



ADAD9113 Communication Skills for Creative Disciplines

Term T3, 2019

Students are advised to read this Course Outline in conjunction with the [General Student Information Guide](#), which provides essential information for all students and is available under 'Student Services' on the Art & Design Current Students website: artdesign.unsw.edu.au/current-students/student-services.

NOTE: Late enrolment into this course is not allowed. Students will not be permitted to enrol after the end of Week 1 of term.

Course Information

Units of Credit: 6

Teaching Times and Locations: <http://timetable.unsw.edu.au/2019/subjectSearch.html>

Course Convenor: Kim Snepvangers

Email: k.snepvangers@unsw.edu.au

Room: F124D

Consultation times: Wednesday 1 - 3 pm

The Course Convenor is your key point of contact for questions about the course. You should first talk to your lecturer or tutor in class, if they are not also convening the course, but if further information is needed, please contact the Convenor by email, or arrange a meeting. All Convenors are available for consultation during the semester.

Course Overview

Course Description

How articulate are you as an Artist, Designer, Digital Media practitioner, educator or administrator?

Built on a foundation of English for academic purposes, tailored to specific applications in the creative disciplines, this course will enable you to expand your vocabulary and engage with, interpret and express challenging and complex notions using an appropriate mix of communication strategies best suited to further postgraduate study.

This includes an appreciation of basic research protocols. You will enhance your reading, writing, listening and speaking skills in English to construct coherent intellectual arguments and begin developing your own academic 'voice'. Collaboration in and out of class will use traditional communication approaches and emerging technologies as vehicles for meaningful cross-disciplinary interaction with colleagues, peers, professionals and the public in an articulate and scholarly manner that is informed by your theoretical and practice-based research, critical thinking and self-managed reflective practice.

Course Learning Outcomes

On completion of this course, the student should be able to:

1. Critically read, interpret and reflect on Art, Design and Media academic discourse across different creative disciplines;
2. Discuss and write using appropriate technical terminology and Information Communication Technologies to meaningfully engage in professional communication;
3. Identify and analyse English language forms, features, structures and referencing protocols appropriate for research, writing academic essays, critiques and/or artist statements.
4. Communicate through oral presentations using visual, verbal and written information;
5. Lead audience discussion using pertinent questions and written support materials.

Teaching and Learning in this Course

This course uses a variety of teaching approaches:

Blended/online

- Review - assessment tool
- Turnitin - originality checking
- Echo360 - lecture recording
- The Box - media repository
- Other
- Moodle - learning management system

Expectations of Students in this Course

Attendance

Students are expected to attend all classes for each course in which they are enrolled. Not attending your classes or participating in learning activities such as discussions, peer feedback, studio sessions, online activities, group work, etc., *may place you at risk of failing assessments or even failing the entire course.* [Studies](#) have shown that high attendance correlates with better engagement and success on a course. By punctually attending and actively participating in your classes you not only increase your own opportunities for success, but you also help build a learning community with other students.

If you are unable to attend your classes, please inform your relevant Course Authority. If the absence is for medical reasons you will be required to present a medical certificate. If examinations or other forms of assessment have been missed, then you should apply for [Special Consideration](#).

Course Specific Expectations

Attendance/Participation

An integral part of this course is engagement in class activities. You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class.

Risk of Failure Warnings

If you are at risk of failing the course, because of lack of attendance, low marks in assignments, failing to submit assignments, or lack of participation or engagement, you may be notified by email. Please ensure you read your university email, and respond to any official risk of failure warning promptly. NOTE - If the warning email is sent to your UNSW e-Mail address, it is considered as being read by you whether you check your UNSW email or not.

Late Submission Penalties

Late submission is allowed

If you believe that circumstances will prevent you from submitting an assessment on time, please notify your lecturer as soon as possible. There will be penalties applied for being late and a clear 'no later than' date beyond which submission won't be accepted. Where a Special Consideration is not applied for, and a student is late, the following guidelines apply:

1. Up to 5 days after due date, a penalty of 10% (of maximum mark for assignment) will be applied for each day late (e.g. an assignment that is 3 days late would have its mark reduced by 30%).
2. Beyond 5 days late, no submission will be accepted.

Special Consideration

Please note that the University's Special Consideration process allows students to apply for an extension within 3 days of the assessment due date. This provides for more extensive extensions, subject to documentation, and Course Convenor approval. You can apply for special consideration online through my.UNSW.edu.au. More information about special consideration can be found here student.unsw.edu.au/special-consideration.

NOTE: Computer failure, file corruption, printing problems etc. do not qualify students for special consideration or extensions. Students are expected to maintain regular backups of their work at all times.

Supplementary Assessment

Supplementary assessments are available to students in this course who have failed an assessment but have subsequently had an application for Special Consideration approved by the university. The supplementary assessment may take a different form than the original assessment and will be defined by the course convenor - but it will address the same learning outcomes as the original assessment. If Special Consideration has not been awarded, the maximum mark that may be awarded for a supplementary assessment is 50% of the full assessment mark.

Continual Course Improvement

It is important that students complete the myExperience course and teaching surveys for this course. This is completely anonymous and provides important student observations and suggestions to ensure that the

course is continually improved. To see how the course convenor has responded to student feedback from these surveys, please see the View Feedback on Student Surveys section in the course Moodle site.

Assessment

Assessment Task 1

Title: Interpretive Writing Task

Weighting: 20 %

Assessment type: Written Report

Word count: 1000

Requires group work: No

Assessment summary

This assignment aims to encourage close, critical reading practices and to evaluate your writing skills. In response to the selected reading provided for your degree program specialisation (see Required Readings for Week 1) you are required to:

1. Collaborate in pairs or groups in class tutorials to identify key issues in the set text.
2. Discuss and take notes on the origin, influences and implications of these ideas.
3. Use your notes and answers to individually write your own interpretation of the reading.
4. In 1000 words, using academic English, discuss the importance, meaning, and relevance of this reference.
5. Locate a contemporary art, design or media artwork in the public domain that makes reference to the selected reading provided for your degree program specialisation, (see Required Readings for Week 1. Identify, provide a URL to the image and contextualise the art/design/media artwork. Then write 300 words within the 1000 available for this task analysing how ideas from theory/research have been used in the contemporary artwork. How do the theoretical ideas still speak to this new situation?

Submission details: Submit using Moodle by 7pm Friday Week 3

Due: Week 3

Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Preparation, engagement and reflection	Absence of any 'critical' analysis and lack of reflection on selected readings. The assignment brief has not been answered with relevant information.	Some critical analysis and some reflection on selected readings. The majority of the assignment brief has been answered at a basic level.	Some critical analysis and satisfactory level of reflection of selected readings. The assignment brief has been well answered.	Demonstrates a high level of critical analysis and reflection. The assignment brief has been answered at a high level.	Demonstrate an outstanding ability to critically analyse and reflect on selected readings. The assignment brief has been answered at a consistently high level
Meaningful analysis / interpretation	No differentiation between ideas; no evidence of meaningful relationships. Thinking process is not clear with no interpretive framework	Relative importance of ideas is evident but not very distinctive; relations are somewhat clear or lacking relationships between ideas and little indication of an interpretive framework.	Relative importance of ideas is indicated; relationships are mapped. Clear relationships between ideas with some indication of an interpretive framework.	Relative importance of ideas is indicated and relationships are effectively mapped. Effective thinking about meaningful relationships between ideas within an interpretive framework.	Relative importance of ideas is indicated throughout and complex relationships are very effectively mapped. Highly effective thinking about meaningful relationships between ideas within an interpretive framework.
Use of written academic English, technical terminology & expression	Errors occur frequently and mar the writers ethos and the readers comprehension. Reading is frequently interrupted by errors. The writer has not proof read.	Punctuation and grammar errors occur and distract the reader and effect fluency; they do not detract from comprehension.	Punctuation and grammar errors may occur but are few, while they occasionally distract the reader and effect fluency, they do not detract from comprehension.	Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for academic writing. Errors may occur but are few and do not markedly distract the reader.	Punctuation and grammar are appropriate to the audience and genre and in fact enhance the style. Consistent and appropriate use academic writing. Errors may occur but are few and do not markedly distract the reader.
Resources & acknowledgement of sources	Inappropriate resources are used, confused and unclear basic analysis, inability to analyze the views of others	Appropriate resources are used, clear basic critical analysis is provided, basic ability to analyze the views of others	Uses appropriate resources that demonstrate some depth and breadth of research, good ability to analyse the views of others.	Uses well selected resources that demonstrate depth and breadth of research, high-level ability to analyse the views of others.	Sophisticated level of research skills and judicious selection of resources. Exceptional ability to analyse the views of others.

Course learning outcomes addressed in this task:

1. Critically read, interpret and reflect on Art, Design and Media academic discourse across different creative disciplines;
2. Discuss and write using appropriate technical terminology and Information Communication Technologies to meaningfully engage in professional communication;

In order to complete this task you will need to have the following proficiencies:

- Knowledge of accessing resources, including library databases and journals for necessary academic research required of set task

How will students receive feedback on this task:

Aided by instructor feedback and consultations, students will be directed to reflect upon their own writing. They will also be encouraged to evaluate their peers' texts in order to recognize quality and develop effective improvement strategies to transfer to their own writing.

Assessment Task 2

Title: Major Essay / Exhibition Review

Weighting: 40 %

Assessment type: Extended Writing Task

Word count: 2000

Requires group work: No

Assessment summary

In accordance with in-class guidance, you are required to select and produce EITHER:

An exhibition review of a current / existing exhibition, or critical review of a design product, or digital media initiative. Your review must engage with several works in the exhibition (or aesthetic and social aspects of the product / initiative) and discuss the conditions of its presentation and reception

OR

An academic essay relating to an area of interest or investigation. You need to present your question and thesis statement in consultation with your lecturer prior to commencement of writing.

OR

An academic essay presenting a coherent argument in relation to one of the following questions:

1. "Surely the extraordinary success of artificial intelligence is attributable to the fact that it frees us from real intelligence... Surely the success of all these technologies is a result of the way in which they make it impossible even to raise the timeless question of liberty. What a relief! Thanks to the machinery of the virtual, all your problems are over! You are no longer either subject or object, no longer either free or alienated -- and no longer either one or the other: you are the same, and enraptured by the commutations of that sameness." (Baudrillard, 'Xerox and Infinity')

Discuss the work of two (2) digital media artists who deal with issues such as freedom, social inequality and mass consumption. To what extent do their works challenge the claims that Baudrillard is making above? You should focus on one (1) work by each artist.

2. Discuss the ways in which authenticity, lawlessness and aesthetic spectacle operate in the work of Nan Goldin, Danny Lyon, or Larry Clark. You must analyse three (3) works by your chosen artist in order to support your argument (you may choose to focus on works by two of these artists if you wish, but you must limit the number of works discussed to three).

3. Analyse the sense of 'spirituality' and 'aura' that is so often attributed to the work of Bill Viola. In what does it consist, and why are contemporary audiences so attracted to it? You must analyse two (2) specific works in order to support your argument.

In order to satisfactorily complete this assignment, you must:

- Show proof of research, ideas and evidence beyond that provided in the course readings
- Implement effective essay / review structures
- Integrate and reference academic sources appropriately and effectively

- Compose and write a well-reasoned, presented and referenced academic essay / critical review.

Submission details: Submit using Moodle by 7pm on Friday Week 6

Due: Week 6

Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Show proof of research, ideas & evidence beyond that provided in the course readings	Inappropriate resources are used, confused and unclear basic analysis, inability to research and analyse the views of others beyond course readings.	Appropriate resources are used, clear basic critical analysis is provided, some ability to research and analyse the views of others and incorporate the views of others beyond course readings.	Uses appropriate resources that demonstrate some depth and breadth of research, good ability to analyse and incorporate the views of others beyond course readings.	Uses well selected resources that demonstrate depth and breadth of research, high-level ability to analyse the views of others beyond course readings.	Demonstrates a high level of research skills with exceptional ability to analyse appropriate views of others beyond course readings.
Implement effective essay/ review structures	Incoherent in places, poorly structured, missing referencing, incorrectly referenced.	Coherent and appropriately structured essay with most references supplied in appropriate format.	Well-expressed and structured essay that has been consistently and correctly referenced throughout.	Convincing arguments are clearly expressed and are supported very well from research with all referencing correct throughout.	Sophisticated and convincing arguments are very clearly expressed using innovative structure with all referencing correct throughout.
Integrate & reference academic sources appropriately & effectively	Lack of integration and limited evidence of research, some incorrect referencing, limited bibliography, not critical of any quoted and referenced material.	Some evidence of integration of research is provided, correct referencing, at least five resources in the bibliography, some ability to critique the literature.	Good range and depth of integration and research, consistently correct referencing, at least seven resources in the bibliography. Demonstrated ability to engage critically with the literature.	Broad range and depth of integration and research. Demonstrated correct and consistent use of referencing, at least 8 or more resources in the bibliography. Demonstrates an advanced ability to engage critically with the literature.	Exceptional range and depth of integration and research used, highly consistent use of referencing, with at least 10 or more resources in the bibliography, Demonstrated highly advanced ability to engage critically with the literature.
Compose & write a well-reasoned, presented academic essay. Engaging and coherent argument	Provided unfocused irrelevant discussion that does not answer the essay question appropriately.	Provided relevant research, discussion and appropriate selection of ideas with some basic analysis and attempt at critical review.	Well-focused essay that provides a good range and depth of relevant research, discussion and analysis. A good critical review.	Provided mostly in-depth, research and well focused discussion that demonstrates some critical thinking skills. Provides thoughtful analysis of examples.	Thorough high-level research from a large range of relevant sources. In-depth discussion that demonstrates critical thinking skills throughout.
Identify & analyse English language forms, features, structures	Identification & analysis of English language forms, features & structure does not move beyond description of the issue/text.	Identification & analysis of English language forms, features & structure is partially applied to the issue/text. Partial understanding of course concepts but fails to demonstrate depth of analysis	Identification & analysis of English language forms, features & structure is generally applied to the issue/text. Good understanding of course concepts with some demonstration of depth of analysis.	Identification & analysis of English language forms, features & structure is well understood and applied consistently to the issue/text. Very good understanding of course concepts with strong demonstration of depth of analysis.	Identification & analysis of English language forms, features & structure is very well understood and applied consistently to a high standard to the issue/text. Excellent understanding of course concepts with outstanding demonstration of depth of analysis.

Course learning outcomes addressed in this task:

1. Critically read, interpret and reflect on Art, Design and Media academic discourse across different creative disciplines;
2. Discuss and write using appropriate technical terminology and Information Communication Technologies to meaningfully engage in professional communication;
3. Identify and analyse English language forms, features, structures and referencing protocols appropriate for research, writing academic essays, critiques and/or artist statements.

In order to complete this task you will need to have the following proficiencies:

- Knowledge of accessing resources, including library databases and journals for necessary academic research required of set task

How will students receive feedback on this task:

Aided by instructor feedback and consultations, students will be directed to reflect upon their own writing. They will also be encouraged to evaluate their peers' texts in order to recognize quality and develop effective improvement strategies to transfer to their own writing.

Assessment Task 3

Title: Presentation

Weighting: 40 %

Assessment type: Formal Presentation and Paper

Requires group work: No

Assessment summary

This task involves preparation and delivery of a 10-15 minute academic presentation to the class, which communicates visual, verbal and written information about an area of interest in the creative arts or your own personal creative practices. This will be followed by a brief group discussion.

Your presentation will include:

1. Engaging and coherent delivery of visual, verbal and written content
2. A speaker-led group discussion at the end based on 2 written questions
3. A one-page hard copy handout of key messages for future reference that includes a clear connection between your chosen area of interest and & current academic conversation/paper/research/creative outputs by artists/designers.

This task requires you to synthesize visual, verbal and written information into a professionally coherent presentation. You may speak in response to mounted material, Prezi or PowerPoint screen, animated segment, Internet page or some other relevant presentation format. The challenge is for you to engage your audience, communicate your message and manage the presentation delivery within the time frame. The aim is to succinctly showcase the meaning and ideas behind your interests or creative works and practices, concluding with a brief group discussion. You will need to be organized, speak clearly and present yourself in a confident, honest and professionally relaxed manner.

Marks for Assignment 3 will be awarded for:

1. Interesting academic, well-paced presentation that engages audience
2. Synthesis of visual, verbal and written information successfully presented in time frame
3. Confident command and delivery of information in chosen format

4. Relaxed personal style in leading group discussion with professional handout provided.

Submission details: Presentations due in class Week 9

Due: Week 9

Submission details: Presentations due in class Week 10

Due: Week 10

Assessment Criteria With Marking Rubric

CRITERIA	FL	PS	CR	DN	HD
Audience engagement & discussion	The presentation and audience discussion failed to capture the interest of the audience and/or is confusing in what was communicated. Lack of pertinent questions.	The presentation techniques and audience discussion were reasonably effective in conveying main ideas, with some parts unstructured and terms unexplained with few pertinent questions.	The presentation techniques and audience discussion was effective in conveying main ideas, mostly well structured and terms partially explained with some pertinent questions.	The presentation and audience discussion was imaginative and very effective in conveying ideas to the audience with succinct and accurate explanation of terms and mostly pertinent questions.	The presentation and audience discussion was imaginative and engaging, effectively conveyed ideas to the audience. Creatively engaged with imaginative explanation of terms and pertinent questions.
Visual, verbal, written synthesis of information for professional communication	Incoherent in places, poorly structured, missing referencing, incorrectly referenced. Visual, verbal and written expression is greatly affected by poor expression and no synthesis of ideas.	Coherent and appropriately structured with most references in appropriate format. Visual, verbal and written expression is affected through poor expression and lack of synthesis of ideas	Well-expressed and structured report that has been consistently and correctly referenced throughout. Visual, verbal and written expression/synthesis may be affected with some errors.	Convincing arguments are clearly expressed and are supported very well from research with all referencing correctly applied. Visual, verbal and written expression/synthesis is of an academic standard.	Very eloquently expressed discussion and arguments supported by a wide range of authoritative voices that have been consistently and correctly referenced. Visual, verbal and written expression/synthesis is of a high academic standard.
Confident & professional presentation delivery	Unable to convey what they have learnt clearly. Lack of confidence in presentation delivery.	Presentation is unclear with some sections incoherent showing some lack of confidence in presentation delivery.	Presents the content adequately with clear and confident presentation delivery.	Presents the content in a clear, logical manner with some new ways of thinking considered to enhance their presentation delivery.	Ability to reflect on and question their own biases, stereotypes, preconceptions and assumptions and define new ways of thinking to enhance their presentation delivery.
Group & audience discussion & handout	Punctuation and grammar errors occur frequently and lack appropriateness to the audience/genre and do not enhance the discussion. Presentation is frequently interrupted by errors. The presenter has not proof read nor practiced their presentation.	Punctuation and grammar errors occur and are at times appropriate to the audience/genre and somewhat enhance the discussion. Distractions effect fluency and may detract from the presentation.	Punctuation and grammar errors may occur and are generally appropriate to the audience/genre and mostly enhance the discussion. Occasional distractions may effect fluency, although they do not detract from the presentation.	Punctuation and grammar are appropriate to the audience/genre and mostly enhance the discussion. Consistent and appropriate use of academic presentation and writing skills. Errors may occur but are few and do not markedly distract from the presentation.	Punctuation and grammar are appropriate to the audience/genre and enhance discussion. Consistent and appropriate use of academic presentation and writing skills. Errors may occur but are few and do not markedly distract from the presentation.

Course learning outcomes addressed in this task:

1. Identify and analyse English language forms, features, structures and referencing protocols appropriate for research, writing academic essays, critiques and/or artist statements.
2. Communicate through oral presentations using visual, verbal and written information;

3. Lead audience discussion using pertinent questions and written support materials.

In order to complete this task you will need to have the following proficiencies:

- Knowledge of PowerPoint or Prezi or other relevant presentation format

How will students receive feedback on this task:

This task will be peer assessed. So, in addition to delivering your own presentation you are also required to attend presentations delivered by your classmates and evaluate each one against assessment criteria. The tutor will gather and moderate the collective results to determine a final mark for each student.

General Assessment Feedback Strategies

Under normal circumstances, feedback for assessments in this course will be delivered in a format that is suitable for the assessment task within a period of 10 working days of submission.

Topics and Dates

WEEK	WEEK STARTING	TOPIC NAME	ASSESSABLE TASKS	NON-ASSESSABLE TASKS
1	16 Sep	Course introduction: Defining key terms and items of language		
2	23 Sep	Essay writing basics		
3	30 Sep	Reading Strategies: Note-taking systems	Interpretive Writing Task: Submit using Moodle by 7pm Friday Week 3.	
4	07 Oct	Style in Writing: Refining literacy skills: Editing checklists		
5	14 Oct	Exhibition reviews: Deconstructing model texts: Identifying problems in writing/developing strategies for improvement		
6	21 Oct	Study Week	Major Essay / Exhibition Review: Submit using Moodle by 7pm on Friday Week 6.	Gallery visit or student self-study (working on Assessment Task 2)
7	28 Oct	Artist statements: exhibition proposals and catalogue essays		
8	04 Nov	Preparing mixed visual, verbal & written presentations		
9	11 Nov	Delivering presentations: Reflection and evaluation. Developing strategies for improvement	Presentation: Presentations due in class Week 9.	
10	18 Nov	Writing Reports: Exegesis: Literature Reviews. Abstracts and executive summaries	Presentation: Presentations due in class Week 10.	
11	25 Nov			
12	02 Dec			
13	09 Dec			

References for this Course

Online journals:

<http://scan.net.au/scan/journal/index.php>

<http://www.vsw.org/ai/>

<http://www.realtimearts.net/>

<http://www.media-culture.org.au/>

<http://fibreculturejournal.org/>

<http://www.ctheory.net/home.aspx>

http://www.commart.uws.edu.au/gm_jau/

<http://rhizome.org/>

<http://yishu-online.com/>

General Information

Academic Honesty and Plagiarism

Plagiarism is taking the ideas, words, images, designs or objects of others and passing them off as your own. Plagiarism is a type of intellectual theft. Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Plagiarism can have serious consequences, so it is important that students be aware of what it is, and how to avoid it. All written submissions are automatically checked for plagiarism using the Turnitin site.

Please see the Academic Integrity & Plagiarism website student.unsw.edu.au/plagiarism for further information.

The Learning Centre can provide support and workshops. Please see lc.unsw.edu.au. In all assessment tasks, any material or ideas taken from another source must be referenced in accordance with the Referencing Style Guidelines as outlined in the UNSW Assessment Policies.

Referencing Requirements for Assessments

This course follows the Oxford Footnote / Bibliography referencing system. Useful guidelines on how to reference according to this system can be found at: <http://libraryguides.vu.edu.au/oxford-referencing>. You may follow these guidelines in your assessment tasks, or seek additional advice from your lecturer. Oxford styles for Endnote are downloadable from the [Endnote website](#).

Accurate and correct referencing is an important academic prerequisite at University level, and if your work does not meet these requirements, it will be marked down, or in more serious cases it may be treated as an instance of plagiarism and academic dishonesty.

Health and Safety

Ensuring student and staff health and safety is very important at UNSW Art & Design. Health and safety is everyone's responsibility. As a student, you have a responsibility not to do anything that risks your own health and safety, or the health or safety of your fellow students, staff members or visitors. This means, for example, exiting the building during a fire drill; wearing personal protective equipment and clothing (PPEC) when staff or signage instructs you to do so; undertaking induction to using equipment or carrying out processes that require specific knowledge; and reporting hazards or incidents to your lecturer or supervisor as soon as you become aware of them. For more information please see ohs.unsw.edu.au. You can also find safe work procedures relevant to your course on the UNSW Safesys

website safesys.unsw.edu.au by logging in with your zID.

After Hours Access to the Paddington Campus

The core operating hours for the Paddington Campus are below. All students have access to the campus during these hours:

- Monday to Friday 0800 – 2100
- Saturday 0900 – 1700

Some students are permitted to have “After Hours Access” (AHA) to the campus upon completion of a series of inductions. The inductions are dependent on location, as well as the types of activities undertaken in those locations. The first of these is this Primary Induction, and this must be completed online <https://my.artdesign.unsw.edu.au>. All students requiring AHA are required to complete this induction. The Primary Induction gives access to the following Low Risk areas:

Post Graduate Students

- PG Research students – Level 4 F Block, Computer Labs and Learning Commons
- Master of Art students – Level 3 F Block, Computer Labs and Learning Commons
- Master of Design students – Level 3 D Block, Computer Labs and Learning Commons
- Master of Curating and Cultural Leadership students – D207, Computer Labs and Learning Commons

4th Year Undergraduate Students

- Fine Arts – Level 1 & 3 F Block, Computer Labs and Learning Commons
- Design – Level 3 D Block, Computer Labs and Learning Commons
- Media Arts – Level 3 D Block, Computer Labs and Learning Commons

Subsequent inductions are workshop and lab specific, and are conducted face-to-face by the UNSW Art & Design Technical staff. Students and staff must first successfully complete the Primary Induction before requesting a Workshop/Lab specific Induction.

Additional Support for Students

At UNSW you can also find support and resources if you need help with your personal life, getting your academic success on track or just want to know how to stay safe. See student.unsw.edu.au/wellbeing.

Additional support for students is available by contacting the following centres:

- Student Support and Development student.unsw.edu.au/support
- Academic Skills and Support student.unsw.edu.au/academic-skills
- UNSW IT Service Centre it.unsw.edu.au/students/index.html
- The Current Student Gateway student.unsw.edu.au
- Disability Services student.unsw.edu.au/disability 02 9385 4734 -information and support for students with disabilities.