



SPCH13005 Acoustics and Phonetics

Term 1 - 2019

Profile information current as at 29/04/2024 02:02 pm

All details in this unit profile for SPCH13005 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

This unit will focus on acoustic phonetics and phonetic transcription of speech. You will apply this theoretical knowledge to practice in a speech pathology context across culturally and linguistically diverse settings. You will be introduced to basic acoustics related to speech, including the analysis of sound waves and speech samples. You will form an understanding of the relationship between the vocal tract and speech sounds produced, as well as the interface between phonetics, phonology and supra-segmentals. The assessment tasks will require you to demonstrate knowledge and skills in listening to and transcribing both normal and disordered speech using the International Phonetic Alphabet (IPA) and Australian-English vowel symbols, a fundamental skill required when assessing, diagnosing and treating people with speech disorders.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: BMSC11007 or ALLH11005 and BMSC11008 or ALLH11004

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 Quiz(zes)**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Practical Assessment**

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 'Have Your Say' student satisfaction survey

Feedback

Students reported that they thoroughly enjoyed the interactive and practical nature of the classes and that the range of activities used in class assisted them with their learning.

Recommendation

In order to support student learning and encourage student engagement, classes will continue to be highly interactive and will include a wide range of relevant, practical activities.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Students felt that the unit coordinator was supportive, approachable, punctual and prepared, and that she communicated well with students.

Recommendation

The unit coordinator will continue to contribute to students' positive learning experiences by placing ongoing importance on communicating well with students, being approachable, supportive, punctual and prepared for classes.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Feedback provided regarding assessment tasks was variable. Some students commented that the assessment requirements were clearly explained whilst others felt that further explanation was needed. Some students also felt that the assessment tasks contained too many sub-tasks.

Recommendation

The unit coordinator will carefully review each of the assessment items and consider the number of tasks contained within each of these items. A focus will also be placed on improving the clarity of the instructions that are provided in relation to the assessment items. In addition, students will be strongly encouraged to ask questions and clarify instructions, both in class and through the Moodle Q&A discussion forums.

Unit Learning Outcomes

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

1. Transcribe Australian English connected speech using International Phonetic Association symbols and Australian vowel symbols
2. Use anatomical knowledge of the shape and formation of the vocal tract to describe and acoustically analyse speech
3. Identify and describe acoustic principles and properties related to speech.

Competency in acoustic and phonetic analysis of communication samples is a foundation skill that is necessary for success as a practising speech pathologist. The following information describes the range of practice areas and competencies that are linked to this unit's learning outcomes, content and/or assessments:

Speech Pathology Range of Practice Areas:

Speech and Voice (Child and Adult)

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

Unit 1 Assessment - Elements 1.1, 1.2, 1.3 and 1.4 to Novice standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3 and 2.4 to Novice standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.2, 3.3 and 3.4 to Novice standard

Unit 6 Professional and supervisory practice - Element 6.1 to Novice standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Novice standard

Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Novice standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%		•	•
2 - Written Assessment - 40%	•		•
3 - Practical Assessment - 30%	•	•	

Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes		
	1	2	3
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 Quiz(zes) - 30%	•	•	•	•		•	•	•	•	
2 - Written Assessment - 40%	•	•	•	•			•	•	•	
3 - Practical Assessment - 30%	•	•	•	•		•				

Textbooks and Resources

Textbooks

SPCH13005

Prescribed

Australian English Pronunciation and Transcription

Edition: 2nd (2017)

Authors: Felicity Cox

Cambridge University Press

Cambridge, United Kingdom

ISBN: 9781316639269

Binding: Paperback

Additional Textbook Information

Copies can be purchased from 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

Leisa Skinner Unit Coordinator

l.skinner@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Explanation of expectations for the term• Introduction to Australian English speech production and accents• Introduction to consonants	<p>Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. - CHAPTERS 1 & 2</p> <p><i>Note: Specific details regarding pages to be read from the above text, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.</i></p>	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Review and extension of Week 1 topics
- Introduction to vowels
- Major classes of sounds
- Introduction to phonemic (broad) transcription
- Introduction to suprasegmentals

Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. - CHAPTERS 2, 3 & 4

Note: Specific details regarding pages to be read from the above text, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Ferrand, C.T. (2014). Speech Science: an integrated approach to theory and clinical practice. Upper Saddle River, N.J.: Pearson. - CHAPTERS 1 & 2	
<ul style="list-style-type: none"> • Introduction to spectrograms • PRAAT & suprasegmentals • Sound and sound transmission • Properties of sound waves 	van Lieshout, P. (2003). PRAAT Short Tutorial: A basic introduction. Toronto: University of Toronto. <i>Note: Specific details regarding pages to be read from the above text, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.</i>	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. - CHAPTER 4	
<ul style="list-style-type: none"> • More on phonemic transcription of consonants and vowels • Consonants on spectrogram 	Ferrand, C.T. (2014). Speech Science: an integrated approach to theory and clinical practice. Upper Saddle River, N.J.: Pearson. - CHAPTER 3 van Lieshout, P. (2003). PRAAT Short Tutorial: A basic introduction. Toronto: University of Toronto. <i>Note: Specific details regarding pages to be read from the above texts, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.</i>	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Introduction to phonetic (narrow) transcription of Australian English consonants
- Vowels on spectrogram

Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. - CHAPTER 5

Ferrand, C.T. (2014). Speech Science: an integrated approach to theory and clinical practice. Upper Saddle River, N.J.: Pearson. - CHAPTER 3

van Lieshout, P. (2003). PRAAT Short Tutorial: A basic introduction. Toronto: University of Toronto.

Note: Specific details regarding pages to be read from the above texts, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes during recess week	There are no specific readings this week. You may however choose to use this time to work on your assessment tasks and/or review the content of the first five weeks of term.	

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Introduction to phonetic (narrow) transcription of Australian English vowels • Complex articulations • Transcription narratives 	<p>Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. - CHAPTERS 2 & 5</p> <p><i>Note: Specific details regarding pages to be read from the above text, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.</i></p>	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • More phonemic and phonetic transcription practice • Interface between phonetics and phonology • Intelligibility and comprehensibility 	<p><i>Note: Specific details regarding recommended readings for this week may be provided through Moodle and/or during classes.</i></p>	<p>Online quiz will be available on Monday morning and must be completed and submitted at any time before 9:00pm on Friday.</p> <p>Online Quiz Due: Week 7 Friday (3 May 2019) 9:00 pm AEST</p>

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Comparison of two transcription systems (MD & HCE)
- More phonemic and phonetic transcription practice, using MD & HCE systems

Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. - CHAPTER 6

Note: Specific details regarding pages to be read from the above text, as well as additional recommended readings from alternative sources, may also be provided through Moodle and/or during classes.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Speech sounds in Australia and throughout the world • Further phonemic and phonetic transcription practice 	<p><i>Note: Specific details regarding recommended readings for this week may be provided through Moodle and/or during classes.</i></p>	<p>Speech Analysis Assignment Due: Week 9 Friday (17 May 2019) 9:00 pm AEST</p>

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Understanding the practical application of skills and knowledge acquired in this unit this term in a clinical speech pathology setting 	<p><i>Note: Specific details regarding recommended readings for this week may be provided through Moodle and/or during classes.</i></p>	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Further phonemic and phonetic transcription practice and revision of term topics 	<p><i>Note: Specific details regarding recommended readings for this week may be provided through Moodle and/or during classes.</i></p>	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Final revision of term topics 	<p><i>Note: Specific details regarding recommended readings for this week may be provided through Moodle and/or during classes.</i></p>	<p>Phonetic Transcription Assignment Due: Week 12 Friday (7 June 2019) 9:00 pm AEST</p>

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes this week.	There are no readings this week.	

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes this week.	There are no readings this week.	

Term Specific Information

The primary lecturer for this unit is Harriet Hansler. She can be contacted via email: h.hansler@cqu.edu.au. Leisa Skinner is your Unit Coordinator and she can be contacted via email: l.skinner@cqu.edu.au. Students should direct questions regarding lecture content and assessment tasks to Harriet in the first instance, however students should also feel free to contact Leisa with questions and/or concerns as required. As a teaching team, the aim is to support students together in the best way possible.

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

You will be required to complete an online quiz in Week 7. This quiz will include a combination of multiple-choice, short-answer and/or true/false questions which will be based on the range of topics that are related to both acoustics and phonetics and that are covered in the lectures provided in Weeks 1-6.

The quiz will be available for you to complete in your own time during Week 7. However you will only be allowed one attempt and there will be a set amount of time (1 hour) for you to complete it. Therefore, once you commence the quiz then you must finish within 60 minutes. Further information regarding the logistics of the quiz will be provided on the unit Moodle site and will also be discussed in class.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 7 Friday (3 May 2019) 9:00 pm AEST

The quiz must be completed at any time between Monday 9:00am and Friday 9:00pm of Week 7.

Return Date to Students

Week 8 Friday (10 May 2019)

The quiz results will be made available through Moodle by Monday of Week 9 (13/05/2019).

Weighting

30%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task.

Assessment Criteria

The online quiz will contain a range of multiple-choice, short-answer and/or true/false questions, each of which will be worth a designated number of marks that will be specified on the quiz. Marks will therefore be awarded accordingly, based on the accuracy of your responses.

The questions will be based on the range of topics covered in each of the lectures provided in the weeks prior to the quiz (Weeks 1-6) and will relate to both acoustics and phonetics. For example, questions may be related to your knowledge of consonants, vowels, spectrograms, suprasegmentals, sounds and sound waves.

Referencing Style

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

Submission

Online

Submission Instructions

The online quiz will be available via Moodle in Week 7. The quiz must be completed by 9:00pm on Friday of Week 7 (03/05/2019).

Learning Outcomes Assessed

- Use anatomical knowledge of the shape and formation of the vocal tract to describe and acoustically analyse speech
- Identify and describe acoustic principles and properties related to speech.

Graduate Attributes

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

2 Speech Analysis Assignment

Assessment Type

Written Assessment

Task Description

For this assessment item you will gain experience analysing speech in a range of different ways. This assignment will be broken down into 3 sections:

Part 1: Phonemic transcription - You will be provided with phonemic transcription examples which you must then analyse, interpret and report on, by completing a series of tasks. For example, this may involve detecting errors in a written transcription and/or identifying phenomena that are unexpected for a speaker of Standard Australian English, and demonstrating a clear understanding of why these are considered to be inaccurate and/or atypical.

Part 2: Spectrographic analyses - You will be required to use the PRAAT program to analyse a range of features of speech production. This will involve making recordings of specific words and/or phrases and then, using spectrographic information obtained through PRAAT, identifying particular features of these utterances (such as differences in duration or pitch) and making comparisons between these features in different words/phrases.

Part 3: Understanding the application of speech analyses - In order to complete this section of the assignment, you will need to reflect on the tasks you have completed in Parts 1 and 2 of this assignment. You will describe the potential role of speech analyses in the speech pathology field. For example, why might it be important to understand the phonetic and/or acoustic features of a client's speech? In which ways do you envisage that the skills and knowledge acquired through the completion of this assignment might be useful in your role as a speech pathologist in the future?

The specific details regarding this assessment task will be provided during lectures and a marking rubric will be available via the unit Moodle site. This assignment will be due in Week 9.

Assessment Due Date

Week 9 Friday (17 May 2019) 9:00 pm AEST

This assignment is to be submitted via Moodle by 9:00pm on Friday of Week 9 (17/05/2019).

Return Date to Students

Week 11 Friday (31 May 2019)

The results and feedback will be made available to students within fourteen days of the submission date (31/05/2019).

Weighting

40%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task.

Assessment Criteria

A marking rubric containing specific assessment criteria for this task will be made available on the unit Moodle site during term. These criteria will be based on your ability to:

- read, analyse and interpret phonemic transcriptions
- use PRAAT to record and provide an acoustic analysis of specific segments of a speech sample
- report on your findings in a professional format
- demonstrate an understanding of the importance and the role of speech analyses in the field of Speech Pathology
- use appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation

- use APA referencing

Referencing Style

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

Submission

Online

Submission Instructions

All assignments are to be submitted via the SPCH13005 Moodle page.

Learning Outcomes Assessed

- Transcribe Australian English connected speech using International Phonetic Association symbols and Australian vowel symbols
- Identify and describe acoustic principles and properties related to speech.

Graduate Attributes

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

3 Phonetic Transcription Assignment

Assessment Type

Practical Assessment

Task Description

For this assessment task, you will be required to view a video recording of an individual speaking and phonetically transcribe this speech sample. You must then provide an analysis of your transcription in a written report which describes features of the individual's speech. In addition, you will provide a narrative description of the articulation of a given segment (word or short phrase).

The specific details regarding this assessment task will be provided during lectures and a marking rubric will be available via the unit Moodle site. This assignment will be due at the end of Week 12.

Assessment Due Date

Week 12 Friday (7 June 2019) 9:00 pm AEST

This assignment is to be submitted via Moodle by 9:00pm on Friday of Week 12 (07/06/2019).

Return Date to Students

Exam Week Friday (21 June 2019)

The results and feedback will be made available to students within fourteen days of the submission date (21/06/2019).

Weighting

30%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task.

Assessment Criteria

A marking rubric containing specific assessment criteria for this task will be made available on the unit Moodle site during term. These criteria will be based on your ability to:

- phonetically transcribe a recorded speech sample
- analyse and describe a range of features of the recorded speech sample and/or your phonetic transcription
- report on your findings in a professional format, using appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation

- use APA referencing

Referencing Style

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

Submission

Online

Submission Instructions

All assignments are to be submitted via the SPCH13005 Moodle page.

Learning Outcomes Assessed

- Transcribe Australian English connected speech using International Phonetic Association symbols and Australian vowel symbols
- Use anatomical knowledge of the shape and formation of the vocal tract to describe and acoustically analyse speech

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology 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