technology continue to shape who we are? How might contemporary artists explore these changes?

### Chapter

- Read week 10 Study Guide: *Science and Technology*.
- Read pages 323 - 354 of primary text: Robertson, J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980* (fourth edition), New York: Oxford University Press.
- Explore related week 10 Moodle resources.

### Events and Submissions/Topic

Topics:  
Technology and civilisation, and use and fear of technology (truth, hope, or doom?), critiques of contemporary processes of modernisation in the Asia/Pacific, Art/Science hybrid artforms.  
Artists investigated:

- Stelarc
- Patricia Picinini
- Orlan
- Jeffrey Shaw
- John Young

## Week 11. Spirituality. - 25 May 2020

### Module/Topic

**Spirituality.** The arts and spirituality have always been aligned. How might contemporary visual arts serve the need to confirm or challenge worldviews and seek transcendence.

### Chapter

- Read week 11 Study Guide: *Spirituality*.
- Read pages 365 - 399 of primary text: Robertson, J, Mc Daniel. C. (2017) *Themes of Contemporary Art: Visual Art after 1980* (fourth edition), New York: Oxford University Press.
- Explore related week 11 Moodle resources.

### Events and Submissions/Topic

Topics:  
Spirituality, faith, death and transcendence.  
Artists investigated:

- Bill Viola
- Tim Johnson
- Andres Serrano
- Rosella Namok
- Alick Tipoti
- Clifford Possum Tjapaltjarri

Submission:  
Submit Assessment 2 - Research assignment.

**Research Assignment** Due: Week 11 Friday (29 May 2020) 11:45 pm AEST

## Week 12. Review - 01 Jun 2020

### Module/Topic

Review study guides and weekly readings in preparation for Assessment 3 - In class test.

### Chapter

Study Guides and learning resources, weeks 1-12

### Events and Submissions/Topic

Review of weekly study guides in preparation for Assessment 3 - In class test.

## Review/Exam Week - 08 Jun 2020

### Module/Topic

Review study guides and weekly readings in preparation for Assessment 3 - In class test.

### Chapter

Study Guides and learning resources, weeks 1-12

### Events and Submissions/Topic

Review of weekly study guides in preparation for Assessment 3 - In class test.

## Exam Week - 15 Jun 2020

### Module/Topic

### Chapter

### Events and Submissions/Topic

## Assessment Tasks

### 1 Annotated Bibliography.

#### **Assessment Type**

Annotated bibliography

#### **Task Description**

**Length:** 1000-1500 words.

**Due Date/Time:** Week 7; 11:45 pm Friday, 1/5/19 (AEST)

**Task Description:** For this assessment you will develop and submit an annotated bibliography. This bibliography will list 10 quality sources which you have identified as having direct relevance to supporting the development of your research assignment (Assessment 2).

#### Your annotated bibliography will include:

- 5 books (hard copy, online or e-books)
- 5 academic or industry journal articles (*ArtAsiaPacific*, *Art and Australia*, *Art Monthly* and *Imprint* can be accessed through the CQUniversity library).
- Each listed book or article will be accompanied with a 100 - 150 word statement, summarising the relevance of this resource to the research topic.

**The annotated bibliography will not include websites or articles where no author is noted.**

#### The research topic for Assignment 2 is:

For this research assignment you will select one significant international visual artist and one significant Australian or Asia/Pacific artist, both of whom may be identified as working within one of the contemporary themes identified in this unit. Using critical and/or cultural theory, and the informed opinion of authoritative writers and reviewers, compare and contrast a major work by each selected artist.

#### **Assessment Due Date**

Week 7 Friday (1 May 2020) 11:45 pm AEST

Please submit your assessment via your Moodle site, being sure to attach a copy of the Assessment 1 criteria marking sheet, with both your name and student number included.

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

Week 9 Friday (15 May 2020)

Assessment results and feedback provided via Moodle.

#### **Weighting**

25%

#### **Assessment Criteria**

1. Quantity of sources. (10%)
2. Quality/reliability of sources. (20%)
3. Writing fluency of annotations. (25%)



4. Variety of sources. (20%)
5. Adherence to APA style guidelines. (25%)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your assessment via Moodle. Be sure to attach a copy of the Assessment 1 criteria marking sheet, with both your name and student number included.

### Learning Outcomes Assessed

- Conduct focused research and develop context specific knowledge to inform and share opinions in appropriate written styles

### Graduate Attributes

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

## 2 Research Assignment

### Assessment Type

Research Assignment

### Task Description

**Weighting:** 40% weighting

**Length:** 2500 -3000 words

**Due Date/Time:** Week 12, Friday, 5th June by 11:45 pm (AEST).

**Task:** For this research assignment you will select one significant international visual artist and one significant Australian or Asia/Pacific artist, both of whom may be identified as working within one of the contemporary themes identified in this unit. Using critical and/or cultural theory, and the informed opinion of authoritative writers and reviewers, compare and contrast a major work by each selected artist.

As always, please use APA referencing. For best results, ask your teacher to provide feedback regarding your polished draft at least one week prior to the submission date. It is also recommended that you familiarise yourself with the marking criteria on the next page.

### 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 artworks included in your paper, Youtube sources, as well as books and academic journal articles.

### NB: WORD COUNT for written assignments:

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 (29 May 2020) 11:45 pm AEST

Assessment 2 - Research Assignment should be submitted via Moodle, along with the Marking Criteria Sheet for this

assessment.

**Return Date to Students**

Exam Week Monday (15 June 2020)

Feedback provided via Moodle.

**Weighting**

40%

**Assessment Criteria**

1. Evidence of research and integration of theoretical perspectives. (25%)
2. Structure. (10%)
3. Writing standard. (25%)
4. Attention to requirements of task. (25%)
5. Referencing. (15%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Assessment 2 – Research Assignment must be submitted as a Microsoft Word document, along with the Assessment 2 - Marking Criteria Sheet (Name and Student # completed.)

**Learning Outcomes Assessed**

- Conduct focused research and develop context specific knowledge to inform and share opinions in appropriate written styles
- Identify and apply a range of concepts from critical theory and cultural studies to a discrete selection of late twentieth century and contemporary Australian, Asian and Pacific visual art practices.

**Graduate Attributes**

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

### 3 In- class test.

**Assessment Type**

In-class Test(s)

**Task Description**

**Task:** Assessment 3 – In-class test is your final assessment for this unit. The test will comprise short answer questions. This is not an open-book test.

**When:** The test will begin at 2:00 PM, 17/06/2020.

**Duration:** 2 Hours.

**Assessment Due Date**

Exam Week Wednesday (17 June 2020) 2:00 pm AEST

The in-class test is not an open-book exam. Please arrive ten minutes early with a pencil, eraser and a ball-point pen.

**Return Date to Students**

Exam Week Friday (19 June 2020)

Results available via Moodle.

**Weighting**

35%

**Assessment Criteria**

1. Accuracy of responses. (60%)
2. Depth of treatment of responses. (40%)

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

The in-class test will be submitted at the end of the testing period.

**Learning Outcomes Assessed**

- Identify and apply a range of concepts from critical theory and cultural studies to a discreet selection of late twentieth century and contemporary Australian, Asian and Pacific visual art practices.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

## 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