



SOCL11060 *Being Bad*

Term 2 - 2019

Profile information current as at 19/04/2024 05:27 am

All details in this unit profile for SOCL11060 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.

Corrections

General Information

Overview

This unit looks at the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities and behaviours in contemporary society. In addition to undertaking an analysis of competing theoretical perspectives of deviance and identity, you will be given the opportunity to explore key debates and controversies related to identified forms of deviant behaviour. You will also be required to compare and contrast beliefs and attitudes toward the major forms of personal deviance with focus on current formal and informal responses and practices. Special attention will be given to behaviours that are thought to be wild, risky, unacceptable or dangerous including: drug and alcohol use, sexual deviance, offensive behaviours, such as offensive humour and swearing, and body modification practices. You will be provided opportunities to consider questions such as, 'is 'being bad' a form of resistance to, or a symptom of, a culture that has commodified deviant identities and can 'bad behaviour' ever be good? The unit will draw on a range of theoretical perspectives in Sociology and Cultural Studies and also use examples from The Arts, Philosophy, and Religious Studies.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

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 2 - 2019

- Online
- 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. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 25%

3. **Written Assessment**

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 feedback - Have Your Say

Feedback

There were several comments from students with regard to the assessments. It was suggested all the focus questions could be released at the start of term. Another suggested that an assessment aimed at understanding a social issue would be useful.

Recommendation

The assessments for the unit will be reviewed and in particular, careful consideration will be given to the possibility of provide all focus questions at the start of term.

Feedback from Student feedback - Have Your Say

Feedback

It was suggested that in addition to the topic title being provided on the Moodle webpage, the section could also provide the week number.

Recommendation

This is a very useful recommendation and edits will be made in the next offering of the unit to ensure both topic and week number are provided in the weekly title section.

Feedback from Student feedback - Have Your Say

Feedback

There was comment that an improvement to the unit would be increased availability of resources related to theory and sociological terminology.

Recommendation

A review will be undertaken to identify appropriate materials on sociological theory for inclusion in the unit as supplementary resources.

Unit Learning Outcomes

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

1. Explain the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities in contemporary society.
2. Apply sociological concepts and theories to key debates and controversies related to identified forms of deviant behaviour.
3. Analyse competing theoretical perspectives of deviance and identity.
4. Outline the positive and negative consequences of deviance.
5. Compare and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level Introductory Level Intermediate Level Graduate Level Professional Level Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%		•		•	•
2 - Written Assessment - 25%	•			•	•
3 - Written Assessment - 35%	•	•	•		

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 - Written Assessment - 40%	•	•	•	•		•	•	•		
2 - Written Assessment - 25%	•	•	•	•		•	•	•		
3 - Written Assessment - 35%	•	•	•	•		•	•	•		

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 styles below:

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

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding 'bad behaviour': explorations of deviance	Your reading for this week is to familiarise yourself with the unit website and read the 'Introduction to deviance' paper available on the unit website. Henry, S. & Howard L.M. (2019). What is deviance. A supplementary reading that will be helpful throughout the unit is CRO: Cohen, S. (2011). Folk devils and moral panics: the creation of Mods and Rockers.	Assessment 2 and Assessment 3 will be open for submission from 15 July

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Fifty shades of constraint: Censorship and social control	Allan, K. (2007). Censorship and censoring. Chambliss, W.J. (2016). The saints and the roughnecks. Additional readings will be available on the unit Moodle site.	On-line focus Q1. will be open from 22 July at 9.00am [AEST] and will remain open for 2 weeks.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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WTF?: Offensive behaviours, cultural mores and folkways

CRO: Allan, K. & Burrige, K. (2006). Forbidden words: Taboo and the censoring of language.
 CRO: Silverton, P. (2010). Filthy English: The how, why, when and what of everyday swearing.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Slice and dice: Creating the culturally acceptable body	<p>CRO: Salecl, R (2001). Cut in the body: From clitoridectomy to body art.</p> <p>Tapscott, R. (2012). Understanding breast "ironing": A study of the methods, motivations and outcomes of breast flattening practices in Cameroon.</p> <p>Wilson, A. M. (2013). How the methods used to eliminate foot binding in China can be employed to eradicate female genital mutilation - available through the unit website.</p> <p>Additional readings will be available on the unit Moodle site.</p>	<p>On-line focus Q1. due 5 August at 9.00am [AEST].</p> <p>Responses to Q1. must be posted in the relevant section of the unit Moodle website.</p>

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
The human canvas: Creating the subculturally acceptable body	<p>CRO: Mifflin, M. (2013). Circus ladies and society women.</p> <p>Irwin, K. (2001). Legitimizing the First Tattoo: Moral passage through informal interaction.</p> <p>Additional readings will be available on the unit Moodle site.</p>	<p>On-line focus Q2. will be open from 12 August at 9.00am [AEST] and will remain open for 2 weeks.</p> <p>Responses to Q2. must be posted in the relevant section of the unit Moodle website by the due date of 26 August at 9.00am [AEST].</p>

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Victimless vice? 1: Sexual deviances and adult entertainments	<p>CRO: Thio, A., Taylor, J. D., & Schwartz, M. D. (2013). Deviant Behavior.</p> <p>Additional readings will be available on the unit Moodle site.</p>	<p>On-line focus Q2. due 26 August at 9.00am [AEST].</p> <p>Responses to Q2. must be posted in the relevant section of the unit Moodle website.</p> <p>Assessment 2 - Powerpoint presentation and Written Summary due 30 August at 9.00am [AEST].</p> <p>Submissions must be posted in the relevant section of the unit Moodle website.</p> <p>Written Assessment - Powerpoint presentation Due: Week 6 Friday (30 Aug 2019) 11:55 pm AEST</p>

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Victimless vice? 2: Art or titillation?: Exploring the parameters of pornography

Griffith, J. D., Adams L. T., Hart, C. L., & Mitchell, S. (2012). Why become a pornography actress? Further readings will be made available on the unit Moodle site.

On-line focus Q3. will be open from 2 September at 9.00am [AEST] and will remain open for 2 weeks. Responses to Q3. must be posted in the relevant section of the unit Moodle website by the due date of 16 September at 9.00am [AEST].

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
	CRO: Thio, A., Taylor, J. D., & Schwartz, M. D. (2013). Deviant Behavior pp. 278-289.	
From FB trolling to lolling: Ethereal imagined communities.	Lim, S. S. (2013). On mobile communication and youth "deviance": beyond moral, media and mobile panics. Additional readings will be available on the unit Moodle site.	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
'On yer bike mate': Moral panics an excuse for more social control?	CRO: Critcher, C. (2006). Moral panics and the media. Additional readings will be available on the unit Moodle site.	On-line focus Q3. due 16 September at 9.00am [AEST]. Responses to Q3. must be posted in the relevant section of the unit Moodle website.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
'The sound of the suburbs': From counterculture to mainstream	Chambliss, W.J. (1973). The Saints and the Roughnecks - available through the unit website. Additional readings will be available on the unit Moodle site.	On-line focus Q4. will be open from 23 September at 9.00 am [AEST] and will remain open for 2 weeks. Responses to Q4. must be posted in the relevant section of the unit Moodle website by the due date of 7 October at 9.00am [AEST].

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
'A bit of blow': Substances - social use or social abuse?	Additional readings will be available on the unit Moodle site.	Assessment 3 - Written Project due 2 October at 9.00am [AEST]. Submissions must be posted in the relevant section of the unit Moodle website. Written Assessment - Social Control and Deviance project Due: Week 11 Wednesday (2 Oct 2019) 11:55 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Student Choice Week

This is the week that students can nominate the lecture discussion and presentation of material that they choose. This option will be presented by the to students via the lectures from throughout the term and via the unit Moodle Q&A forum. The discussion and lecture presentation will be facilitated by one or both of the lecturers in the unit. Appropriate readings for the students chosen topic will be available on the unit Moodle site.

On-line focus Q4. **due** 7 October at 9.00am [AEST]. Responses to Q4. must be posted in the relevant section of the unit Moodle website.

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

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Assessment Tasks

1 Written Assessment - Online Focus Questions

Assessment Type

Written Assessment

Task Description

Online focus questions

Objectives

The first assessment for this course consists of two questions each worth 20%. The online focus questions encourage you to develop foundational knowledge and skills, and demonstrate understanding of the information presented. This will provide you with the opportunity for ongoing engagement with the course material, and demonstrate that you possess foundational knowledge, as well as critical knowledge, of topics presented.

Questions

During weeks 3, 5, 7 and 9, a question will be posted in the unit Moodle website. You are required to post a response to at least TWO questions. Each question will be 'open' for TWO WEEKS and responses to the question must be posted in the relevant section of the unit Moodle website. At the end of the two-week period the question will 'close'. Questions are worth 20 marks each. You are allowed to answer a maximum of THREE online focus questions, with the TWO best marks submitted for the final assessment grade. If a student answers all four online focus questions only the first three submitted will be marked.

Please make sure that you read the marking criteria for each online focus question very closely. The nature of the tasks contained within the different online focus questions may differ and as such, the marking criteria may differ between questions. You are expected to demonstrate that you have read wider than the unit materials and cite from a range of books and articles. Given the nature of some of the subjects that will be covered during the term, you are allowed to include websites as sources. You will be given direction on this for each individual online focus question.

Although you are encouraged to use the Internet to find information, you must not rely exclusively on material gained from the use of search engines and please note, you are NOT allowed to use Wikipedia as one of your references. Think about the quality of the information that you access. The course materials should help give you a starting point in answering some of the questions. Remember though, any evidence of cutting and pasting from websites will result in your work being severely penalised.

Standard requirements

Formal online posts are considered academic pieces of work and as such should follow academic conventions with regard to presentation. Posts therefore, must contain in-text citations, a references list where relevant, and should also present good standards of spelling and grammar.

The Academic Learning Centre (ALC) has numerous resources on its Moodle website to assist you with your study and writing skills.

Assessment Due Date

Ongoing

Return Date to Students

Weighting

40%

Assessment Criteria

Full marking criteria is available on the course website and may include:

Sociological insight and understanding
Originality
Independent reading and research
Relevance and structure of the argument
Use of supporting evidence
Presentation
Standard requirements

Referencing Style

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

Submission

Online

Submission Instructions

Online focus questions are due 09.00 am on the second Monday after the release of the question.

Learning Outcomes Assessed

- Apply sociological concepts and theories to key debates and controversies related to identified forms of deviant behaviour.
- Outline the positive and negative consequences of deviance.
- Compare and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance.

Graduate Attributes

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

2 Written Assessment - Powerpoint presentation

Assessment Type

Written Assessment

Task Description

Objectives

This task consists of a powerpoint or equivalent presentation. The assessment provides you with the opportunity to develop a sociological case study of a selected form of deviance.

Question

You are required to produce a case study slide presentation which demonstrates a theoretical and informed sociological understanding of a particular form of deviance. You are free to choose a form of deviant behaviour that is not directly addressed within the unit topics for your case study. However, if you decide to choose a subject not included in the schedule please check the suitability of your choice with your unit co-ordinator.

Your presentation MUST include at least ONE slide addressing each of the following aspects:

- With reference to sociological theory, suggest why this is a form of deviancy.
- You must include at least 4 separate bullet points on your slide.

- Define the details of the nature of the selected deviance.
- Clearly identify what social norms or rules are being violated.
- Outline how and if the status of 'deviance' for this behaviour has shifted in any way, over time.
- Identify some of the common social reactions to the form of deviance.
- A summary of either one newspaper/Internet/journal article discussing the selected act of deviance. (Don't forget to include this in your references list.)

Your presentation MUST also include:

- At least THREE images in your presentation.
- At least 1 reference from the readings in Week 1 or Week 2 AND at least 1 reference from any other week

Other aspects which are optional but you might want to consider in relation to your selected case:

- Are there any positive effects of the behaviour for the individual or group?
- Is the status of the deviance dependent on the background culture of the individual?
- Details of any groups/communities specifically targeted at in regard to the selected form of deviance. (e.g. online - support groups, advocacy communities, insight communities)
- Who are the predominant censors for the deviance or are there any censors?

Although you are encouraged to use the Internet to find information, you must not rely exclusively on material gained from the use of search engines such as Google and please note, you are NOT allowed to use Wikipedia as one of your references. Think about the quality of the information that you access. The unit materials should help give you a starting point in answering some of the questions. Remember though, any evidence of cutting and pasting from websites will result in your work being severely penalised. Further guidelines for this assessment will be made available during the lectures.

Standard requirements- Powerpoint presentation

You should aim to produce a document that would inform a 20 minute presentation. If using powerpoint or the equivalent you should have no less than 10 and no more than 15 slides inclusive of 'Title' and 'References' slides. You need to ensure that the presentation adheres to academic conventions and as such has correct spelling, grammar, punctuation and referencing. Other presentation standards include 18-25 point font (with the exception of the title slide, slide headings, the references slide and copyright or source acknowledgements for images).

Do not forget to attribute any images used to the relevant source. You will NOT be required to verbally present the presentation only to submit your presentation document.

The Academic Learning Centre (ALC) has numerous resources on its Moodle website to assist you with your study and writing skills.

Assessment Due Date

Week 6 Friday (30 Aug 2019) 11:55 pm AEST

Return Date to Students

Week 9 Monday (16 Sept 2019)

Two weeks after submission

Weighting

25%

Assessment Criteria

Full marking criteria is available on the course website and may include:

Sociological insight and understanding

Originality

Independent reading and research

Use of supporting evidence

Relevance and structure of the argument

Adherence to assessment requirements

Presentation
Standard requirements

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities in contemporary society.
- Outline the positive and negative consequences of deviance.
- Compare and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance.

Graduate Attributes

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

3 Written Assessment - Social Control and Deviance project

Assessment Type

Written Assessment

Task Description

Objective

The culture in which we live can be considered abundant with media that present examples of deviance. Films, television, the Internet, books and magazines contain a plethora of examples of different forms of deviance. This task provides you with the opportunity to apply what you have learned about social control, deviance, social norms, labelling theory, culture and societal reactions to illustrations of socially identified deviance.

Question

You will present one document that consists of three separate topics. One topic must be a subject covered during the weekly topics covered in the unit. You are free to use topics of your own choice for the remaining 2 topics. You **MUST** include at least one example of deviance and one example of social control. Your third topic can be either an example of deviance or an example of social control.

You need to use a different form of media across the three topics. You must also use at least 3 references available from the course material.

Task

For each topic you will:

Briefly describe the example and discuss why the selected material is a portrayal of, or related to, deviance or social control.

You will then reflect on what you have learned from the unit about this form of deviance or social control.

You need to reflect on how the unit content has influenced your thoughts. For instance, you might feel that you have learned nothing new to what you previously knew about the form of deviance/social control. That is fine. If this is the case, then it might be that material covered during the unit has confirmed your previously held beliefs and you need to discuss this. It might be that you have learned a theory that helps you to understand and explain the occurrence of a deviant behaviour.

What we are particularly looking for is the ability for you to reflect on the unit content and how this has, or has not, influenced your understanding of the chosen topics.

Standard requirements

As this work requires personal reflection you are allowed to use the first person in your writing. Even though this is a reflection assessment your work should follow academic convention with regard to presentation and content. Therefore, it must adhere to word count (600-700 words for each component and total of approximately 1800-2100 +/- 10%), contain in-text citations where relevant, and a reference list, in addition to presenting good standards of spelling and grammar. Other presentation standards include at least 1.5 line spacing and 12 point font, preferably Arial.

Suggested breakdown of component:

100-200 words for the first part – the discussion of why the selected material is a portrayal of, or related to, deviance or social control.

500-600 words for the reflection on the unit content and your understanding of the selected component.

Title page, References list and Appendices (if relevant) are not included in the word count.

Further guidelines for this assessment will be made available on the unit Moodle website.

The Academic Learning Centre (ALC) has numerous resources on its Moodle website to assist you with your study and writing skills.

Assessment Due Date

Week 11 Wednesday (2 Oct 2019) 11:55 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

35%

Assessment Criteria

Full marking criteria is available on the unit Moodle website and may include:

Originality

Sociological insight and understanding

Independent reading and research

Presentation

Standard requirements

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities in contemporary society.
- Apply sociological concepts and theories to key debates and controversies related to identified forms of deviant behaviour.
- Analyse competing theoretical perspectives of deviance and identity.

Graduate Attributes

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

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