

M. TRASK
Kuring-gai
College
of Advanced
Education

Calendar

1977

**Kuring-gai College
of Advanced Education
Eton Road Lindfield N.S.W. 2070**

**Postal Address:
PO Box 222 Lindfield N.S.W. 2070**

Telephone: 467 2211

PREFACE

Kuring-gai College is a new, multi-disciplinary college of advanced education which seeks, through scholarship and practice to develop the knowledge and skills in its graduates which will enable them to contribute effectively to the vocational, cultural and creative needs of the community.

The striking College architecture and fine bushland setting provide students with an opportunity to pursue their tertiary education in an attractive building and natural environment.

HISTORICAL BACKGROUND

Kuring-gai College of Advanced Education grew out of Balmain Teachers College (later William Balmain). This opened in March, 1946, in what had been the Smith Street Superior School erected in Balmain in 1880.

The college was established to provide more teachers to meet the post-war increase in school population and immigration.

From 1958 to 1971, the college, in addition to its normal teacher training courses, trained cadet education officers for the Territory of Papua and New Guinea and later for the Northern Territory.

Apart from the standard courses in teacher education which were extended in 1970 from two to three years, the college offered courses for supervisors of moderately mentally handicapped children and prepared graduate students for secondary schools teaching.

In 1971, the Balmain Teachers College became the William Balmain College and transferred to Eton Road, Lindfield. The campus—of striking, modern architecture on the edge of a sandstone ridge in native bushland—commands excellent views overlooking the Lane Cove River valley.

On September 1, 1971, William Balmain was declared a College of Advanced Education and on July 1, 1973, it was announced that the College would become autonomous and multi-purpose. A Planning Committee was established by the Minister for Education to be responsible for the early stages of the College's development.

In April, 1974, the Minister endorsed the Planning Committee recommendation that the name be changed to Kuring-gai College of Advanced Education. This name was chosen to provide closer identification of the College with the community it serves, and tangible evidence of the College's accepting the responsibility of advanced education to meet the community's needs.

The name approved by the Geographical Names Board of New South Wales, reflects the original identity of the aboriginal word "Kuringgai", or "Guringai", believed to be a generic term for tribes along the Eastern Coast from Port Jackson, north beyond the Hawkesbury River and west to the Lane Cove River.

From November 1, 1974, the Minister constituted Kuring-gai College of Advanced Education as a body corporate. Eighteen members of Council were appointed by the Minister to hold office until October 31, 1976.

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Academic Year 1977

ACADEMIC YEAR 1977

Orientation & Enrolment Period 21st February-27th February

FIRST SEMESTER

First Semester commences 28th February
Easter Recess 6th April-12th April
Intra-semester Vacation 9th May-15th May
First Semester ends 25th July

SECOND SEMESTER

Second Semester commences 1st August
Intra-semester Vacation 29th August-4th September
Intra-semester Vacation 17th October-23rd October
Second Semester ends 12th December

PRINCIPAL DATES 1977

JANUARY	Monday	3	New Years Day—Public Holiday
	Monday	31	Australia Day—Public Holiday
FEBRUARY	Thursday	3	Academic Board
	Monday	7	Board of Studies in Teacher Education
	Monday	14	Board of Studies in Financial and Administrative Studies Teacher Education Advisory Committee
	Wednesday	16	Board of Studies in Library & Information Studies
	Thursday	17	Council
	Friday	18	Board of Studies in Teacher Education
	Monday	21	Enrolment and Orientation Week commences
	Monday	28	First Semester commences
MARCH	Thursday	3	Academic Board
	Monday	7	Board of Studies in Teacher Education
	Monday	14	Board of Studies in Financial and Administrative Studies
	Thursday	17	Council
	Monday	21	Board of Studies in Teacher Education
	Monday	28	Teacher Education Advisory Committee
APRIL	Monday	4	Board of Studies in Teacher Education
	Wednesday	6	Easter—Classes suspended
	Friday	8	Good Friday—Public Holiday
	Monday	11	Easter Monday—Public Holiday
	Wednesday	13	Lectures resume
	Monday	18	Board of Studies in Financial and Administrative Studies Board of Studies in Teacher Education
	Wednesday	20	Board of Studies in Library and Information Studies
	Thursday	21	Council
MAY	Monday	25	Anzac Day—Public Holiday
	Monday	2	Board of Studies in Financial and Administrative Studies
	Thursday	5	Academic Board
	Friday	6	Graduation
	Monday	9	Classes Suspended Board of Studies in Teacher Education
	Monday	16	Lectures resume
	Friday	20	Graduation
	Monday	23	Teacher Education Advisory Committee
	Monday	30	Board of Studies in Teacher Education

JUNE	Thursday	2	Academic Board
	Monday	6	Board of Studies in Financial and Administrative Studies
	Monday	13	Queen's Birthday—Public Holiday
	Wednesday	15	Board of Studies in Library and Information Studies
	Thursday	16	Council
	Monday	20	Board of Studies in Teacher Education
	Monday	27	Examinations commence
JULY	Monday	4	Board of Studies in Financial and Administrative Studies
	Monday	11	Inter-Semester Vacation Board of Studies in Teacher Education
	Monday	18	Teacher Education Advisory Committee
	Thursday	21	Council
	Monday	25	Board of Studies in Teacher Education
AUGUST	Monday	1	Second Semester commences Board of Studies in Financial and Administrative Studies
	Thursday	4	Academic Board
	Monday	8	Board of Studies in Teacher Education
	Wednesday	17	Board of Studies in Library and Information Studies
	Thursday	18	Council
	Monday	22	Board of Studies in Teacher Education
	Monday	29	Classes suspended Board of Studies in Financial and Administrative Studies
SEPTEMBER	Thursday	1	Academic Board
	Monday	5	Board of Studies in Teacher Education
	Monday	12	Teacher Education Advisory Committee
	Monday	19	Board of Studies in Teacher Education
OCTOBER	Monday	3	Eight-hour Day—Public Holiday
	Tuesday	4	Board of Studies in Teacher Education
	Monday	10	Board of Studies in Financial and Administrative Studies
	Monday	17	Classes suspended Board of Studies in Teacher Education
	Wednesday	19	Board of Studies in Library and Information Studies
	Thursday	20	Council
	Monday	24	Teacher Education Advisory Committee
	Monday	31	Board of Studies in Teacher Education

NOVEMBER	Thursday	3	Academic Board
	Monday	7	Board of Studies in Financial and Administrative Studies
	Monday	14	Board of Studies in Teacher Education
	Thursday	17	Council
	Monday	28	Examinations commence Board of Studies in Teacher Education
DECEMBER	Thursday	1	Academic Board
	Monday	5	Board of Studies in Financial and Administrative Studies Teacher Education Advisory Committee
	Wednesday	7	Board of Studies in Library and Information Studies
	Thursday	8	Council
	Monday	12	Vacation commences Board of Studies in Teacher Education
	Monday	26	Christmas Day—Public Holiday
	Tuesday	27	Boxing Day—Public Holiday

Council Committees and Staff of the College

Council of the College
Principal Officers of the College
Academic Staff
Resources Centre Staff
Counselling and Health Services
Centres for Research & Development
Administrative Staff
Committees of the College

Council of the College

MEMBERS OF COUNCIL	Appointed by the Minister for Education Dennis Edward ROSE, MA, B Ec (Syd), FAPsS (Chairman) Elaine Ruth BRIDGES, B Sc, Dip Ed (Syd) Denys Edmund BROWN, MBE, MA (Oxon) Leon Parmeter CARTER, FTCS, FIMA, FAIM, FRIPA Janet Roberta CUSKEY, B Ec (Syd), ALAA Charles William DAVIS, B Sc (NZ), C Eng, FRACI, FI Chem E, FAIM, MIE Aust Kevin DAWES, M Sc (NSW), ASTC, ARACI, MACE William Edwin DONNELLEY, B Sc (Syd), MBA (NSW) John David EDWARDS, BA (Syd), B Comm (Melb), ACA Roger Vincent GYLES, QC, BA, LLB (Syd) Nancy Florence KEESING, Dip Soc Stud (Syd) Gladwys Madge LEACH, MBE, BA, Dip Ed (Syd), MAPsS George William MUIR, B Sc (Syd), MACE Tom William PAYNE, MA, Dip Ed (Syd) Patricia Ann PRENDERGAST, BA (Syd), Ph D (Hawaii) The Honourable Mr. Justice Ian Fitzhardinge SHEPPARD, LLB (Syd), (Deputy Chairman) Marjory Irene VERCO Professor Ian Kellie WATERHOUSE, BA (Syd), MA (Melb), MA, Ph D (Yale), FBPsS, FAPsS Ilma Grace WOODWARD, BA, Dip Ed (Syd) Kenneth James DOYLE, MA (Syd) (Secretary to Council)
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COMMITTEES OF COUNCIL	Academic Policy and Planning Committee
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Professor I. K. Waterhouse (Chairman)
Mr. D. E. Brown
Mr. C. W. Davis
Mr. K. Dawes

Building and Capital Works Committee

Mrs. M. Verco (Chairman)
Mr. C. Hill
Ald. G. G. Laron
Mr. T. Payne
Mr. D. Turner (co-opted)

Ceremonials Committee

Miss E. Bridges
Mrs. G. M. Leach

Finance Committee

Mr. D. E. Brown (Chairman)
Mr. W. P. Birkett
Mr. K. Dawes
Mr. W. E. Donnelley
Mr. J. D. Edwards
College Accountant (co-opted)

Legislative Committee

Mr. Justice Sheppard (Chairman)
Mr. R. V. Gyles
Dr. A. Prendergast
Mr. D. E. Rose

Staff Policy and Planning Committee

Mr. Justice Sheppard (Chairman)
Miss E. Bridges
Miss J. Cuskey
Mr. W. E. Donnelley
Mr. D. E. Rose
Professor I. K. Waterhouse

Student Appeals Committee

Miss E. Bridges
Mr. R. V. Gyles
Mrs. G. M. Leach
Mrs. M. Verco

The Chairman of Council and Principal of the College
are ex officio members of all committees and the
Secretary to Council is ex officio Secretary to all
committees.

Principal Officers of the College

Principal

G. W. Muir, B SC (Syd), MACE

Head of the School of Financial and Administrative Studies

W. P. Birkett, M Ec (Syd), AASA

Head of the School of Teacher Education

J. F. Clark, BA, Dip Ed (Tas), MA (Ed) (Lond), MACE

Head, Library and Information Studies

Margaret Trask, BA (NE), M Lib (NSW), FLAA

Secretary

K. J. Doyle, MA (Syd)

Academic Staff

SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

Head of School

W. P. Birkett, M Ec (Syd), AASA

Consultant

T. H. Kewley, MA, Dip Pub Adm, Dip Soc Stud (Syd)

SCHOOL OF TEACHER EDUCATION

Head of School

J. F. Clark, BA, Dip Ed (Tas), MA (Ed) (Lond), MACE

SCHOOL OF LIBRARY AND INFORMATION STUDIES

Head of School

DEPARTMENT OF ADMINISTRATIVE, SOCIAL AND POLITICAL STUDIES

Lecturers

J. A. Cornish, M Ec (Syd)

P. J. Degeling, BA (Qld)

M. J. Lyons, BA (NSW), Ph D (ANU)

A. Mayfield, M Sc, Ph D, Dip Phys Ed (Lough), Dip Advanced Studies in Ed (Manc)

R. V. Suess, BA (Qld), M Admin (Monash)

Assistant Lecturer

Kathleen Gillen, BA (Syd)

DEPARTMENT OF ART/CRAFT

Principal Lecturer and Head of Department

W. H. Lux, ASTC, FIIA

Senior Lecturers

A. N. McBeth, ASTC, Grad Dip Ind Design, MIA

R. E. Polglase, BA (NE), M Ed (Syd), ASTC, MACE

Lecturers

M. Barnacoat, Cert Teach (Shoreditch)

Nanette J. Bidmead, Dip Art Ed (ESTC)

A. A. Foster, BA (Syd), ASTC, FIIA

L. J. Gordon, Dip Art Ed (ESTC)

Margaret A. Holt, BA (Syd)

R. C. Hush, ASTC, MIA

J. A. Lane, Dip Art Ed (ESTC)

**DEPARTMENT OF
COMMUNICATION
STUDIES**

Principal Lecturer
(Vacant)

Lecturers

H. T. Irwin, BA (NE), M Ed (Syd), MA (Macq)
J. D. Connor, ASTC, MIA
Shirley D. Saunders, MA (NSW)

**DEPARTMENT OF
ECONOMIC
STUDIES**

Senior Lecturer
H. M. Pritchard, BA (Wales), Ph D (Syd)

Lecturers

M. McGrath, B Ec (NE)
W. M. O'Connor, BA (NSW), M Ec (ANU)
P. R. O'Hanlon, M Sc (Economics) (Lond)

**DEPARTMENT OF
EDUCATION
STUDIES**

Principal Lecturer and Head of Department
G. H. Browne, BA, Dip Ed (Syd), B Ed (Melb), MACE

Senior Lecturers

Patricia O. Boes, BA (NE), M Ed (Syd), MACE
L. C. Higgins, BA, Litt B (NE), M Ed, Ph D (Syd), MACE
Margot Higgins, MA (Syd), MACE
J. W. McCawley, Litt B, MA (NE), Ph D (Oregon), MAPsS

Lecturers

N. Allan, BA (Syd)
Frances Aspinall, BA, M Ed (Syd)
L. I. Brady, MA, M Ed (Syd), Dip Ed, MACE
M. A. Court, BA (Syd), Dip Ed (NE), L Th (Melb)
Kathie M. Forster, BA, Dip Ed (Melb), B Ed (Monash)
B. E. Hopper, B Sc (NSW), MA (Syd), MAPsS
R. S. Hunter, B Ed (Qld), M Ed (Syd), MACE
M. E. Kaye, MA (Macq), M Ed, Dip Ed (Syd), MAPsS, MACE
Joan M. King, BA (NE), M Ed (Syd), MACE
Alexina M. Lambert, MA (Aberd)
J. O. McIntyre, BA, M Ed (Syd), MAPsS
A. M. Nicholas, B Sc (APP Psych) (NSW), MAPsS, MACE
Valda A. Russo, B Sc (Ed) (Oregon), MA (Macq), MACE

**DEPARTMENT
OF
ENGLISH**

Principal Lecturer and Head of Department
H. M. Saxby, BA, M Ed (Syd), ALAA

Senior Lecturers

G. A. Turnbull, MA (Syd)
G. C. Winch, MA, M Ed (Syd), Ph D (Wis), MACE

Lecturers

A. Berglund, BA (Syd), LTCL, MACE
Vere N. Drakeford, MA (Mass), LSDA
Margery Hourihan, BA, Dip Ed (Syd)
L. G. Ingram, BA, Litt B (NE), M Ed (Syd)
Rosemary Lewis, BA, Dip Ed (Syd), MA (Macq)
L. W. McD. Lodge, MA (Syd), MACE
P. March, BA, Litt B (NE), ATCL, MACE
D. Robinson, MA, Dip Ed (Syd), Ph D (Lond)
Glenys E. Smith, MA (Otago), Dip Teach (NZ), Dip Lib (NSW), ALAA

Assistant Lecturer

Jennifer A. Lyon, Dip Teach (Bal. T.C.)

**DEPARTMENT OF
FINANCIAL AND
QUANTITATIVE
STUDIES****Lecturers**

R. P. Bebbington, B Sc (Tech), M Eng Sc (NSW)
A. Bridges, B Ag Ec, Dip Rur Acc, M Ec (NE), AASA (prov)
P. Charlton, B E (Syd), Dip Ind Eng (NSW)
M. K. Hirst, BA (Macq), B Ec (Tas)
Barbara T. Syme, BA (Macq)
M. J. Wallace, M Sc, MA (Macq), B Sc (Syd), MACE

**DEPARTMENT OF
HEALTH
EDUCATION****Senior Lecturer and Head of Department**

C. L. Yarham, M Sc, M Ed, Ph D (Oregon), Dip PE (STC), MACE

Lecturers

Joan M. Llewellyn, M Sc (Adel), Dip Ed (NE), Assoc. Ed (Lond)
R. J. Parker, B Ed (Syd)

**DEPARTMENT
OF
LEGAL STUDIES****Lecturers**

N. A. Cotman, B Ec (Syd), LL B (NSW), AASA
M. A. G. Tedeschi, LL B (Syd), MA (Business Law) (Lond Polytech)
Glenys Pernu, BA (Macq), LL B (NSW)

Assistant Lecturer

J. B. Kluver, BA, LL B (Qld)

**DEPARTMENT OF
LIBRARY AND
INFORMATION
STUDIES**

Principal Lecturer and Head of Department

Margaret Trask, BA (NE), M Lib (NSW), FLAA

Lecturers

Mairéad Browne, BA, Dip Lib (Dublin), Dip Psych (NUI)

Dagmar Schmidmaier, BA (Syd), Dip Lib (NSW)

J. Hallein, BA (Wyoming), MS (Western Michigan Uni), Grad. Dip Ed Admin (Nfld)

Assistant Lecturer

Sue Nielsen, BA (Auckland), Dip Lib (NSW)

**DEPARTMENT
OF
MATHEMATICS**

Principal Lecturer and Head of Department

Elaine R. Bridges, B Sc, Dip Ed (Syd)

Senior Lecturer

R. I. Munro, BA (NE), MA (Macq), MACE

Lecturers

G. J. Barnsley, B Sc, Dip Ed (NSW), Litt B (NE)

G. W. Foley, BA (NSW), MA (Macq), Dip Ed (N'cle) (NSW)

R. Fulcher, BA, B Sc, A Ed (Qld), M Ed (Syd)

P. V. Rider, B Sc, Dip Ed (Syd), M Sc (Macq)

L. G. Smith, BA (Syd), MA (Macq)

**DEPARTMENT
OF
MUSIC**

Principal Lecturer and Head of Department

F. R. Pople, LRSM

Senior Lecturer

Marie O'Donnell, FTCL, LTCL

Lecturers

J. G. Haydock, L. Mus A, L Mus TCL, LTCL, FTCL

N. Heading, FTCL, LTCL, A Mus A

J. S. Lloyd

Suzanne McInerney, BA (Syd), A Mus A

D. G. Taylor, Dip Mus Ed (NSW Con), A Mus A, LTCL (C.M.T.)

**DEPARTMENT OF
PHYSICAL
EDUCATION**

Principal Lecturer and Head of Department

G. W. H. Turnbull, BA, M Ed (Syd), Dip PE (STC)

Lecturers

Elisabeth Best, Dip Teach, B Ed (PE) (Budapest)

Beverley N. Frame, Dip PE (STC)

J. B. Miller, M Sc (Oregon), Dip PE (STC)

Alison B. Roper, B Sc (Mich), Dip P E (STC)

W. L. Spinks, B Ed (WA), Dip PE (Wollongong TC)

Elsbeth H. Turnbull, Dip PE (Dunfemline)

**DEPARTMENT OF
PRACTICAL
EXPERIENCE**

Senior Lecturer, Supervisor of Practical Experience

J. D. McFarlane, BA (NE), M Ed (Syd), MACE

**DEPARTMENT
OF
SCIENCE**

Principal Lecturer and Head of Department

K. Dawes, M Sc (NSW), ASTC, ARACI, MACE

Senior Lecturers

A. D. Edmonds, B Sc, M Ed (Syd), M Sc (Macq)

K. J. Morgan, B Sc, B Ed (Melb), M Pharm, Ph D (Syd)

Jean E. Gledhill, B Sc (Syd), Dip Ed (NE)

Lecturers

Joan M. Beattie, D Sc (Syd), Dip Ed (NE)

R. Clark, M Sc (NSW), ARACI

L. A. Cree, B Sc (NSW)

S. Heyman, M Sc (NSW)

J. R. Keith, B Sc, Dip Ed (Syd), M App Sc (NSW)

G. J. Kennedy, M Sc (NSW), M Sc (Macq), Dip Ed (Syd)

K. J. Mullette, B Sc (NSW)

R. M. Smith, B Sc (NSW), M Sc (Macq), Dip Ed (Syd)

Rosalind M. Stafford, B Sc, Dip Ed (Syd)

G. W. Ticehurst, B Sc (NSW), M Sc (Macq), Dip Ed (Syd), M Ed (Syd)

Assistant Lecturer

Joan B. Webb, B Sc, Dip Ed (Syd), MA (Macq)

**DEPARTMENT
OF SOCIAL
SCIENCE**

Principal Lecturer and Head of Department

D. M. Long, MA, Dip Ed (Syd), MACE

Senior Lecturers

N. G. Gash, MA, Dip Ed (Syd)

N. I. Graham, BA, Dip Ed (Syd), MA (Lond), Ph D (Macq)

Patricia A. Prendergast, BA (Syd), Ph D (Hawaii)

Lecturers

J. R. Atherton, BA, Dip Ed (NSW)

D. B. Carisbrooke, BA (Syd)

Jessie A. Driscoll, BA (NSW), M Ed (Syd), Dip. Urb. Studies (Macq)

D. F. McAlister, MA, M Ed (Syd)

T. M. H. Thorpe, BA, Grad Cert Ed (Nott), Dip Ec (Lond), M Ed (Syd)

Assistant Lecturer

A. W. Blewitt, BA, Dip Ed (Syd)

Resources Centre

LIBRARY STAFF	Head, Library Services Janet R. Cuskey, B Ec (Syd), ALAA
	Reader Services Librarian Margaret Astar, BA (Syd), Dip Lib (NSW), ALAA
	Technical Services Librarian Marian Baker, BA (Syd), ALAA
	Librarians Valmai Hastings, BA (Syd), ALAA Catherine Howie, ALAA Judith H. Pedersen, ALAA
	Library Officers Suzanne Black Carolyn Delaney Phillipa R. Morris, ALAA Wendy Hazell

PRODUCTION SERVICES	Head, Production Services R. G. Underwood, ASTC, MIIIC, MACE
	Technical Officer R. J. Ryan
	Visual Aids Officers J. E. O'Dwyer (photographic) Valerie Ward (graphic)
	Graphic Artist Phyllis Wilson

Counselling & Health Services

STUDENT COUNSELLING	R. B. Dakeyne, DFC, MA, Dip Ed (Syd) (Head)
NURSING SISTER	Dorothy Swanton

CENTRES FOR RESEARCH AND DEVELOPMENT WITHIN THE COLLEGE, 1977

Centre for Innovation in Child Study

A Child Study Centre has been established in the College to provide both a service to families in the community and practical experience for students, especially those in Teacher Education programmes.

The service is offered to young children and their parents, where the child presents a developmental or behavioural problem. Play groups of preschool children will also be included. College students from a wide range of courses have the opportunity to use the Centre to develop observation and intervention skills.

LIAISON: DR. J. W. McCAWLEY

Centre for Innovation and Research in Business Education

Established to conduct research into the objectives and teaching of business education; to overview, investigate and promote innovative developments in business education; to collate and disseminate the products of educational research relevant to the field.

LIAISON: W. P. BIRKETT

Reading Development Centre

Established to provide resources for the teaching of reading; to develop liaison between the College, the Schools and the Department of Education; to co-ordinate materials used in the teaching of reading throughout the College; to cater for a developing commitment to the preparation of teachers of reading in The School of Teacher Education.

LIAISON: DR. G. C. WINCH

Centre for Securities Industry Studies

Established to permit the creation and development of a library and other resource materials specifically concerned with the securities industry; to provide for interaction between the securities industry and the educational process which serves it; to raise the general level of thinking about securities management and securities market regulation.

LIAISON: W. P. BIRKETT

Centre for Social Welfare Studies

To conduct research in the area of social security provision and social welfare administration; permit the creation and development of resource materials specifically related to the social welfare sector; provide a medium for interaction between the social welfare sector and educational processes; facilitate the exchange of ideas between educators, practitioners and researchers.

LIAISON: T. H. KEWLEY

Administrative Staff

Secretary

K. J. Doyle, MA (Syd)

COMPUTER CENTRE

Margaret McMurray

FINANCE

J. F. Humphreys, AASA (**Head**)

A. C. Brown

Ruth Johnston

P. McNaught

L. Wilson

PRINTING UNIT

R. A. Hurst (**Head**)

PROPERTIES, GROUNDS AND MAINTENANCE SERVICES

J. G. Creke-Barratt, Dip Tech (Comm)(NSWIT), AASA (**Head**)

S. C. Allen (Maintenance Supervisor)

R. W. Faunt (Heads Groundsman)

D. Johnstone (House Officer)

PUBLICATIONS AND INFORMATION

Rosemary Munday

RESEARCH AND PLANNING

Christine A. Goold, B Sc (Syd)

STAFFING SERVICES

D. R. Apps, Dip Tech (Pub Admin) (NSWIT) (**Head**)

Catherine Carpenter, B Ec (Syd)

Kathleen Townsend

STUDENT ADMINISTRATION

P. J. McCloskey, Dip Tech (Pub Admin) (NSWIT) (**Head**)

Tanya N. M. Ford, BA (Qld)

Inta Heimanis, BA (Syd), Grad Dip Ed (MCAE)

D. C. Hind, BA (Macq)

Anne M. Watt, BA (Qld)

COMMITTEES OF THE COLLEGE

ACADEMIC BOARD

Mr. G. W. Muir (Chairman)	Dr. M. J. Lyons
Mr. W. P. Birkett	Dr. J. McCawley*
Miss E. Bridges	Mr. J. McFarlane
Mr. G. H. Browne	Mr. M. McGrath*
Mr. J. F. Clark	Mr. A. Nicholas*
Mr. N. Cotman	Mr. J. Phillips*
Miss J. Cuskey	Mr. F. R. Pople
Mr. K. Dawes (Deputy Chairman)	Dr. H. M. Pritchard
Mr. K. J. Doyle (Secretary)	Mr. J. R. Salmon*
Mrs. J. Gledhill*	Mr. M. Saxby
Mr. D. J. Isbester*	Mrs. B. Syme
Miss H. Johnston*	Mrs. M. Trask
Mr. M. E. Kaye*	Mr. G. W. Turnbull
Mr. L. Letnic*	Mr. R. Underwood
Mr. D. M. Long	Dr. C. Yarham
Mr. W. Lux	

* Term expires 31.3.77

COMMITTEES OF THE ACADEMIC BOARD

Admissions and Accreditation Committee

Dr. C. Yarham (Chairman)
Mr. K. Dawes
Mr. L. Letnic
Mr. M. McGrath

Course Development Committee

Dr. M. Lyons (Chairman)
Mr. N. Cotman
Miss J. Cuskey
Mr. D. J. Isbester
Mr. M. E. Kaye
Dr. J. W. McCawley
Mr. A. Nicholas

Co-opted Member — Mrs. M. Browne

Examinations and Assessment Committee

Miss E. R. Bridges (Chairman)
Mr. G. H. Browne
Miss H. Johnston
Mr. W. Lux
Dr. H. Pritchard
Mr. M. Saxby
Mr. J. Salmon

Co-opted Member — Mrs. S. Nielsen

Timetable Committee

Mr. D. Long (Chairman)

Mrs. J. Gledhill

Miss H. Johnston

Mr. W. O'Connor

Mr. J. Salmon

Mrs. M. Trask

Co-opted Members — Mr. R. Hush

Mr. P. J. McCloskey

Mr. R. Munro

**BOARD OF
STUDIES IN
FINANCIAL AND
ADMINISTRATIVE
STUDIES**

Mr. W. P. Birkett (Chairman)

Mr. P. Bebbington

Mr. A. Bridges

Mr. P. Charlton

Mr. J. Cornish

Mr. N. Cotman

Miss N. Detlefs*

Mr. A. Edmonds

Mrs. K. Gillen

Mr. M. Hirst

Dr. M. Lyons

Dr. A. Mayfield

Mr. M. McGrath

Mr. W. O'Connor

Mr. A. Oeding*

Mr. P. O'Hanlon

Dr. H. Pritchard

Mr. J. Salmon*

Mrs. D. Schmidmaier

Mrs. B. Syme

Mr. M. Tedeschi

Mr. R. Underwood

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The Colleges of Advanced Education Act

THE COLLEGES OF ADVANCED EDUCATION ACT

Introduction

The William Balmain College was declared to be a College of Advanced Education as from the 1st September, 1971, by virtue of the notification published in the Government Gazette of the 27th August, 1971 (page 3299), above the signature of the Hon. C. B. Cutler, M.L.A., Minister for Education and Science in the State of New South Wales.

On the 1st July, 1973, a Planning Committee was appointed by the New South Wales Minister for Education and Science to prepare to govern the College during the intervening period preparatory to the incorporation of the College as a College of Advanced Education under Section 16.1 of the Higher Education Act.

In April, 1974, the Minister for Education endorsed a recommendation of the College Planning Committee that its name be changed to the Kuring-gai College of Advanced Education.

By virtue of the notification published in the Government Gazette of 25th October, 1974 (page 4129), the Hon. E. A. Willis, M.L.A., Minister for Education in the State of New South Wales, constituted a body corporate to be a College of Advanced Education under the corporate name of Kuring-gai College of Advanced Education.

On 1st June, 1975, The Colleges of Advanced Education Act, 1975, replaced Part VI of the Higher Education Act, 1969. The Colleges of Advanced Education Act allows colleges in New South Wales to exercise more responsibility and individuality in administering their affairs.

Pending the approval of the College By-Law prepared and submitted under Section 23 of The Colleges of Advanced Education Act the Kuring-gai College of Advanced Education shall be governed by the regulations appearing in this Calendar and such regulations as are adopted pro tem by the College Council.

Act No. 11, 1975.

An Act with respect to the constitution of new colleges of advanced education and the continuation of established colleges of advanced education; to enlarge the powers, authorities, duties and functions of colleges of advanced education; to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith. (Assented to, 10th April, 1975.)

Be it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows—

Short title. 1. This Act may be cited as the "Colleges of Advanced Education Act, 1975".

Commencement. 2. (1) This section and sections 1 and 3 shall commence on the date of assent to this Act.

(2) Except as provided in subsection (1), this Act shall commence on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette.

Interpretation.

3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—

“advanced education course” means a course of study approved under the Higher Education Act, 1969, as an advanced education course;

“appointed day” means the day appointed and notified under section 2 (2),

“Board” means the New South Wales Advanced Education Board constituted under the Higher Education Act, 1969;

“college” means—

(a) an institution declared under section 4 to be a college of advanced education; and

(b) a college of advanced education constituted under section 5;

“corporate college” means a college of advanced education constituted under section 5;

“regulations” means regulations made under this Act.

(2) A reference in this Act, express or implied, to by-laws in relation to a corporate college is a reference to by-laws made by that college.

**College within a
Department
of the
Government.**

4. (1) The Minister may, by order published in the Gazette—

(a) declare any educational institution that forms part of a Department of the Government to be a college of advanced education with the name specified in the order; and

(b) specify the Department of which it forms part.

(2) Where the Minister wholly revokes an order published under subsection (1), he may constitute a corporate college to take the place of the college to which the revoked order related.

(3) The Minister shall not exercise his powers under this section in respect of an institution that forms part of a Department of the Government not administered by him except with the concurrence of the Minister administering that Department.

**Incorporation
as college of
advanced
education.**

5. (1) The Minister may, by notification published in the Gazette—

(a) constitute a corporation that is a college of advanced education with the corporate name specified in the notification; and

(b) appoint the first council of that corporate college, being a council constituted as provided by section 6.

(2) The members of a corporation constituted under subsection (1) consist of the persons who are, for the time being—

(a) members of the council of the college;

(b) servants of the college;

(c) students at the college;

(d) graduates of the college; and

(e) within any other class of persons specified in the by-laws of the college as members of the corporation,

unless, in the case of a person referred to in paragraph (b), (c), (d), or (e), he is exempted by the council of the college, on grounds of conscience, from membership of the corporation.

(3) The governing body of a corporate college is its council which shall act in such manner as to it appears best calculated to promote the purposes and interests of the college.

(4) A decision supported by a majority of votes at a meeting of the council of a corporate college at which a quorum is present is a decision of the corporation of which it is the governing body.

(5) The Minister may, by notification published in the Gazette, change the corporate name of a corporate college.

(6) A change under subsection (5) in the name of a corporate college does not affect the identity of the corporation or any rights or obligations of the corporation or render defective any legal proceedings by or against the corporation, and any legal proceedings that might have been continued or commenced by or against it by its former name may be continued by or against it by its new name.

(7) Except as provided by subsection (8), a corporate college shall not alienate, mortgage, charge or demise any land or interest in land except with the consent in writing of the Minister.

(8) A corporate college may, without the consent in writing of the Minister, demise any land where—

- (a) the term of the lease does not exceed 21 years; and
- (b) subject to subsection (9) (b), there is reserved for the whole of the term the best rent that may reasonably be obtained without fine.

(9) A lease by a corporate college for the purposes of an affiliated residential college shall—

- (a) be for a term not exceeding 99 years;
- (b) be at a nominal rent;
- (c) include a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned; and
- (d) include such other conditions, and such covenants, as the college approves.

**First council of
corporate
college.**

6. (1) The first council of a corporate college appointed by a notification under section (5) (1) shall consist of not more than twenty-five persons.

(2) The members of the first council of a corporate college shall, subject to subsection (3), hold office for such period as the Minister specifies in the notification by which they are appointed.

(3) The Minister may, by notification published in the Gazette, from time to time extend the period for which the members of the first council of a corporate college specified in the notification hold office.

**Council (other
than first
council) of a
corporate
college.**

7. (1) After the expiration of the term of office of the members of the first council of a corporate college, the council of the college shall be reconstituted to consist of—

- (a) not more than twenty-five members; or
- (b) where the college is a college in respect of which the regulations specify

a greater number of members — not more than greater number of members,
as provided by this section.

(2) The council of a college shall consist of—

- (a) official members, comprising—
 - (i) the principal officer of the college; and
 - (ii) a full-time servant of the college who is the holder of the office, or the full-time servants of the college who are the holders of the offices (not exceeding two), in the college prescribed by the by-laws for the purposes of this paragraph;
- (b) Members elected in the manner and (except in the case of subparagraph (iii)) by the persons prescribed by the by-laws in respect of each class of member, comprising—
 - (i) a servant of the college classified by the by-laws as a full-time servant and having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, not more than a specified greater number (not exceeding three) of servants of the college (including at least one member of the non-academic staff) so classified and having the qualifications and experience prescribed by the by-laws for all of them or having the different qualifications and experience so prescribed for each or any of them;
 - (ii) a student of the college having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, two students of the college so qualified and experienced; and
 - (iii) where the by-laws provide for the election of an additional member, or two additional members, by the other members of the council—a person or, as the case may be, two persons so elected; and
- (c) appointed members, being persons (other than servants or students of the college) appointed by the Minister as far as practicable from the following categories—
 - (i) persons experienced in the field of education;
 - (ii) persons experienced in industry or commerce;
 - (iii) persons who are practising, or have practised, a profession;
 - (iv) persons associated with trade unions;
 - (v) persons having such other qualifications and experience as the Minister thinks appropriate.

(3) A person may not be elected or appointed under subsection (2) if he is of or above the age of seventy years.

(4) Subject to this Act, a member (other than an official member) of a council holds office—

- (a) in the case of an elected member, until—
 - (i) the expiration of such period (not exceeding four years) after he takes office as is prescribed by the by-laws in respect of that member; or
 - (ii) the accession to office of his successor, whichever is the later; and

(b) in the case of an appointed member—for a period of four years, and any elected or appointed member is, if otherwise qualified, eligible for re-election or re-appointment, as the case may be.

(5) Notwithstanding subsection (4) (b), where the number of appointed members of a council is less than the maximum number of those members permitted by subsection (1), any member subsequently appointed under subsection (2) (c) otherwise than to fill a casual vacancy holds office for the period specified in the instrument of his appointment.

(6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

**Vacation of
office of
member of a
council.**

8. (1) A member (other than an official member) of the council of a corporate college vacates his office, and there is a casual vacancy in his office, if—

- (a) he attains the age of seventy years;
- (b) he dies;
- (c) he becomes a temporary patient, a continued treatment patient, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, or a person under detention under Part VII of that Act;
- (d) he becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his creditors or makes an assignment of his estate for their benefit.
- (e) he is convicted in New South Wales of a felony or misdemeanour punishable by imprisonment for twelve months or longer, or if he is convicted outside New South Wales of an offence which, if committed in New South Wales, would be a felony or misdemeanour so punishable;
- (f) he resigns his office by writing under his hand addressed, in the case of an appointed member, to the Minister or, in the case of an elected member, to the principal officer of the college;
- (g) he is absent from three consecutive meetings of the council of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the council for his absence;
- (h) being a member elected under section 7 (2) (b) (i) he ceases to be a servant of the college classified by the by-laws as a full-time servant; or
- (i) being a member elected under section 7 (2) (b) (ii) he ceases to be a student of the college.

(2) Where a casual vacancy occurs in the office of a member of the council (including the first council) of a corporate college, the vacancy shall be filled by the appointment or election of a member—

- (a) in the manner provided by the by-laws; or
- (b) where no provision is made by the by-laws—in the same manner as his predecessor in office.

(3) A member elected or appointed to fill a casual vacancy holds office for the balance of the term of office of his predecessor but is eligible for re-election or re-appointment, as the case may be.

**Meetings of
council of
corporate
college.**

9. (1) The procedure for calling meetings of the council of a corporate college and the procedure at those meetings shall, subject to the by-laws, be such as is determined by the council.

(2) A quorum at a meeting of the council of a corporate college shall be the number prescribed by the by-laws or a number calculated in the manner prescribed by the by-laws.

**Powers, etc., of
corporate
college.**

10. (1) Subject to this Act and the regulations, a corporate college—

- (a) has, by its council, the control and management of any real or personal property vested in or acquired by the college and is, by its council, responsible for its maintenance;
- (b) shall, at such place as is, or such places as are, approved by the Minister in respect of the college, provide such advanced education courses as are so approved;
- (c) may confer academic awards and grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible under the by-laws;
- (d) may acquire any property for the purposes of this Act by gift, devise or bequest and may, by its council, agree to carry out the conditions of any such gift, devise or bequest;
- (e) may, within such limits, to such extent and upon such conditions (as to security or otherwise) as the Governor upon the recommendation of the Treasurer approves, borrow money for the purpose of carrying out and performing any of its powers, authorities, duties or functions, the renewal of loans or the discharge of any indebtedness to a bank;
- (f) may invest any funds belonging to or vested in the college in any manner—
 - (i) for the time being authorised for the investment of trust funds; or
 - (ii) approved by the Governor, upon the recommendation of the Treasurer, either generally or in a particular case, or in a particular class of cases;
- (g) may, under conditions acceptable to the Board, provide courses or programmes of study that are not advanced education courses;
- (h) shall, at such times as may be required by the Board, forward to the Board such estimates as are specified by the Board as to the financial and other needs of the college, and such other information as the Board requires in order to discharge its responsibilities.

(2) The rule of law against remoteness of vesting does not apply to or in respect of any condition of a gift, devise or bequest to which a corporate college has agreed.

(3) Where a college is not a corporate college—

- (a) subsection (1) (c) applies to it as if it were a corporate college; and
- (b) the Minister or other person administering the college shall cause subsections (1) (f) and (1) (h) to be complied with as if the college were a corporate college.

**Delegation
of powers,
etc.**

11. (1) The council of a corporate college may, by resolution, delegate to—

- (a) a member of the college;
- (b) a servant of the college;

- (c) the holder for the time being of a specified office in the service of the college; or
- (d) a committee appointed by the council,

the exercise or performance, in any specified case or specified class of cases, of any power, authority, duty or function of the college other than this power of delegation and any power conferred on it under section 23.

(2) A delegation by the council of a corporate college pursuant to subsection (1)—

- (a) may be revoked by a resolution of the council; and
- (b) does not prevent the exercise or performance by the college of the power, authority, duty or function delegated.

Servants of corporate college.

12. (1) Subject to subsection (2), a corporate college may not appoint a person as a member of its academic staff unless the position to which he is appointed is within the academic staff establishment of the college determined by the Board.

(2) To the extent to which a corporate college may, pursuant to a delegation under section 6 (1B) of the Higher Education Act, 1969, determine its own academic staff establishment, it may appoint a person as a member of its academic staff as if its determination were a determination of the Board.

(3) Subject to subsection (4), a corporate college may not employ a person as a member of the staff (other than academic staff) of the college unless the position in which he is to be employed is within the staff (other than academic staff) establishment of the college determined by the Public Service Board.

(4) To the extent to which a corporate college may, pursuant to a delegation under subsection (9), determine its own staff (other than academic staff) establishment, it may appoint a person as a member of its staff (other than academic staff) as if its determination were a determination of the Public Service Board.

(5) Subject to this Act, a corporate college may—

- (a) determine what promotions may be made, whether or not of academic staff;
- (b) determine the qualifications required of persons to be appointed or promoted within the academic staff of the college;
- (c) in accordance with the by-laws, discipline servants of the college whether or not they are members of the academic staff; and
- (d) in accordance with the by-laws, impose penalties for any such breaches of discipline.

(6) Except in so far as provision is otherwise made by law, the conditions of employment (including salary, wages or remuneration) of servants of a corporate college shall be such as are from time to time determined by the council of the college after consultation with, and with concurrence of, the Public Service Board.

(7) In any proceedings before a tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, the Public Service Board shall act for a corporate college in so far as the proceedings in-

**Transfer of
certain persons
to staff of
corporate
college.**

volve a matter in respect of which subsection (6) confers power on a college.

(8) A corporate college shall give effect to any order or determination made in respect of the college by a tribunal referred to in subsection (7).

(9) To the extent to which the Public Service Board may, under section 11A of the Public Service Act, 1902, delegate any power, authority, duty or function to an officer it may, under that section, delegate the power, authority, duty or function to a corporate college or to a servant of a corporate college.

13. (1) In this section "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act.

(2) Where the Minister constitutes a corporate college he may, in the notification that constitutes the college or in another notification published in the Gazette with respect to the college, specify the names of members of the Public Service and of the Teaching Service who are to be transferred to the service of the college, but he shall not so specify the name of a person unless that person—

(a) is a member of the Public Service or Teaching Service employed in connection with the provision of the courses or programmes of study provided or to be provided by the college; and

(b) agrees in writing to the inclusion of his name in the notification.

(3) Where, immediately before the day on which a notification referred to in subsection (2) is published, a person whose name is specified in the notification was a member of the Public Service or the Teaching Service, that person becomes on that day a servant of the college to which the notification relates.

(4) A person who, pursuant to subsection (3), becomes a servant of a college shall be paid salary or wages at a rate not less than the rate that was payable to him immediately before he became a servant of the college, subject to any adjustment necessary to give effect to any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1940, until his salary is, or his wages are, varied in accordance with law.

(5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of a college was, immediately before he became such a servant, regulated by an award or industrial agreement, or an agreement made under the Public Service Act, 1902, or the Teaching Service Act, 1970, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.

(6) Subject to subsection (7), a person who, pursuant to subsection (3), becomes a servant of a college—

(a) retains any rights accrued or accruing to him as a member of the Public Service or the Teaching Service, as the case may be;

(b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before becoming a servant of a corporate college; and

(c) is entitled to receive annual, sick and long service leave and any payment, pension or gratuity,

as if he had continued to be a member of the Public Service or the Teaching Service, as the case may be, and—

- (d) his service as a servant of the college shall be deemed to be service as a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any law under which those rights accrued or were accruing, under which he continues to contribute or by which that entitlement is conferred; and
- (e) he shall be deemed to be a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any superannuation scheme to which, by the operation of this subsection, he is entitled to contribute.

(7) A person who, but for this subsection, would be entitled under subsection (6) to contribute to a superannuation scheme or to receive any payment, pension or gratuity under that scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subsection (6) (e) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.

(8) Subsection (7) does not prevent the payment to a servant of a college, upon his ceasing to be a contributor to a superannuation scheme, of such amount as would have been payable to him if he had ceased, by reason of resignation, to be such a contributor.

(9) Where, pursuant to subsection (6) (b), a person continues to contribute to a superannuation scheme, the college shall contribute to the superannuation scheme the same amount as would have been payable by the Government of New South Wales if that person had remained a member of the Public Service or the Teaching Service, as the case may be, and been paid salary or wages at the rate paid to him by the college.

(10) A person who, pursuant to subsection (3), becomes a servant of a college is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.

(11) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

Acquisition of land.

14. (1) The Governor may, on the recommendation of the Minister, resume or appropriate any land under Division 1 of Part V of the Public Works Act, 1912, for the purposes of a corporate college.

(2) The Minister shall not make a recommendation for the purposes of subsection (1) unless he is satisfied that adequate provision has been or will be made for the payment, by the college for the purposes of which the resumption or appropriation is to be effected, of compensation for the resumption or appropriation and of all necessary charges and expenses incidental to the resumption or appropriation.

(3) A resumption or appropriation effected pursuant to subsection (1) shall be deemed to be for an authorised work within the meaning of the Public Works Act, 1912, and the Minister shall, in relation to that authorised work, be deemed to be the Constructing Authority within the meaning of that Act.

(4) Sections 34, 35, 36 and 37 of the Public Works Act, 1912, do not, but section 38 of that Act does, apply in relation to a resumption or appropriation under this section.

Grant of transfer of certain land to corporate college.	<p>15. (1) Where land on which a corporate college is conducted is vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise) the land may—</p> <p>(a) where it is vested in the Crown — be granted to the college subject to such trusts, conditions, covenants, provisions, exemptions, and reservations as the Governor thinks fit; or</p> <p>(b) where it is vested in a Minister of the Crown — be conveyed or transferred to the college for such estate, and subject to such trusts and rights of way or other easements, as the Minister thinks fit.</p> <p>(2) A grant, conveyance, transfer or other instrument executed for the purposes of subsection (1)—</p> <p>(a) is not liable to be stamped with stamp duty under the Stamp Duties Act, 1920; and</p> <p>(b) may be registered under any Act without fee.</p>
Control of Academic Awards	<p>16. A college shall not confer any academic award in respect of a course or programme of study conducted by it unless the award is of a nomenclature approved by the Board.</p>
Fees	<p>17. (1) Subject to this section, the Minister may fix the fees to be charged by a college.</p> <p>(2) Subsection (1) does not authorise or require the Minister to fix the fees to be charged—</p> <p>(a) in respect of residential facilities provided by a college; or</p> <p>(b) in respect of courses or programmes of study other than advanced education courses.</p> <p>(3) Before he fixes fees under subsection (1) in respect of a college that forms part of a Department of the Government, the Minister shall take into consideration any representations with respect to those fees made by the Minister administering that Department or made by a person or body nominated by him for the purpose.</p> <p>(4) Where any fees have been fixed under this section in respect of any matter, a college shall not make any charge, other than the fees so fixed, in respect of that matter.</p>
Certificate of Academic Awards	<p>18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.</p>
Accounts	<p>19. (1) A corporate college shall cause to be kept proper books of account in relation to all of its operations and shall, as soon as practicable after the thirty-first day of December in each year, prepare and transmit to the Minister for presentation to Parliament a statement of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial position and transactions of the college.</p> <p>(2) The Minister shall cause each statement of accounts transmitted to him under subsection (1) to be laid before Parliament within fourteen sitting days if Parliament is in session and, if not, within fourteen sitting days after the commencement of the next session.</p>
Audit	<p>20. (1) The accounts of a corporate college shall be audited by the Auditor-General who shall have in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public accounts.</p>

(2) The Audit Act, 1902, applies to the members of the council of a corporate college, and to the servants of a corporate college, in the same way as it applies to accounting offices of a public department.

**Annual report
of college.**

21. A college and any other institution that conducts an advanced education course shall, as soon as practicable and not later than the thirty-first day of March in each year cause a report on its work and activities in relation to advanced education courses during the year that ended on the last preceding thirty-first day of December to be prepared and shall—

- (a) cause a copy of the report to be forwarded to the Minister; and
- (b) where the college forms part of a Department of the Government not administered by the Minister — also cause a copy to be forwarded to the Minister administering that Department.

**Political or
religious
discrimination
prohibited.
By-Laws**

22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student at a college, or to hold office therein, or to be eligible to receive any academic award or to enjoy any benefit, advantage or privilege thereof.

23. (1) A corporate college may, by its council, make by-laws for or with respect to—

- (a) all matters that by this Act are required or permitted to be prescribed by by-laws or are necessary or convenient for the purpose of giving effect to this Act;
- (b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;
- (c) the management and good government of the college, the discipline of students at the college and the imposition of penalties for breaches of discipline by those students;
- (d) the use and custody of the common seal of the college;
- (e) the conduct of meetings of the council of the college;
- (f) the election of the elected members of the council of the college and their accession to office;
- (g) the person entitled to preside at a meeting of the council of the college and his voting powers at such a meeting;
- (h) the constitution of a quorum at a meeting of the council of the college;
- (i) the membership and method of appointment of committees and boards of the college and of the council of the college and the quorum, powers and duties of any such committee or board;
- (j) the manner of appointment, promotion and dismissal of servants of the college;
- (k) the qualifications for admission and continuation as a student of the college;
- (l) the examinations for, and the conferring of, awards and the attendance of candidates therefor;
- (m) the examinations for, and the granting of, fellowships, scholarships, bursaries and prizes;
- (n) the admission of students of other educational institutions to any status within the college;

- (o) the conferring on graduates of other educational institutions, or on other persons, of academic awards without examination;
- (p) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the college;
- (q) the affiliation with the college of an educational or research establishment;
- (r) the payment of out-of-pocket expenses to members of the council;
- (s) the powers, authorities, duties and functions of the principal officer of the college;
- (t) the establishment and membership of a convocation.

(2) The by-laws may provide for empowering the council or principal officer of the college, subject to any restrictions and conditions specified in the by-laws, to make rules (not inconsistent with this Act or a by-law) for regulating, or providing for the regulation of, a specified matter that is a matter with respect to which by-laws may be made or for carrying out and giving effect to the by-laws, and any such rule has the same force and effect as a by-law.

(3) A by-law made by the council of a college shall be sealed with the seal of the college and submitted for the consideration and approval of the Governor.

(4) A by-law made by a college may be proved by the production of a verified copy under the seal of the college or by the production of a document purporting to be a copy of the by-law and to be printed by the Government Printer.

Regulations.

24. (1) The Governor may make regulations for or with respect to—

- (a) any matter with respect to which by-laws may be made by a corporate college;
- (b) the keeping of records and accounts by corporate colleges and the supply to the Board of information relating to those colleges and to advanced education courses;
- (c) the administration and functions of colleges;
- (d) prescribing all matters that, by this Act, are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.

(2) A regulation made under subsection (1) may apply to all corporate colleges or to a corporate college specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college to which it applies, prevail over that by-law.

Savings and transitional provisions.

25. Schedule 1 has effect.

Amendment of Act No. 41, 1919. Sec. 132. (Definition of ratable land.)

26. The Local Government Act, 1919, is amended by omitting section 132 (1) (fiv) and by inserting instead the following paragraph—

- (fiv) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the corporate college solely for the purposes thereof; and.

- Amendment of Act No. 11, 1938. Sec. 91. (Lands exempted from rates.)**
27. The Metropolitan Water, Sewerage, and Drainage Act, 1924, is amended by omitting section 88 (1) (f2) and by inserting instead the following paragraph—
- (f2) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.
- Amendment of Act No. 50, 1924. Sec. 88. (Lands exempted from rates.)**
28. The Hunter District Water, Sewerage and Drainage Act, 1938, is amended by omitting section 91 (1) (m) and by inserting instead the following paragraph—
- (m) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.
- Amendment of Act No. 29, 1969.**
29. A provision of the Higher Education Act, 1969, specified in the First Column of Schedule 2 is amended in the manner specified opposite that provision in the Second Column of that Schedule.

Schedule 1.

- Interpretation.**
1. In this Schedule—
- “established college” means a college of advanced education (including a corporate college of advanced education) established under the Higher Education Act, 1969, and in existence immediately before the appointed day;
- “established corporate college” means a corporate college of advanced education established under the Higher Education Act, 1969, and in existence immediately before the appointed day.
- Application of Act to certain colleges.**
2. This Act applies to and in respect of an established college (other than an established corporate college) as if—
- (a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
- (b) that notification had been an order under section 4.
- Reconstitution of certain corporate colleges.**
3. On the appointed day, an established corporate college is hereby reconstituted as a corporation having as its members the persons referred to in section 5 (2).
- Continuation of reconstituted colleges.**
4. An established corporate college continues on and after the appointed day as reconstituted by clause 3 and its continuity as a corporation is not affected by that reconstitution or by any amendments effected by this Act.
- Application of Act to established corporate colleges.**
5. Subject to this Schedule, this Act applies to and in respect of an established corporate college as if—
- (a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
- (b) that notification had been a notification under section 5 (1).

**Council of
established
corporate
college.**

6. (1) The members of a body corporate comprising an established corporate college constituted under section 16 (1), or reconstituted under section 16 (7), of the Higher Education Act, 1969, who held office immediately before the appointed day continue on and after that day as the council of that corporate college to the extent provided by this clause.

(2) Where a body corporate referred to in subclause (1) had not, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969—

- (a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the members of the first council of the college holding office pursuant to section 5 (1); and
- (b) any notification with respect to those members published under section 16 (6) of the Higher Education Act, 1969, shall be deemed to be a notification published under section 6 (2) of this Act.

(3) Where a body corporate referred to in subclause (1) had, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969—

- (a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the council of the college as reconstituted under section 7;
- (b) the persons who, immediately before the appointed day, were official members of that body corporate hold office, subject to this Act, on and from the appointed day as official members of the council, as so reconstituted;
- (c) the persons who immediately before that day, were elected members of that body corporate hold office, subject to this Act, on and from the appointed day as elected members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate; and
- (d) the persons who, immediately before that day, were nominated members of that body corporate hold office, subject to this Act, on and from the appointed day as appointed members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate and so hold that office as if they had been appointed thereto by the Minister under section 7 (2) (c).

**Certain
determinations
continue to
have effect.**

7. To the extent to which a determination made under section 18 of the Higher Education Act, 1969, was in force immediately before the appointed day, the determination—

- (a) shall, where it was made under section 18 (1) (a) of that Act, be deemed to have been made under section 12 (1);
- (b) shall, where it was made under section 18 (1) (b) of that Act, be deemed to have been made under section 12 (3); and
- (c) shall, where it was made under section 18 (3) of that Act, be deemed to have been made by the council of the college to which it relates under section 12 (6).

- Saving of certain rights of servants.** 8. Section 13 applies to and in respect of a servant of a college to whom section 19 of the Higher Education Act, 1969, applied immediately before the appointed day in the same way as it would apply to him if—
- (a) his employment as such a servant had been—
 - (i) where, before he became such a servant, he was a member of the Public Service — employment as a member of the Public Service; or
 - (ii) where, before he became such a servant, he was a member of the Teaching Service — employment as a member of the Teaching Service; and
 - (b) he had, pursuant to section 13 (3), been transferred to the service of the college on the appointed day.
- Fees to continue.** 9. Any fees that, immediately before the appointed day, were in force under section 22 of the Higher Education Act, 1969, shall be deemed to have been fixed on that day under section 17.
- Saving of by-laws.** 10. To the extent to which a by-law made under the Higher Education Act, 1969, would, but for this clause, have ceased on the appointed day to have any force or effect but could have taken effect on that day had it been made under this Act, the by-law shall be deemed to have been made under this Act and to have taken effect on that day.
- Construction of cross-references.** 11. A reference in any other Act, or in any by-law, regulation or statutory instrument, or in any other instrument, shall be construed—
- (a) where the reference is to a college of advanced education constituted under the Higher Education Act, 1969 — as including a reference to a college;
 - (b) where the reference is to a corporate college of advanced education constituted under the Higher Education Act, 1969 — as including a reference to a corporate college;
 - (c) where the reference is to a college of advanced education constituted under this Act — as including a reference to an established college; and
 - (d) where the reference is to a corporate college of advanced education constituted under this Act — as including a reference to an established corporate college.
- Delegations by council of corporate college.** 12. To the extent to which a delegation by an established corporate college under section 21 of the Higher Education Act, 1969, was in force immediately before the appointed day, it shall be deemed to be a delegation under section 11 by resolution of the council of that college.
- Interpretation Act, 1897.** 13. Nothing in this Schedule affects any saving effected by the Interpretation Act, 1897.

College Regulations

Student Regulations
Traffic and Parking Regulations

STUDENT REGULATIONS

Pending the gazettal of the College By-Law, the following regulations have been adopted pro tem by the College Council.

Admission Requirements

1. Students shall normally be admitted for enrolment to an undergraduate course at Kuring-gai College of Advanced Education on the basis of their achievement in the Higher School Certificate examination or its equivalent.

From 1977, admission requirements for N.S.W. Higher School Certificate candidates shall be as follows:

- (i) A candidate may qualify for admission by attaining in recognised matriculation subjects at a New South Wales Higher School Certificate examination, a level of performance determined by the Council from time to time, subject to that level of performance having been obtained at one Higher School Certificate examination, and the candidate having presented at least eleven units at that examination.

The following subjects shall be recognised matriculation subjects:

Agriculture	Indonesian
Ancient History	Industrial Arts (Engineering
Art	Science)
Chinese	Industrial Arts (Technology)
Classical Greek	Italian
Dutch	Japanese
Economics	Latin
English	Mathematics
Farm Mechanics	Modern Greek
Food & Textile Science	Modern History
French	Music
General Studies	Russian
Geography	Science
German	Sheep Husbandry & Wool Technology
Hebrew	Spanish
Home Science	Textiles & Design

The candidate's performance shall be measured by the aggregate of the marks in the best ten units in recognised matriculation subjects, such marks being co-ordinated in a manner approved by the Council.

- (ii) Specific Requirements for entry to courses.

Diploma of Teaching (Primary):

Candidates must fulfil the general requirements and obtain an award in English, any course at Grade 3, or better.

Diploma of Teaching (Secondary Science):

Candidates must fulfil the general requirements and obtain the following:

- An award in English, any course at Grade 3, or better.
- Awards in Mathematics and Science at a minimum of two unit level at Grade 3 or better.

Bachelor of Business and Associate Diploma in Securities Management:

There are no special requirements for these courses.

2. A person who holds a degree or award granted by a university or other tertiary level educational institution may be approved for admission to Kuring-gai College of Advanced Education.
3. Provision shall exist for admission to the College of mature students on the basis of other qualifications where, in the opinion of the Academic Board, the candidate for admission has reached a standard of education acceptable to the Board and has given evidence of probable success in the course chosen. For this purpose consideration shall be given to such factors as academic background, relevant employment experience, satisfactory performance in a prescribed examination or test or other requirement determined by the Board.

Miscellaneous Students

- 4.1 Students may be permitted to enrol for specific semester-units which do not necessarily lead to any award of the College or to the completion of any designated programme.
- 4.2 Such students, to be known as Miscellaneous Students, will be enrolled only if the Department or Departments concerned are willing to accept them and their enrolment does not disadvantage students enrolled in the College's programmes.
- 4.3 Miscellaneous Students must meet the normal admission requirements of the College and any relevant pre-requisite requirements of the Department or Departments concerned.
- 4.4 No Miscellaneous Student may enrol for more than two semester-units in any semester.
- 4.5 Miscellaneous Students will have the same status in the College as Part-time Students and be required to pay the same fees.

Accreditation and Advanced Standing

5. Semester-units from other colleges of advanced education, universities or other institutions acceptable to the appropriate Board of Studies may be accredited.
6. Semester-units from such institutions shall be evaluated on a pro-rata basis by the appropriate Board of Studies following submission of a properly validated transcript and course description from the institution concerned.
7. Except with the approval of the Academic Board, no student seeking enrolment in any course of the College shall receive accreditation for more than 50% of that course.

**Right to
Challenge**

8. On petition to the appropriate Board of Studies, and with the written approval of the Head of Department concerned, a student may be permitted to undertake the assessment requirements of a semester-unit in which he is not enrolled and receive credit on the basis of a successful performance in the assessment requirements.

**Accreditation
of Other Units
of Study**

9. A student may petition a Board of Studies for accreditation of semester-units other than those normally listed in the courses of study. Such units may include:
- 9.1 *Formal coursework* taken at another college or university in lieu of/or in addition to work in the college. Such subjects would normally be in an area of studies not offered in this college, but which would be considered as equivalent to college semester-units taken in a sequence.
- 9.2 *Seminar Studies* which are individually negotiated subjects planned and negotiated by a student or group of students with a lecturer. They would entail normal theoretical and practical study which is attempted and assessed in a variety of ways. Such study would have normal equivalence to a 3 semester hour semester-unit offered in the College. The subject could involve several members of lecturing staff in a unit of integrated study.
- 9.3 *Practicum studies* of a more practical nature which are proposed by a student or lecturer. They may involve a line of enquiry, reading, practical activity, research, travel and study in this country or overseas. The presentation of a suitable report of the practicum completed would be a normal part of this semester-unit or sequence.
- 9.4 Method of obtaining accreditation of other units of study:
- 9.4.1 A petition will be received by a standing Studies Sub-Committee of the Board of Studies of the School concerned, which may co-opt members of the College from appropriate areas to advise. Advice will be forwarded by the Sub-Committee to the Board for confirmation and appeals on the decisions of the Sub-Committee, may be made to the Board of Studies concerned.
- 9.4.2 Petition to propose a semester-unit in any of the categories of 9 may be initiated by a lecturer, group of lecturers, student or group of students. If initiated by a student member of the College, that person may
- (i) negotiate acceptability with a member of the lecturing staff and department; or
- (ii) make direct approach to the Studies Sub-Committee of a Board of Studies with a detailed written proposal.
- The normal action of the Sub-Committee would be to refer the proposal to an appropriate college department for advice. If initiated by a lecturer, that lecturer may make direct approach to the Studies Sub-Committee of a Board of Studies through his Head of Department.
- 9.4.3 Petition for such a semester-unit should include a clear statement of objectives, the content, itinerary, learning experiences, practi-

cal tasks, background reading, bibliography and suggested forms of assessment. Assessment of the semester-unit concerned may be accomplished in a variety of ways — but those defending the course should be aware of the need for academic accountability.

Status of Students

10. A student shall be deemed to be a registered student in the College from the time that he completes his first enrolment and is given a registration number until he completes, withdraws from, is excluded from, or is deemed to have abandoned the course.
11. Students must enrol (or re-enrol) within a prescribed time as notified by the Secretary prior to the commencement of each semester. Late enrolment will be permitted up to one week after the normal close of enrolment on the payment of the prescribed late fee of \$20.00.
12. A student shall be deemed to be enrolled in the units approved on his current enrolment form, subject to any variations later approved under Regulation 25, provided that all fees due have been paid.

Student Identity Card

13. All new students are issued on enrolment with an Identity Card, which should be carried during attendance at the College. The card should be presented on request to an authorised officer of the College, when borrowing materials from the Resources Centre, and when applying for transport concessions. It should also be presented for validation each semester when re-enrolling. Loss of an Identity Card should be reported to the Secretary. A new card will be issued by the Student Administration Centre on payment of the prescribed replacement charge of \$1.00. Students should note the number on the card is their student number which should be quoted on all correspondence with the College.

Payment of Fees

14. As part of enrolment, students are required to pay the annual S.R.C. Fee and this is the only fee required to be paid.
15. Scholarship holders or sponsored students who have not received an enrolment voucher or appropriate letter of authority from their sponsor at the time when they are enrolling must complete their enrolment and pay their own fees. A refund of fees will be made after the enrolment voucher or letter of authority has been lodged.

Extension of Time for Payment

16. Any student who is unable to pay a fee which is a condition of enrolment by the due date may apply in writing to the Secretary for an extension of time. Such applications must clearly state the reasons why payment cannot be made and the duration of the extension sought. The application must be lodged before the date on which a late fee becomes payable. Normally the maximum extension of time for the payment of fees is one month from the date on which a late fee becomes payable.

Waiver of Late Fees

- 17.1 It is the responsibility of the student to seek a waiver of late fees before they become due, excepting where the procedures of the College will make it impossible for the student to complete his enrolment before the due date, in which case it shall be the responsibility of the Head of School or Head of Department to seek a waiver.
- 17.2 Where a student seeks to enrol after the closing date for enrolment or re-enrolment and no authorisation for a waiver of the late fee can be pro-

duced, a student must pay the late fee. If a waiver is subsequently sought on any ground whatsoever, this should be presented in writing to the Secretary.

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| | 17.3 | Authority for the waiver of late fees shall rest in the Principal or his nominee. |
| Failure to meet Liabilities | 18. | Any student who is indebted to the College by reason of nonpayment of any fee or charge, and who has failed to discharge his indebtedness within a specified time shall not be permitted to enrol or to pay any fees until such indebtedness is discharged. |
| Refund of Fees | 19. | Where a student discontinues a course before the end of the fourth week of the semester in which the course commenced, a refund of the S.R.C. Fees shall be made. No refund shall be made where a student discontinues a course beyond this date. |
| Course Requirements | 20. | Assignments, class exercises, practical work and other set work will be regarded as course requirements, will be assessed and will be included in the overall assessment of students at the conclusion of each semester. The relative weighting of components of the overall assessment will be the responsibility of the teaching department. |
| | 21. | Failure to complete assignments, class exercises or other set work will mean that the student may not be eligible for assessment in the semester-unit concerned. |
| Attendance Requirements | 22. | A student who has not satisfied the attendance requirements for a semester-unit laid down by the Department in which the semester-unit is offered may be refused permission to be considered for assessment or to sit for the examination in that semester-unit. |
| | 23. | On petition to the appropriate Board of Studies, and with the written approval of the Head of Department concerned, a student may be exempted from some or all of the attendance requirements in a semester-unit for which he is enrolled, and receive credit on the basis of successful performance in the assessment requirements. |
| | 24. | In the case of protracted illness or of absence arising from some other unavoidable cause, a student may be released by the Head of the School from attendance requirements for a period of normally not more than one month. |
| Change in Course Programmes | 25. | Students seeking approval to substitute one semester-unit for another, add one or more semester-units to their programmes or discontinue one or more semester-units, must complete the prescribed form for variation of initial enrolment after obtaining the endorsements of the Heads of Departments in which the semester-units are offered. The recommendation will be submitted to the Head of School for approval. |
| | 26. | Except in special circumstances, with the permission of the Head of School concerned, students may not enrol in any semester-unit after two weeks of teaching in that semester-unit. |
| Discontinuance of Studies | 27. | Where a student is permitted to change his programme of studies, pursuant to Regulations 25 and 26 above, and such change of |

programme includes discontinuance of a semester-unit or semester-units, or where a student discontinues all the semester-units in his programme of studies, the following regulations shall apply:

- 28.1 The student may discontinue without penalty a semester-unit or semester-units of his course before the end of the fourth week of the semester in which the course commenced.
- 28.2 In exceptional circumstances the Board of Studies on the recommendation of the Head of School may permit a student to discontinue all the semester-units in his programme without penalty after the time prescribed in 28.1 above.
- 28.3 In exceptional circumstances the Board of Studies, on the recommendation of the Head of Department in which the semester-unit is offered, may permit a student to discontinue a semester-unit or semester-units without penalty after the time prescribed in 28.1 above.
- 28.4 Provided that if the student claims that such discontinuance is due to illness or misadventure he may report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Secretary, whereupon the Board of Studies on the recommendation of the Head of Department offering any semester-unit which the student has discontinued may, if in the circumstances it deems fit, determine that the student be not recorded as having failed in the course.
- 28.5 The student shall be deemed to have withdrawn from the semester-unit or programme if he discontinues after the end of the fourth week of the semester in which the semester-unit or programme commenced. In such case he shall be deemed to have failed in the semester-unit or semester-units concerned.
- 28.6 A student re-enrolling in a semester-unit from which he has previously withdrawn shall not receive credit for any work previously completed in that semester-unit.
- 28.7 For the purpose of this Regulation, discontinuance includes failure to complete formal enrolment, failure to re-enrol, ceasing to attend classes or any other conduct which constitutes an abandonment of the course.

**Maximum
Time to
Complete a
Course**

29. A student shall be required to complete a course within a period that normally shall not exceed by two semesters the number of semesters laid down for that course. In special circumstances the Academic Board may extend this time on the recommendation of the Board of Studies of the School in which the student has been enrolled.
30. The maximum number of semesters in which a student enrolled with advanced standing may be permitted to complete the course shall be determined by the Head of the School in which he is enrolled.
31. The total time allowed for completion of a course set out in 29 above shall not include periods of approved leave of absence (see 24) or periods of exclusion from courses (see 35).

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| Exclusion from Courses | <p>32. <i>Double Failure in a Semester-unit:</i> A student shall show cause why he should not be debarred from repeating a semester-unit in which he has failed more than once.</p> <p>33. <i>Maximum Time:</i> A student, including a student with advanced standing, shall be required to "show cause" why he should not be debarred from continuing a course which he will be unable to complete in the time set out in Regulation 29 above.</p> <p>34. <i>Withdrawal from Course:</i> A student whose standard of performance is not acceptable to the Board of Studies in the School in which he is enrolled shall be asked to "show cause" why he should not be excluded.</p> <p>35.1 A student who is required to "show cause" why he should not be excluded from a course or semester-unit under the above regulations shall submit his reasons in writing to the Board of Studies of the School in which he is enrolled.</p> <p>35.2 A student who does not satisfy the Board of Studies with his reasons for "show cause" or who neglects to submit his reasons shall be excluded from the course or semester-unit in which he was enrolled and shall not be eligible for re-admission to that course or semester-unit for at least one semester.</p> <p>36.1 A student excluded from a course as a result of the "show cause" regulations above, may apply to be re-enrolled in another course at the College within the exclusion period. Failure in any semester-unit in the first semester of the second course means that the student shall be required to "show cause"</p> <p>36.2 A student who has been excluded for one semester and who is permitted to re-enrol shall be required to "show cause" why he should be permitted to continue in that course if he fails in any semester-unit in the first semester after resumption of enrolment.</p> |
| General Conduct | <p>37. Enrolment as a student of the College implies an undertaking to observe the regulations and other requirements of the College which are formed to enable staff and students to obtain the maximum benefit of College membership.</p> <p>38. Members of staff of the College, both academic and non-academic, have a responsibility to maintain orderly and acceptable conduct in the College and to report any breach of regulations occurring in the College.</p> |
| Correspondence | <p>39. All correspondence should be directed to the Secretary and students should quote their student number.</p> |
| Change of Address | <p>40. Students are required to notify the Secretary of any change in their address as soon as possible. The College cannot accept responsibility if official communications fail to reach a student who has not notified the Secretary of a change of address.</p> <p>41. Official College notices are displayed on the College Information Boards and students are expected to be acquainted with the contents of those announcements which concern them.</p> |

Assessment Procedures	42.	Students shall normally be assessed on a progressive basis throughout their course, by assignments, tests, practical or other work. In some semester-units an examination at the end of the semester will contribute to the assessments. Except as in 45.1 and 45.2 there will be no deferred assessments. Students will be notified in writing of all semester-unit requirements and assessment procedures at the beginning of each semester-unit. These may vary and will be related to the objectives of the semester-unit.
Final Assessments	43.1	A final assessment, incorporating all the means of assessment adopted for the semester-unit, will be made at the conclusion of each semester-unit, i.e. normally at the end of the semester.
	43.2	Final assessments generally will be made within the categories: Distinction Credit Pass Fail Where assessment is made within the Pass/Fail categories only, this will be stated on the student's academic record.
Notification of Assessments	44.	Students will be notified of their final assessments by mail to their last recorded address.
Special Assessments	45.1	<i>Provision of Special Assessment:</i> In the case of illness or misadventure, the appropriate Board of Studies may recommend provision of special assessments.
	45.2	<i>Illness or Misadventure During the Semester:</i> A student, who because of illness or other circumstances, experiences difficulty in meeting assessment requirements, or who believes that his performance in an examination will be affected, should bring the circumstances (supported by medical or other evidence) to the notice of the Head of School through the Secretary.
Illness or Misadventure at the Time of an Examination	46.1	<i>During an Examination:</i> A candidate who attempts an examination yet claims that his performance was prejudiced by sickness (or accident) on the day of the examination must notify the Secretary immediately after the examination and submit a medical certificate. A candidate prevented by illness or other reason from working continually during the paper shall not be allowed an extension of time at the end of the session to compensate for any time lost.
	46.2	<i>Absence from an Examination:</i> A candidate who, through illness or other cause beyond his control, is unable to attend an examination is required to bring the circumstances to the notice of the Secretary prior to, or on the day of, the examination and to provide supporting medical evidence, or other evidence no more than three days after the date of the original examination.
Examination Timetables	47.	Provisional and final timetables will be prominently displayed on the main notice boards. Students are required to notify the Secretary in writing of any clashes apparent in the provisional timetable. It is the responsibility of the candidate to ascertain the time and place of the examinations from the final timetable. No responsibility will be accepted for information con-

	cerning examination timetables given by telephone.
Attendance at Examinations	48. Students are required to be present at examinations at the correct time and place. Misreading or misunderstanding of final information cannot be accepted as a reason for failure to attend an examination.
Admission to Examination Rooms	49. No candidate shall be admitted into an examination room after one hour from the time of commencement of the examination. No additional time will be allowed for time lost.
Leaving an Examination Room	50. No candidate shall be permitted to leave an examination room before the expiry of one hour from the time the examination commences except under approved supervision.
Reading Time	51. Reading time of ten minutes prior to the commencement of the examination will be allowed.
Conduct of Candidates	52. A candidate shall not, by any improper means, obtain or endeavour to obtain assistance in his work, or endeavour to give assistance to any other candidate. A candidate shall not behave in such a way as will interfere with another candidate's right to sit for an examination. A candidate shall not do anything designed to disadvantage other students during an examination. Any student who contravenes the proper conduct of examinations may be considered to be ineligible for assessment in the semester-unit concerned. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into or removed from an examination room. Smoking is not permitted in an examination room.
Student Appeals Procedure	53.1 Students have the right of appeal against any decision of a Board of Studies affecting them. 53.2 In regard to any decision of a Board of Studies, a student should first apply in writing to the Board of Studies. In the event of that appeal being dismissed, he may, if he wishes, appeal to the Academic Board. 53.3 Appeals Committee of the Academic Board. 53.3.1 The Appeals Committee of the Academic Board will consider appeals addressed to the Board and make recommendations to the Academic Board on the matter. 53.3.2 Membership of the Committee will consist of: <ul style="list-style-type: none"> • 3 members of the Academic Board elected annually and who, as far as possible, represent the varied programmes of the College. • A member to be nominated by the appellant, who is a student or a member of staff. • A member of staff nominated by the Chairman of the Board of Studies appropriate to the particular case.

53.4 Appeal Procedure:

53.4.1 Within one month from the dismissal of an appeal by a Board of Studies, students may lodge a Notice of Appeal to the Academic Board. Such Notice must be served upon the Secretary by leaving it at his office.

53.4.2 A Notice of Appeal shall state:

- The full name and address of the student and that he wishes to appeal.
- The decision in respect of which the appeal is brought.
- The grounds of appeal. Any reasons for that appeal without prejudice to any submissions that might later be made.
- An appeal should be supported by statements of material matters which the appeal raises.

53.4.3 A student may:

- Make wholly written submissions to the Committee.
- Appear before the Committee personally.
- Appear before the Committee through an agent.

53.4.4 The Appeals Committee should meet within one month of the receipt of the student's appeal and report to the next meeting of the Academic Board at which it is practical to do so. The files of the Committee on a matter will be available to members of the Board for at least 7 days before a meeting of the Board considers the recommendation of the Committee.

53.4.5 The Appeals Committee has the right to request appropriate persons to give evidence if, prior to calling those persons, the Committee:

- Notifies the student of its intention and hears the student on that matter.
- Examines those persons in the presence of the student.
- Allows the student to cross-examine those persons.

TRAFFIC AND PARKING REGULATIONS

- General**
- 1.1 The College grounds are private property and the College has the right to regulate the entry of vehicles and their operation within the grounds.
 - 1.2 Any vehicle brought onto the grounds is required to be driven, parked and managed in compliance with the College Traffic and Parking Rules and signs, and in observance of the directions of authorised persons.
 - 1.3 The College accepts no responsibility for any damage caused to vehicles while travelling, standing or parked in the grounds, nor for damage to or loss of accessories or contents.
 - 1.4 The bringing and driving of vehicles, cycles or scooters on paths, grassed areas or elsewhere on the site, save for College roads and car parks is prohibited, except with the permission of the Principal or his authorised representative.
 - 1.5 Subject to the above, the provisions of the Motor Traffic Act and the regulations made under it shall be observed in the College site so far as these can be applied to the circumstances.
 - 1.6 Notwithstanding any of the following provisions, the bringing and management of any vehicle, conveyance or animal onto, and while on the College site shall be subject to the directions of any authorised person.
 - 1.7 Failure to observe the Traffic and Parking Rules may result in the loss of parking privileges.

- Entry into Grounds**
- The following vehicles only are ordinarily permitted to enter the College grounds:—
- 2.1 Vehicles in the charge of staff and students, if the appropriate transfer authorising parking is permanently affixed to the driver's side of the wind-screen (or conspicuously on the front of a motor cycle or scooter).
 - 2.2 Vehicles of members of the public having business or attending meetings or functions within the College.
 - 2.3 Buses, taxi-cabs or other vehicles carrying passengers with business or attending meetings or functions within the College.
 - 2.4 Vehicles making delivery of goods ordered by the College, and contractors to the College.
 - 2.5 Students' cars are to be parked only in the lower car park and the North West Car Park, whilst staff, S.R.C. executive, visitors, delivery vehicles and contractors to the College are to park in the upper car park.
 - 2.6 After 5.15 p.m. students may park in the upper car park.

- Traffic**
- 3.1 Parking and standing is prohibited on all roads and in access lanes on College owned land, except to the extent specifically authorised by notice or by an attendant. This prohibition applies irrespective of whether a "No Standing" notice is or is not displayed. These notices, when displayed, are directed rather to non-College personnel not expected to be completely aware of the College Traffic and Parking Rules. The prohibition against parking and standing means that vehicles may be stationary for a sufficient minimum time to set down and pick up passengers, but no longer.
 - 3.2 The speed limit in the College grounds is 25 kilometres per hour.
 - 3.3 Vehicles must give way to pedestrian traffic in all circumstances.
- Parking**
- 4.1 At all times parking is permitted only in established car parks and not on College roads or elsewhere on the site, except that—
 - 4.1.1 Builders' vehicles may be parked within the assigned areas.
 - 4.1.2 Cycles and scooters may park only in areas reserved for them, other vehicles may not use these areas.
 - 4.2 Within car parks, vehicles are to be parked or placed wholly within the parking spaces wherever denoted by painted lines and are not to be parked or placed so as to obstruct the free passage of vehicles in the access lanes.
- Parking Permits**
- 5.1 Separate identifying transfers authorising parking will be issued to members of staff and students.
 - 5.2 A parking transfer must be affixed as specified in paragraph 2.1 to the vehicle in respect of which it was issued but remains the property of the College. Acceptance of a transfer involves an undertaking by the receiver to accept responsibility for the vehicle in respect of which it was issued while on the College site. In the event of the disposal of the vehicle the transfer must be removed and the College notified. The College reserves the right to withdraw any transfer.
- Restricted Roads**
- Only delivery and service vehicles, emergency vehicles (fire engines, ambulances and the like), taxis and buses, and builders' vehicles when proceeding to construction sites, may enter those roads and lanes which give immediate access to major College buildings.

General Information

Semester-Unit Weightings

Teacher Education Scholarships (Liaison Office)

Tertiary Education Assistance Scheme

The Resources Centre

SEMESTER-UNIT WEIGHTINGS

CLASS CONTACT HOURS, WEEK HOURS, SEMESTER HOURS

In the section "Semester-Unit Outlines" at the back of the calendar, each semester-unit is described in terms of Class Contact Hours, Week Hours and Semester Hours. These approximately indicate the

In the section, "Semester-Unit Outlines" at the back of the calendar, each semester-unit is described in terms of Class Contact Hours, Week Hours and Semester Hours. These approximately indicate the amount of time a student can expect to devote to the various aspects of the unit: i.e., in formal class contact; overall study per week and per semester.

CLASS CONTACT HOURS: The number of hours per week in which students enrolled in a particular unit are in formal contact with fellow students and teaching staff. Such contact may take the form of lectures, tutorials, workshop classes, laboratory sessions, seminars or discussions or a combination of these sessions.

WEEK HOURS: The approximate amount of time a student is expected to work in the given unit per week, *including* class contact. Week hours can be seen as the minimum amount of work required per week.

Courses have been designed so that generally speaking a student will be required to do between 36 and 44 hours per week in the programme, i.e., the total number of week hours of all semester units in which a student is enrolled in any one semester should total between 36 and 44 hours in a full time programme. A part time programme is approximately half this.

SEMESTER HOURS: The amount of study required in a particular unit during the semester in which it is taught. The figure is obtained simply by multiplying the unit's week hours by the number of weeks in which it is taught. Thus, a semester unit with week hours numbering six and which is taught for 12 weeks has a semester hours number of 72. Similarly, a unit with week hours numbering six but which is taught for 15 weeks has a semester hours number of 90.

TEACHER EDUCATION SCHOLARSHIPS (LIAISON OFFICE)

The New South Wales Department of Education has established a Liaison Office at the College on Level 4, adjacent to the Student Union area. The primary function of the office is to assist holders of Teacher Education Scholarships with all matters associated with their Scholarships, appointments, etc.

Students who hold Teacher Education Scholarships should complete their enrolment at the College and then enrol separately with the Liaison Office. In cases of withdrawal from courses, variation of programmes of study, notifications of illness, change of address, and other similar matters, both the College and the Liaison Office should be informed.

TERTIARY EDUCATION ASSISTANCE SCHEME

The Tertiary Education Assistance Scheme was first introduced in 1974 as the Tertiary Allowances Scheme (replacing the Commonwealth University, Advanced Education and Technical Scholarships Scheme).

Under the scheme, assistance is available subject to a means test for students who are pursuing a course of full-time study in an approved course. Such assistance is provided on a non-competitive basis without reference to a student's age.

To be eligible for assistance, a student must not be under bond and must satisfy certain residence and academic requirements.

Benefits may include living allowance, incidentals allowance, allowances for a dependent spouse and/or child, and travelling allowance. A student must be eligible for a living allowance in order to receive any of the other benefits.

For students living with parents while attending courses, the maximum rate of living allowance is \$1,250.00 per annum. Where students must live away from home the maximum rate is \$1,976.00 per annum.

Students eligible for a full or part living allowance will be granted the full incidentals allowance of \$70.00 to cover the cost of those fees which have not been abolished such as Students' Representative Council fees. Part of the allowance could also assist in meeting expenses associated with the purchase of books and equipment.

A student who qualifies for a living allowance may also receive an allowance of \$29.00 per week for a dependent spouse, and \$7.50 per week for each dependent child.

Students living away from their normal place of residence may be reimbursed the cost of three return trips per annum during vacation periods between their homes and the College. This will only be provided for students who qualify for assistance under the means test.

Application forms for assistance will be distributed to schools late in October. Students who wish to apply for assistance should apply for forms to the College or to the Regional Director, New South Wales State Office, Department of Education, Central Square, 323 Castlereagh Street, Sydney, N.S.W., 2000. (Telephone 2-0929.)

THE RESOURCES CENTRE

The Resources Centre is the media service centre of the College and has two branches, library services and audio-visual production services.

The library services branch is responsible for the acquisition, organisation and distribution of all forms of learning materials, including books, periodicals, pamphlets, slides, records, filmstrips, tapes, transparencies, models, globes, maps, charts, pictures, art prints and realia.

In general, most material is on open access and may be borrowed by staff and students, as well as used within the Centre. Seating is provided for over two hundred and eighty persons. This includes carrels for individual study, typing room, group study rooms, lecture rooms and recording booths. Copying facilities are also provided.

The audio-visual production services branch of the Centre provides graphic, photographic, television and general technological services to the College, producing resource materials both for use within the Centre and by teaching departments.

The staff of the Centre is always available to give assistance whenever required, both bibliographically and in the selection and use of audio-visual materials and equipment.

Further information on the use of the Resources Centre is given in the College brochure *Guide to the Resources Centre*.

Course Information

The School of Financial and
Administrative Studies

THE SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

The formation of the School of Financial and Administrative Studies in January 1974 marked the first major step in the multi-disciplinary development of Kuring-gai College of Advanced Education.

The School offers courses of varying duration and rigour in the areas of financial and administrative studies. Courses are offered at Degree, Associate Diploma and Post Graduate Diploma level. A comprehensive range of shorter extension courses is being developed to serve recognized areas of community need.

In 1977 the School is offering the following programmes:

- Associate Diploma in Securities Management.
- Bachelor of Business Degree.
- Graduate Diploma in Administration.

The focus of each of the School's programmes is on the development of the capacities of individual students, by providing learning experiences which are rich, diverse, challenging and initiating. To this end the programmes will incorporate the following features:

- The meeting of vocational and professional needs while emphasizing also the personal development of students and the development of their analytic skills through concentrated disciplinary study.
- The association of disciplinary depth with inter-disciplinary perspective.
- A variety of teaching approaches to provide the most effective learning experiences for the wide range of subject areas.
- Encouragement of student initiated projects, including team projects.
- Provision of electives to provide flexibility for the student in suiting his capacities and interests.
- Encouragement of mature age students without formal matriculation requirements.

The School is being developed as a centre for innovation and research into business education.

BACHELOR OF BUSINESS DEGREE

Since 1975 the School has offered a range of course programmes leading to the award of a Bachelor of Business degree. These specialized programmes of study are designed to develop the intellectual and personal competences necessary for a professional career in either:

- Accounting
- Business Management
- Public Administration, or
- Local Government Administration (by the selection of appropriate electives within the Public Administration programme).

Each programme normally would involve three years full-time study or six years part-time study, though consideration is being given to ways in which part-time students may accelerate their progression.

The Bachelor of Business Degree at Kuring-gai College has been designed to provide a business education that is at once:

- Vocational — providing the minimum competences necessary for entry to a professional career in accounting, business management, public administration, or local government administration.
- Disciplinary — providing training in the application of analytic techniques and through this some understanding of the patterning of social activity, the processes of social change, the relation between ideas and phenomena, and the nature of extant social anomalies.
- Professional — providing an understanding of the present position of the accounting or administrative professions, focussing on their present problems and on an evaluation of the best of the solutions proposed to these problems, and discriminating between the political processes by which professions adapt and the social and other processes through which knowledge is developed.
- Personal — providing development of understandings and competences which assist the individual in dealing with the world in either a personal or professional capacity, in tackling problems and dealing with change—personal or social.

Award of the Degree

- (i) In order to qualify for the award of the Degree of Bachelor of Business a student must complete a total of 3420 semester hours of study, consisting of 14 defined common units, four units completing a defined major sequence, seven prescribed units defined for a particular specialization, and a minimum of 600, 630, or 660 semester hours of elective units — the minimum depending on the area of specialization chosen.

- (ii) A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
- (iii) A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
- (iv) The normal time for the completion of all the requirements of the degree programme is six semesters (full-time) or 12 semesters (part-time).

However, the degree will be awarded to students who complete the requirements in eight semesters (full-time) or 16 semesters (part-time).

In special circumstances, the Board of Studies of the School may grant an extension beyond these times, or may permit part-time students to complete their programme in less than the normal time.
- (v) Credit for relevant studies completed in other institutions may be granted by the Board of Studies in accordance with the admission regulations of the College.

Structure of the Course

The course includes a set of common units taken by all candidates, provision for two major sequences of units — financial studies and administrative studies, supporting sub-major sequences in economics, law and quantitative methods, and a range of elective units. The degree may be taken out with a major in either Financial Studies or Administrative Studies. A candidate in one of the major sequences may elect to complete a sub-major in the other.

Within each major area of study students are required to specialize further. Specialization is achieved by completing a further four units of one of the defined major sequences and seven prescribed units, which together provide both a detailed and extensive coverage of the social context, modes of practice and bodies of knowledge relevant to a particular professional field. At present specialization is provided as follows:

Major	Specialization
Financial Studies	Accounting
Administrative Studies	{ Business Management Public Administration

By an appropriate selection of electives within the Public Administration specialization students may specialize further in Local Government Administration.

The award of the degree requires the satisfactory completion of a minimum of 3420 semester hours of study, divided as follows:

	Semester Units	Semester Hours
Common units	14	1320
Completion of major sequence	4	540
Prescribed units—		
Accounting	7	960
Business Management	7	900
Public Administration	7	930
Electives	Variable	600-660
		<hr/> 3420 <hr/>

Students are required to nominate their area of specialization at the commencement of their second full-time year or its equivalent part-time.

The course is designed to meet professional educational requirements and to cater for different capacities and interests among students. It demands study in depth — by requiring six sequential semester units to be taken in the area of specialization and four sequential semester units of study in two other areas at least; and it demands study in breadth — by the provision of a broad common core and a wide range of electives. Each programme of study is designed to provide not just new understandings, but also to open up both new ways of learning and avenues within which new understandings can be sought.

Class Contact and Semester Hour Weightings

All units in the degree programmes require nominally three hours per week class contact. Such contact may take the form of lectures, tutorials, workshop classes, seminars or discussions or a combination of these sessions. However, the number of weekly hours and the form of class contact used may be varied, depending on their educative value in the study of a particular unit or their necessity for a particular pattern or style of teaching. Some units, for example, may require no class contact.

The semester-hour weighting for each unit is indicated on the course outlines which follow.

Common subjects

All candidates for the degree pursue a common programme in Semesters I and II and for part of Semester III (Semesters I to V of part-time attendance). This programme is designed to:

- introduce students to present understandings about major areas of social behaviour and to the disciplinary processes by which these understandings are acquired (through the study of such units as Political Behaviour, Society and Culture, Organization Behaviour, Law and Society, Economy and Society I-III, and Financial Accounting I and II);

- develop students' skills in interpersonal and other forms of communication (through participation in Communication I and II);
- equip students with a minimum necessary level of quantitative and computational competence (through study of Quantitative Methods I and II, and Business Data Processing Systems).

Major Sequences and Fields of Specialization

Accounting:

The Accounting specialization of the Financial Studies Major is designed to develop competences deemed necessary for a successful career in professional accounting, taking as a minimum guide the entry requirements of the professional accounting associations. Students complete an additional four semester units in the Accounting major sequence (Managerial Decision-making, Managerial Accounting, Contemporary Professional Issues in Accounting, Contemporary Theoretical Issues in Accounting), a further three units in law (Commercial Law, Company Law, Revenue Law), one more economics subject (Financial Institutions and Markets), and three other accounting units (Auditing, Security Analysis and Portfolio Management, Securities Market Regulation).

The Accounting specialization is approved by the *Public Accountants' Registration Board in New South Wales*; the *Australian Society of Accountants*; and the *Institute of Chartered Accountants in Australia*.

Administrative Studies:

The Administrative Studies Major is designed to provide the disciplinary background and develop the intellectual and personal competences deemed necessary for a professional career in management, either in business or in government. Students in either specialization complete a further four units in the Administrative Studies Major sequence (Industrial Sociology, Management Theory, Bureaucracy, Organization Adaptation and Change).

Students who elect to follow Business Management specialization of the Administrative Studies Major complete two further administrative units (Corporate Strategy, Organization Design), one more economics unit (Financial Institutions and Markets), two more accounting units (Managerial Decision-making, Managerial Accounting), and two more legal units (Commercial Law, Industrial Law).

Students who elect to follow the Public Administration specialization of the Administrative Studies Major complete two further administrative units (Public Administration, Organization Design), one more economics unit (Public Policy), two more accounting units (Managerial Decision-making, Government Budgeting and Accounting), one more legal studies unit (Administrative Law), and a further political studies unit (Community Politics).

By an appropriate choice of electives within the Public Administration specialization students can specialize further in Local Government Administration. The

following units then would be taken as electives: Sociology of Community, Local and Regional Government, Local Government Law and Procedure, Regional and Urban Economies.

Endorsement of these programmes is being sought from the relevant qualifying or professional bodies.

Electives

Students may tailor the course to their particular capacities and interests by choosing units as electives from the wide range offered within the College if approved by the Board of Studies in the School of Financial and Administrative Studies. In choosing electives normal prerequisite requirements must be observed. Students are required to complete a minimum of 600, 630, or 660 semester-hours of electives for the award of the degree depending on their field of specialization, and may undertake no more than 720 semester-hours of electives without approval of the Board of Studies of the School. Normally about five elective units would be taken.

Students may wish to pursue elective *sequences* offered by the College at Degree level. Approved major sequences are offered in Legal Studies, Economics, Political Science, and Education. Details of these programmes are shown under the relevant departments in "Semester-Unit Outlines".

Patterns of Attendance

The course may be taken on a full-time basis over a minimum of three years (six semesters), or on a part-time basis over six years (normally twelve semesters), or by a combination of full-time and part-time study.

Experience has shown that students may find it necessary or advantageous to switch from one pattern of attendance to another during the duration of the course. This flexibility will be permitted to the extent practicable to meet the needs of both students and employers.

Where possible, it is desirable that part-time students obtain "day release" from their employment for attendance at classes. Class times will be arranged, where practicable, so that "day release" causes minimal interference with employment duties. For example, early morning or late afternoon classes will be provided as an alternative to evening attendance, and Saturday classes are being considered.

It is also considered desirable that part-time students be able to "accelerate their progression" so that they can complete the course in less than twelve semesters. At present this may be attained:

- (i) by students "challenging" a unit if they consider that they possess the competences to be developed through its study;

- (ii) by students demonstrating that they possess the capacity to undertake more than the normal number of semester-hours of study in a particular semester.
- (iii) by students attaining Advanced Standing and Accreditation in particular units.
- (iv) by students undertaking during vacations or at other times units which are a reading/essay type and which have minimal class contact.

Typical Course Programmes

Typical course programmes by specialization for both full-time and part-time students are shown on the following pages.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME
Financial Studies Major
Accounting Specialization

Semester	Unit Number	Unit †	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
III	31301	Managerial Decision Making	3	120
	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	34201	Commercial Law	3	120
		Electives* (at least one)	3	approx.120
IV	31401	Managerial Accounting	3	120
	32402	Financial Institutions and Markets	3	120
	34301	Company Law	3	120
		Electives* (at least two)	6	approx.180
V	31302	Contemporary Professional Issues in Accounting	3	150
	31501	Securities Market Regulation	3	150
	31502	Security Analysis and Portfolio Management	3	150
		Electives* (at least one)	3	approx.150
VI	31303	Contemporary Theoretical Issues in Accounting	3	150
	31402	Auditing	3	150
	34401	Revenue Law	3	150
		Electives* (at least one)	3	approx.150

**Normally about five electives would be taken.*

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS— FULL-TIME PROGRAMME
Administrative Studies Major
Business Specialization

Semester	Unit Number	Unit †	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
III	31301	Managerial Decision Making	3	120
	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	34201	Commercial Law	3	120
	36301	Industrial Sociology	3	120
IV	31401	Managerial Accounting	3	120
	32402	Financial Institutions and Markets	3	120
	34402	Industrial Law	3	120
	36401	Management Theory	3	120
		Electives* (at least one)	3	approx.120
V	36501	Bureaucracy	3	150
	36402	Corporate Strategy	3	150
		Electives* (at least two)	6	approx.240
VI	36601	Organization Adaptation and Change	3	150
	36602	Organization Design— Business Administration	3	150
		Electives* (at least two)	6	approx.300

**Normally about five electives would be taken*

† Unit outlines: see section at rear of calendar where unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME
Administrative Studies Major
Public Specialization

Semester	Unit Number	Unit [†]	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
III	31301	Managerial Decision Making	3	120
	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	36301	Industrial Sociology	3	120
	34202	Administrative Law	3	120
IV	31403	Government Accounting	3	120
	35301	Community Politics	3	120
	36401	Management Theory	3	120
		Electives* (at least two)	6	approx.240
V	36501	Bureaucracy	3	150
	36502	Public Administration	3	150
	32403	Public Policy	3	150
		Electives* (at least one)	3	approx.150
VI	36601	Organization Adaptation and Change	3	150
	36602	Organization Design— Public Administration	3	150
		Electives* (at least two)	6	approx.240

*Normally about five electives would be taken.

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—FULL-TIME PROGRAMME
Administrative Studies Major
Local Government Specialization

Semester	Unit Number	Unit [†]	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
II	31201	Financial Accounting II	4	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
III	31301	Managerial Decision Making	3	120
	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	36301	Industrial Sociology	3	120
	34202	Administrative Law	3	120
IV	31403	Government Accounting	3	120
	35301	Community Politics	3	120
	35201	Sociology of Community	3	120
	36401	Management Theory	3	120
	32401	Regional and Urban Economies	3	120
V	36501	Bureaucracy	3	150
	36502	Public Administration	3	150
	32403	Public Policy	3	150
	34203	Local Government Law and Procedure	3	120
VI	36601	Organization Adaptation and Change	3	150
	36602	Organization Design—Public Administration	3	150
	35204	Local and Regional Government	3	120

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME
Financial Studies Major
Accounting Specialization

Semester	Unit Number	Unit	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
III	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
IV	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
V	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	31301	Managerial Decision Making	3	120
VI	31401	Managerial Accounting	3	120
	32402	Financial Institutions & Markets	3	120
VII	34201	Commercial Law	3	120
		Electives* (at least two)	6	approx.180
VIII	34301	Company Law	3	120
		Electives* (at least one)	3	approx.120
IX	31302	Contemporary Professional Issues in Accounting	3	150
	31502	Security Analysis and Portfolio Management	3	150
X	31402	Auditing	3	150
	31303	Contemporary Theoretical Issues in Accounting	3	150
XI	31501	Securities Market Regulation	3	150
		Electives* (at least one)	3	approx.150
XII	34401	Revenue Law	3	150
		Electives* (at least one)	3	approx.150

**Normally about five electives would be taken.*

BACHELOR OF BUSINESS—PART-TIME PROGRAMME
Administrative Studies Major
Business Specialization

Semester	Unit Number	Unit [†]	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
III	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
IV	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
V	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	31301	Managerial Decision Making	3	120
VI	31401	Managerial Accounting	3	120
	32402	Financial Institutions & Markets	3	120
VII	34201	Commercial Law	3	120
	36301	Industrial Sociology	3	120
VIII	36401	Management Theory	3	120
	34402	Industrial Law	3	120
IX	36501	Bureaucracy	3	150
		Electives* (at least two)	6	approx.210
X	36601	Organization Adaptation and Change	3	150
		Electives* (at least one)	3	approx.150
XI	36402	Corporate Strategy	3	150
		Electives* (at least one)	3	approx.150
XII	36602	Organization Design— Business Administration	3	150
		Electives* (at least one)	3	approx.150

**Normally about five electives would be taken.*

[†]Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME
Administrative Studies Major
Public Specialization

Semester	Unit Number	Unit[†]	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
III	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
IV	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
V	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	31301	Managerial Decision Making	3	120
VI	31403	Government Accounting	3	120
	35301	Community Politics	3	120
VII	36301	Industrial Sociology	3	120
	34202	Administrative Law	3	120
		Electives* (at least one)	3	120
VIII	36401	Management Theory	3	120
		Electives* (at least one)	3	120
IX	32403	Public Policy	3	150
	36501	Bureaucracy	3	150
X	36601	Organization Adaptation and Change	3	150
		Electives* (at least one)	3	approx.150
XI	36502	Public Administration	3	150
		Electives* (at least one)	3	approx.150
XII	36602	Organization Design—Public Administration	3	150
		Electives* (at least one)	3	approx.150

**Normally about five electives would be taken.*

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS—PART-TIME PROGRAMME
Administrative Studies Major
Local Government Specialization

Semester	Unit Number	Unit [†]	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
II	31201	Financial Accounting II	3	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
III	35102	Political Behaviour	3	90
	35101	Society and Culture	3	90
	37101	Quantitative Methods I	3	90
IV	34101	Law and Society	3	90
	36201	Organization Behaviour	3	90
	37201	Quantitative Methods II	3	90
V	32301	Economy and Society III	3	120
	37302	Business Data Processing Systems	3	120
	31301	Managerial Decision Making	3	120
VI	31403	Government Accounting	3	120
	35204	Community Politics	3	120
VII	36301	Industrial Sociology	3	120
	34202	Administrative Law	3	120
VIII	36401	Management Theory	3	120
	35201	Sociology of Community	3	120
IX	32403	Public Policy	3	150
	36501	Bureaucracy	3	150
X	36601	Organization Adaptation and Change	3	150
	35401	Local and Regional Government	3	120
XI	36502	Public Administration	3	150
	34203	Local Government Law and Procedure	3	120
XII	36602	Organization Design— Public Administration	3	150
	32401	Regional and Urban Economies	3	120
		Electives (at least one)	3 approx.	150

[†]Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT

The securities industry is central to efficient and productive resource allocation within the economy. Higher levels of skill and higher qualifications for its members are being demanded both within the industry and by the authorities which regulate it. Yet the industry is poorly served in terms of tertiary educational facilities.

The Associate Diploma in Securities Management is intended to meet this need. The course provides:

- vocational training specifically oriented to the needs of the industry
- a forum for considering the central social issues underlying the trade in securities and the affairs of corporations.

Introduction of the course has been supported by

- The Sydney Stock Exchange
- The New South Wales Corporate Affairs Commission
- The Securities Institute of Australia
- The Australian Society of Security Analysts.

Admission will normally be based on achievement in the Higher School Certificate, or its equivalent. However, persons working in the securities industry who have not completed a full secondary education will be admitted to the course if they give evidence to the Board of Studies of probable success in the programme.

The Associate Diploma in Securities Management course is designed to:

- meet minimum levels of qualification as specified by the Stock Exchange or other regulatory bodies;
- meet vocational training needs as specified by the industry;
- give detailed consideration to the central social issues involving the trade in securities and its regulation;
- cater for development of the individual student, by the provision of units which are generally (as distinct from vocationally) educative, by the provision of sufficient units leading to a career other than in the securities industry (in accounting, for example), and by allowing for transition from the Associate Diploma to a Degree course.
- Students who demonstrate the ability to proceed to full degree studies may be granted advanced standing in the degree programmes of the College.

Structure of the Course

The course consists of 25 units totalling 2640 semester-hours, and extends over eight semesters of part-time study or four semesters full-time. The unit "Stock Exchange Procedures" is taken between Semesters I and II and is completed between Semesters II and III; it is to be conducted mainly in the industry setting. Part-time students would take three units per semester,

normally requiring nine hours of class attendance per week.

The units taken over the course may be divided into the following disciplinary areas:

	Units
Accounting Studies	4
Economic Studies	4
Legal Studies	4
Administrative, Social and Political Studies	3
Securities Industry Studies	4
Communication Studies	2
Quantitative and Computing Studies	4
	25

This structure is designed to meet the vocational needs of the industry, raise the central issues confronting the securities industry at present, assist students in developing skills in interpersonal and other forms of communication, equip students with a minimum necessary level of quantitative and computational competence, introduce students to present understandings about major areas of social behaviour and to the disciplinary processes through which these understandings are acquired, and give them adaptability in their eventual choice of career.

The specific units to be taken are listed in the accompanying table, which also outlines a typical part-time programme. Course outlines for each unit follow. Each unit is given a semester-hour weighting (an explanation of the weighting system is given in "General Information").

Award of the Associate Diploma in Securities Management

- (i) In order to qualify for the award of the Associate Diploma the student must complete the prescribed 25 units, totalling 2640 semester-hours of study.
- (ii) A student who fails in a unit must repeat it in a later semester.
- (iii) The normal time for the completion of all the requirements of the Associate Diploma programme is four semesters (full-time) or eight semesters (part-time). However, the Associate Diploma will be awarded to students who complete the requirements in six semesters (full-time) or ten semesters (part-time).

In special circumstances, the Board of Studies in the School of Financial and Administrative Studies may grant an extension beyond this time, or may permit part-time students to complete the programme in less than the normal time.

- (iv) Credit for relevant studies completed in other institutions may be granted by the Board of Studies in accordance with the admission regulations of the College.

Patterns of Attendance

The course may be taken on a part-time basis over eight semesters of study, on a full-time basis over four semesters, or by a combination of part-time and full-time study. However, it is anticipated that the course will be taken mainly by part-time students employed in some area of the securities industry.

Students may find it necessary or advantageous to switch from one pattern of attendance to another over the duration of the course, or employers may grant release for day attendance. For these reasons flexibility in patterns of attendance will be permitted, where practicable.

Students who consider that they possess the particular competences to be developed in a semester-unit will be permitted to "challenge" that course, and if successful will be exempted from further attendance in that semester-unit.

ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT
Typical Part-Time Programme

Semester	Unit Number	Unit[†]	Nominal Class Contact	Semester Hours
I	31101	Financial Accounting I	4	90
	32101	Economy and Society I	3	90
	11111	Communication I	3	90
II	31202	Financial Accounting II	4	90
	32201	Economy and Society II	3	90
	11211	Communication II	3	90
III	35101	Society and Culture	3	90
	32301	Economy and Society III	3	120
	37101	Quantitative Methods I	2	90
IV	37302	Business Data Processing Systems	3	120
	34101	Law and Society	3	90
	37201	Quantitative Methods II	3	90
V	31301	Managerial Decision Making	3	120
	34201	Commercial Law	3	120
	35102	Political Behaviour	3	90
VI	31401	Managerial Accounting	3	120
	34301	Company Law	3	120
	32402	Financial Institutions and Markets	3	120
VII	31502	Security Analysis and Portfolio Management	3	150
	31501	Securities Market Regulation (Part A)	3	60
	36402	Corporate Strategy	3	150
VIII	34401	Revenue Law	3	150
	31501	Securities Market Regulation (Part B)	3	90
	37402	Research Project—Securities Market	3	120
		*Stock Exchange Procedures	—	90

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Course Information

Library and Information Studies

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

The formation of the Department of Library and Information Studies in January, 1975, marked a further step in the multi-disciplinary development of the Kuring-gai College of Advanced Education.

The Department provides general and special programmes for education and training in library and information services which will allow for normal and mature age entry, basic and advanced study with varied patterns of attendance.

1. The general programmes are:

- (a) a three year degree course in general studies and library and information studies with the opportunity of a specialist graduate diploma to follow after 2 years of professional experience;
- (b) a one year graduate diploma course in library and information studies for persons with a recognised degree other than in librarianship, from a university or college of advanced education.

2. The special programmes are:

- (a) a one year graduate diploma course in library and information studies with special emphasis on teacher librarianship, for persons with a recognised degree other than in librarianship and a recognised teaching diploma, e.g. Dip. Ed.
- (b) a one year diploma in teacher librarianship for persons with a recognised teaching diploma or certificate and classroom experience together totalling at least six years.

The Department also provides—

Continuing Education programmes for librarians with basic professional qualifications

- specialist and refresher courses
- short term (2-3 days) and full term (one semester)

Consultancy Services for library authorities, information agencies and government departments.

All programmes are designed to assist students to further develop their intellectual capacity, initiative and creativity and analytical approaches to problem solving through basic disciplinary studies and professional studies.

The study of librarianship is understood to include:

- a knowledge of the content of human records
- the professional methods of indication, classification and control
- service to special publics
- the application of organisation theory and management and machine based information storage and retrieval
- user and system studies.

All programmes are designed on the premise that librarianship is the art and science of relating information resources to users through information methods. The professional studies in each programme comprise three main areas of study:

Information Users

Information Resources

Information Methods

GENERAL PROGRAMMES

BACHELOR OF LIBRARY SCIENCE

The programme provides initial career preparation in library and information studies suited to a range of library and information agencies.

This programme normally will involve three years full-time study or six years part-time study, though consideration is being given to ways in which part-time students may accelerate their progression.

Structure of the Course

A. General Studies—students elect one of the following:

(a) Accounting

Financial Accounting I	31101
Financial Accounting II	31201
Managerial Decision Making	31301
Managerial Accounting	31401
Contemporary Professional Issues in Accounting	31302
Contemporary Theoretical Issues in Accounting	31303

(b) Administrative Studies

Political Behaviour	35102
Organization Behaviour	36201
Industrial Sociology	36301
Management Theory	36401
Bureaucracy	36501
Organization Design	36602

(c) Economics

Economy and Society I	32101
Economy and Society II	32201
Economy and Society III	32301
Financial Institutions and Markets	32402
Competition and Welfare	32502
International Economics	32602

(d) Education

Foundations of Educational Analysis I	12124
Foundations of Educational Analysis II	12224
Approaches to Education	12324
Education in Australia	12424
Comparative and International Studies in Education	12524
Education and Development	12624

(e) Law

Law and Society	34101
Judicial Process	34205
Foundations of Law I	34305
Foundations of Law II	34405
Foundations of Law III	34505
Law and Justice	34605

(f) Political Science

Political Behaviour	35102
An Introduction to American Politics	35202
Politics and Education	35302
Community Politics	35301
Politics and Welfare	35402
The Modern State: Theory & Practice	35502
Australian Political Issues	35501

B. Professional Studies

(a) Background Subjects	Psychology IA	12125
	Psychology IIA	12225
	Psychology IIIA	12325
	Psychology IVA	12425
	Society and Culture	35101
	Sociology of Community	35201
	Communication IB	11112
	Communication IIB	11212
(b) Information Subjects	Information Agencies IA	41105
	Information Users IA	41107
	Information Users IIA	41207
	Information Users IIIA	41307
	Information Users IVA	41407
	Information Resources IA	41106
	Information Resources IIA	41206
	Information Resources IIIA	41306

Information Resources IVA	41404
Information Resources IVB	41405
Information Resources IVC	41406
Information Methods IA	41108
Information Methods IIA	41208
Information Methods IIIA	41308
Information Methods IVA	41408
Issues in Librarianship IA	41508

- C. Practice Studies, includes field visits, field trips, field projects as well as working in libraries and information agencies. Each full-time student is required to undertake a block period of two weeks Practice Studies within each Semester. It is expected that part-time students will be in employment which may necessitate some adaptation to the Practice Studies requirement. Special field work trips (5 days) to libraries and similar agencies either in a region or a state or national centre will be required for all students in the second and third year of their full-time programme (corresponding year for part-time programme). A number of the subjects in the course include compulsory visits to libraries, information centres and related institutions.

Structure of the Course—FULL-TIME

Semester	Unit Number	Unit [†]	Class Contact Hours	Semester Hours
I		General Studies Elective	6	90
	35101	Society and Culture	3	90
	11112	Communication IB	3	78
	41105	Information Agencies IA	3	78
	41106	Information Resources IA	3	78
II		General Studies Elective	6	90
	12125	Psychology IA	3	78
	35201	Sociology of Community	3	90
	11212	Communication IIB	3	78
	41206	Information Resources IIA	3	78
	41108	Information Methods IA	3	78
III		General Studies Elective	8	120
	12225	Psychology IIA	3	78
	41107	Information Users IA	3	78
	41306	Information Resources IIIA	3	104
	41208	Information Methods IIA	3	78
IV		General Studies Elective	8	120
	12325	Psychology IIIA	4	104
	41207	Information Users IIA	3	78
	41404	Information Resources IVA	3	104
	41308	Information Methods IIIA	3	104
V		General Studies Elective	10	150
	12425	Psychology IVA	4	104
	41307	Information Users IIIA	2	104
	41405	Information Resources IVB	2	104
	41408	Information Methods IVA	3	104
VI		General Studies Elective	10	150
	41407	Information Users IVA	2	104
	41406	Information Resources IVC	2	104
	41508	Issues in Librarianship IA	2	104

[†]Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Structure of the Course—PART-TIME

Semester	Unit Number	Unit [†]	Class Contact Hours	Semester Hours
I	11112	Communication IB		
	41105	Information Agencies IA	3	78
	41106	Information Resources IA	3	78
II	12125	Psychology IA	3	78
	11212	Communication IIB	3	78
III	12225	Psychology IIA	3	78
	35101	Society and Culture	3	90
	41206	Information Resources IIA	3	78
IV	12325	Psychology IIIA	4	104
	35201	Sociology of Community	3	90
V		General Studies Elective	6	90
	12425	Psychology IVA	4	104
	41306	Information Resources IIIA	3	104
VI		General Studies Elective	6	90
	41108	Information Methods IA	3	78
VII		General Studies Elective	8	120
	41404	Information Resources IVA	3	104
	41208	Information Methods IIA	3	78
VIII		General Studies Elective	8	120
	41308	Information Methods IIIA	3	104
IX		General Studies Elective	10	150
	41107	Information Users IA	3	78
	41408	Information Methods IVA	3	104
X		General Studies Elective	10	150
	41207	Information Users IIA	3	78
XI	41307	Information Users IIIA	2	104
	{ 41405			
XII	41406	Information Resources IVB, IVC	2	104
	41407	Information Users IVA	2	104
	41508	Issues in Librarianship IA	2	104

[†]Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Both these general programmes have been designed to meet the requirements of the Library Association of Australia whose accreditation is being sought.

AWARD OF THE DEGREE

- (i) In order to qualify for the award of the Degree of Bachelor of Library Science a student must complete a total of 30 semester units of study, of which 720 semester hours are General Studies electives, 700 semester hours are prescribed Background Units for Professional Studies, 1274 semester hours are prescribed and 208 semester hours are elective Information Studies units. Students must undertake and successfully complete 60 semester hours Practice Studies in each Semester.
- (ii) A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
- (iii) A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
- (iv) The normal time for the completion of all the requirements of the Degree programme is six semesters (full-time) or twelve semesters (part-time). However, the Degree will be awarded to students who complete the requirements in eight semesters (full-time) or fourteen semesters (part-time). In special circumstances, the Board of Studies may grant an extension beyond this time.
- (v) Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

GRADUATE DIPLOMA IN LIBRARY SCIENCE

Pre-requisite, a degree in a discipline other than librarianship.

The programme provides initial career preparation at graduate level in library and information studies suited to a range of library and information agencies.

Structure of the Course

A.	Communication IC	11702
B.	Information Agencies IB	41101
C.	Information Users IB	41102
D.	Information Resources IB	41103
	Information Resources IIB	41203
E.	Information Methods IB	41104
	Information Methods IIB	41204
F.	Issues in Librarianship IB	41201
G.	Practice Studies (see Section C under Bachelor of Library Science. For Graduate Diploma, only one special field trip required).	

Structure of the Course—FULL-TIME

Semester	Unit Number	Unit	Class Contact	Semester Hours
I	11702	Communication IC	2	52
	41101	Information Agencies IB	2	78
	41102	Information Users IB	6	156
	41103	Information Resources IB	3	78
	41104	Information Methods IB	3	78
II	41203	Information Resources IIB	6	195
	41204	Information Methods IIB	6	195
	41201	Issues in Librarianship IB	2	78

Structure of the Course—PART-TIME

Semester	Unit Number	Unit	Class Contact	Semester Hours
I	11702	Communication IC	2	52
	41101	Information Agencies IB	2	78
	41104	Information Methods IB	3	78
II	41103	Information Resources IB	3	78
	41204	Information Methods IIB	6	195
III	41102	Information Users IB	6	156
	41203	Information Resources IIB Section I	6	195
IV	41203	Information Resources IIB Sections, II, III	6	195
	41201	Issues in Librarianship IB	2	78

SPECIAL PROGRAMMES

GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

Pre-requisite, a degree in a discipline other than librarianship and a recognised teaching diploma, e.g. Dip. Ed.

The programme provides initial career preparation at graduate level in library and information studies with special emphasis on school librarianship.

Structure of the Course

- A. Communication IC 11702
- B. Information Agencies IB 41101
- C. Information Users IB 41102
- D. Information Resources IB, IIB 41103, 41203
- E. Information Methods IB, IIB 41104, 41204
- F. Issues in Librarianship IB 41201
- G. Practice Studies (see Section C under Bachelor of Library Science. For Graduate Diploma, only one special field trip required).

Structure of the Course—FULL-TIME

Semester	Unit Number	Unit [†]	Class Contact Hours	Semester Hours
I	11702	Communication IC	2	52
	41101	Information Agencies IB	2	78
	41102	Information Users IB	6	156
	41103	Information Resources IB	3	78
	41104	Information Methods IB	3	78
II	41203	Information Resources IIB	6	195
	41204	Information Methods IIB	6	195
	41201	Issues in Librarianship IB	2	78

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Structure of the Course—PART-TIME

Semester	Unit Number	Unit [†]	Class Contact Hours	Semester Hours
I	11702	Communication IC	2	52
	41101	Information Agencies IB	2	78
	41104	Information Methods IB	3	78
II	41103	Information Resources IB	3	78
	41204	Information Methods IIB	6	195
III	41102	Information Users IB	6	156
	41203	Information Resources IIB, Section I	6	195
IV	41203	Information Resources IIB Sections II, III	6	195
	41201	Issues in Librarianship IB	2	78

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Students in this programme and the Graduate Diploma in Library Science have common lectures, but all tutorials, group work, assignments, projects and practice studies must be undertaken within the general area of educational libraries, their users, services, resources, and methods and within the specific area of the school library.

This programme has been designed to meet the requirements of the Library Association of Australia whose accreditation is being sought.

AWARD OF THE GRADUATE DIPLOMA IN LIBRARY SCIENCE AND THE GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

- (i) In order to qualify for the award of the Graduate Diploma in Library Science and the Graduate Diploma in Teacher Librarianship, a student must complete a total of 780 semester hours of study, of which 728 semester hours are prescribed units and 52 semester hours comprise an elective unit. Students must undertake and successfully complete 60 semester hours of Practice Studies in one semester.
- (ii) A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
- (iii) A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
- (iv) The normal time for the completion of all the requirements of both the Graduate Diploma programmes is two semesters (full-time) or four semesters (part-time). However, the respective Diploma will be awarded to students who complete the requirements in four semesters (full-time)

or six semesters (part-time). In special circumstances, the Board of Studies in Library and Information Studies, may grant an extension beyond this time.

- (v) Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

DIPLOMA IN TEACHER LIBRARIANSHIP

Pre-requisite, a recognised teaching diploma or certificate and classroom experience together totalling at least six years.

The programme is designed to develop an understanding of changes in learning theory and methods of teaching and the school library's response to such change of the basic role of the teacher librarian as mediator between users, both student and staff, learning programmes and resources; of the nature and use of resources in learning; of the theory and principles of available information methods and services for the organization and use of such resources.

Structure of the Course

Audio-visual Resources I and II (11502, 11602), Educational Theory I and II (12507, 12607), Literary Resources I and II (13515, 13615), Library Administration I and II (20502, 20602 Library Organization I and II (20505, 20605).

In 1977 and subsequent years the above requirements will be fully met by the units listed below.

Semester I

Unit Number	[†] Unit	Class Contact Hours	Semester Hours
12507	Educational Theory I	4	96
41101	Information Agencies	3	84
41103	Information Resources I	3	84
41104	Information Methods I	3	84
41109	Information Users I	3	84
41404	Information Resources IVA Children's Reading Resources	2	56

[†] Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Semester II

Unit Number	Unit [†]	Class Contact Hours	Semester Hours
12607	Educational Theory II	4	96
41209	Information Resources II	6	168
41211	Information Methods IIA	6	168

[†] *Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

Further Qualifications

Students who complete this course and who are qualified to enrol in one of the graduate diplomas or in the undergraduate programme leading to a degree in Library Science will be eligible to apply for advanced standing on the basis of their success.

Course Information

The School of Teacher Education

THE SCHOOL OF TEACHER EDUCATION

In 1977 the School of Teacher Education is offering three full-time programmes. They are:

- Diploma of Teaching
- Diploma in Special Education
- Graduate Diploma in Education

Students awarded the Diploma of Teaching or the Graduate Diploma in Education are eligible if employed by the New South Wales Department of Education for the award of the Teacher's Certificate at the end of a satisfactory period of teaching.

Courses of study within the School of Teacher Education necessarily demand of the student the successful completion of set work to be undertaken wholly or partly outside lecture times. The nature of such set work varies according to the aims of each unit and may include class exercises, practical work, major assignments and seminar papers. Students are required to submit assignment work by the due date in order to satisfy the course requirements. In special circumstances, applications for extension of time may be granted. Students are to consult departments for special requirements in relation to assignment work.

DIPLOMA OF TEACHING

This is a full-time pre-service programme for students with no previous teacher training. It extends over six semesters, and provides the basic qualifications for teachers in both government and independent schools. Within this Diploma these areas of specialisation are available:

- Early Childhood Education
- Primary Education
- Secondary Science Education
- Special Education
- Physical Education

Each student in this programme will undertake studies in two areas:

- (1) **General Studies**, designed to provide experience in a number of fields of study and a higher level of mastery in at least two of these. A broad range of units is offered, including many of the traditional disciplines and a number of inter-disciplinary studies.
- (2) **Professional Studies**, designed to develop the knowledge and skills required of a teacher. Three strands are identified as contributing to this development:

Education Studies, in which children, schools, school systems, and the processes of teaching and learning are studied;

Curriculum Studies, in which students learn about the structure, organization and practice of the curricular areas with which they will be concerned; and

Practical Experience, in which students work in schools and other institutions with school pupils, other students, and their college teachers in teaching and learning situations.

Secondary Science and Physical Education students begin their specialised studies in the first semester; all other students remain in the "General Primary" group until the fourth semester, when they elect their area of specialisation.

DIPLOMA OF TEACHING

Course Requirements

GENERAL PRIMARY

All students must take General Studies on the pattern of

- one sequence of five or more semester-units
- one sequence of three or more semester-units
- at least 768 semester hours in all (generally this will be ten semester-units).

All students must take the four prescribed Education Studies units, and at least four elective units, giving a total of at least 504 semester hours.

All students must include one of the following sequences in their Education Studies strand:

- Early Childhood Education I, II, III
- Middle Childhood Education I, II
- Introduction to Special Education I, II, III

All students must take:

- the eight prescribed Curriculum Studies units, and at least eight elective units, giving a total of at least 1152 semester hours
- the Practical Experience strand, totalling 828 semester hours
- units totalling at least 3384 semester hours in the whole programme.

No student may take units totalling more than 25 class contact hours in Semesters I or II, or 21 class contact hours in Semesters III, IV, V or VI.

SECONDARY SCIENCE

All students must take General Studies on the pattern set down on page 5, and must take:

- the four prescribed Education Studies units, and at least four elective units, giving a total of at least 504 semester hours.
- the sequence Adolescent Education I and II in their Education Studies strand.
- the Curriculum Studies sequence set down on page 118
- the Practical Experience strand totalling 828 semester hours.
- units totalling at least 3336 semester hours in the whole programme.

No student may take units totalling more than 25 class contact hours in Semesters I or II, or 21 class contact hours in Semesters III, IV, V or VI.

PHYSICAL EDUCATION

All students must take General Studies on the pattern of

- the whole of the Science of Movement sequence
- one sequence of three or more semester units from those units not listed under Physical Education.
- at least 720 semester hours in all.

All students must take

- the four prescribed Education Studies units, the unit Adolescent Education I, and the sequence Physical Education I to VI. Additional elective units may be taken.
- the sequence Human Performance Studies I to VI.
- the sequence in Associated Learnings as follows:

Communication	Semester I
Music	Semester II
Health Education	Semester III
Art/Craft	
Drama	Semester VI

All students are required to take part in a one-week camp in each of Semesters II, III and V.

All students must take the Practical Experience strand totalling 828 semester hours.

All students must take units totalling at least 3696 semester hours in the whole programme.

No student may take units totalling more than 26 class contact hours in any semester.

AWARD OF THE DIPLOMA OF TEACHING

In order to qualify for the award of the Diploma of Teaching, a student must pass in all the required units of the programme as set down above and complete satisfactorily the Practical Experience Strand.

A student who fails in a prescribed unit must repeat it in a later semester.

A student who fails in an elective unit may repeat it in a later semester, or take up another elective in its place.

A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed or abandon the sequence.

The normal time for the completion of all the requirements of the programme is six semesters. However, the Diploma will be awarded to students who complete the requirements within eight semesters. In special circumstances, the Board of Studies may grant an extension beyond this time.

SECONDARY SCIENCE SELECTION

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V	SEMESTER VI
18117 Chemistry I	18217 Chemistry II	18317 Chemistry III	<i>Three</i> of the four science subjects	<i>Two</i> of the three subjects previously taken	<i>One</i> of the two subjects previously taken
18118 Physics I	18218 Physics II	18318 Physics III			
18121 Earth Science I	18235 Cells, Organisms and Populations	18221 Earth Science II			
18111 Science Mathematics		18335 Maintenance of Organisms			

NOTE:

- (i) 18111 Science Mathematics in Semester I is provided to assist students in those areas of Mathematics that apply directly to the Science units in the first three semesters. Students will be required to complete only those sections of the unit in which they are not already competent. This unit will not be included in the 35 units required for the award of the Diploma.
- (ii) Students are required to take at least one unit in Mathematics from the General Studies segment of the programme.
- (iii) The Science subject taken in Semester VI is divided into two units labelled VIA and VIB. Secondary Science students are required to take both units.
- (iv) The Science unit available in the Biological Sciences area is the General Biology sequence.

Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

DIPLOMA OF TEACHING (PHYSICAL EDUCATION)

An outline of the whole programme for this specialization is given in the chart on the following page. In the section at the rear of the calendar where unit details are given in numerical order within teaching departments, only those outlines are given which are offered in the first year of this specialization.

The units so given are as follows:

SEMESTER I

- 17115 The Science of Movement I—Human Anatomy
- 12106 Educational Psychology I
- 17123 Physical Education I—A. Theoretical Foundations of Physical Education
- 17124 Physical Education I—
B. Philosophy and Principles of Physical Education
- 17117 Human Performance Studies I—Dance
- 17119 Human Performance Studies I—Sport
- 17121 Human Performance Studies I—Gymnastics
- 11102 Associated Learnings—Communication
- 09103 Practical Experience I
- 11101 Educational Technology

SEMESTER II

- 17215 The Science of Movement II—Human Physiology
- 17216 The Science of Movement II—Kinesiology
- 12207 Child Development
- 17223 Physical Education II—Methods of Teaching Physical Education
in Secondary Schools
- 17217 Human Performance Studies II—Dance
- 17219 Human Performance Studies II—Sport
- 17221 Human Performance Studies II—Gymnastics
- 16105 Associated Learnings—Music
- 09203 Practical Experience II

OUTLINE OF DIPLOMA OF TEACHING (PHYSICAL EDUCATION)

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V	SEMESTER VI
GENERAL STUDIES					
Science of Movement I	Science of Movement II	Science of Movement III	Science of Movement IV	Science of Movement V	Science of Movement VI
Possible Elective	Possible Elective	Possible Elective	Possible Elective	Possible Elective	Possible Elective
EDUCATION STUDIES					
Educational Psychology I Child Development			Adolescent Education I		
			Curriculum Theory and Practice	Education & Society I	
Physical Education I	Physical Education II	Physical Education III	Physical Education IV	Physical Education V	Physical Education VI
		Possible Elective	Possible Elective	Possible Elective	Possible Elective
CURRICULUM STUDIES					
Human Performance Studies I	Human Performance Studies II	Human Performance Studies III	Human Performance Studies IV	Human Performance Studies V	Human Performance Studies VI
Associated Learnings: Communication	Associated Learnings: Music	Associated Learnings: Health			Associated Learnings: Art/Craft; Drama
Practical Experience	Practical Experience	Practical Experience	Practical Experience	Practical Experience	Practical Experience
	Outdoor Education— CAMP (one week)	Outdoor Education— CAMP (one week)		Outdoor Education— CAMP (one week)	

Diploma of Teaching

GENERAL STUDIES

A wide range of units may be undertaken, including many of the traditional disciplines, inter-disciplinary studies; and approved individual projects initiated and designed by students for study, travel, employment or community service.

Students designing their own projects must seek prior approval from the appropriate authority; the Head of the Department concerned for those involving study, and the Head of the School for those involving travel, employment or community service. In each case, the application will be dealt with by the Board of Studies, which will consider the proposal in the light of the academic work involved and the student's background. The Board will require a detailed statement of progress at various times, documentary evidence of specific activities completed, and a final report. Advisers will be appointed to assist the student, and an assessor or assessors at the completion of the course.

General Studies units within the School are offered in four groups and students may select not more than one unit from any group in any semester. The availability of all units is subject to a minimum number of students wishing to enrol, and to the availability of staff and resources.

GROUP A

12110, 12210, 12310 12410, 12510	Psychology IB, IIB, IIIB, IVB, VB
16102, 16202	Introduction to Guitar I, II
16203	Introduction to Piano II
16311, 16411, 16511, 16611	Instrumental Studies III, IV, V, VI
16112, 16212, 16312	Instrumental Workshop I, II, III
16118, 16218, 16318	Choral Music I, II, III
18118, 18218, 18318, 18418, 18518, 18618	Physics I, II, III, IV, V, VI
19113, 19213, 19313, 19413, 19513, 19613	History IA, IIA, IIIA, IVA, VA, VI
19114, 19214, 19314, 19322, 19414, 19410, 19514, 19613	History IB, IIB, IIIB, IIIC, IVB, IVC, VB, VI

GROUP B

11111, 11211, 11311, 11411, 11412, 11511	Communication I, II, IIIA, IVA, IVB, V
13104	Basic English
13119, 13219, 13319, 13419, 13519, 13619, 13603	English Language I, II, III, IV, V, VIA, VIB
13122, 13222, 13322, 13422, 13424, 13425, 13522, 13523, 13622, 13623	Drama and the Theatre Arts I, II, III, IVA, IVC, IVD, VA, VB, VIA, VIB
13126, 13226, 13326, 13329, 13426, 13428, 13429, 13526, 13626, 13627, 13628	Literature I, IIA, IIIA, IIID, IVA, IVC, IVD, VA, VIA, VIB, VIC
18114	Elementary Astronomy
18120	Breakthrough in Biology
18117, 18217, 18317, 18417, 18517, 18617	Chemistry I, II, III, IV, V, VI
19115, 19215, 19315, 19415, 19409, 19515, 19615, 19609	Geography I, II, III, IVA, IVB, V, VIA, VIB

GROUP C

10102	Art I
10112, 10212, 10312, 10412, 10512, 10612	Art IA, IIA, IIIA, IVA, VA, VIA
10113, 10213, 10313, 10413, 10513, 10613	Art IB, IIB, IIIB, IVB, VB, VIB
10114, 10214, 10314, 10414, 10514, 10614	Art IC, IIC, IIIC, IVC, VC, VIC
10115, 10215, 10315, 10415, 10515, 10615	Art ID, IID, IIID, IVD, VD, VID
10116, 10216, 10316, 10416, 10516, 10616	Art IE, IIE, IIIE, IVE, VE, VIE
10117, 10217, 10317, 10417, 10517, 10617	Art IF, IIF, IIIF, IVF, VF, VIF
14108, 14208, 14308, 14408, 14508	Health Studies I, II, III, IV, V
17108, 17208, 17308, 17408, 17508, 17608	Physical Education I, II, III, IV, V, VI

18113	Meteorology
18210	Music, Sound and Hi-Fi
18121, 18221, 18321, 18421, 18521, 18522	Earth Science I, II, III, IV, VA, VB
GROUP D	
15102	General Mathematics
15103, 15203	Computing I, II
15104, 15204	Calculus I, II
15202	Statistics
15507, 15607	Algebra I, II
	Australian Natural History:
18134	Local Natural Communities
18234	National Park Field Study
18334	Regional Natural Communities
	Environment:
18333	Terrestrial Ecosystems
18433	Aquatic Ecosystems
18533	The Urban Environment
18633	Environment Pollution Control
18620	Environmental Research Project
	General Biology:
18235	Cells, Organisms and Populations
18335	Maintenance of Organisms
18435	General Genetics
18535	Human Biochemistry
18635	Distribution of Organisms
18634	Biological Projects
	Horticulture:
18232	Plants and Landscapes
18332	Plant Propagation and Growth
18432	Problems of Landscaping and Gardens
18523, 18623	Environmental Science V, VI
19421, 19422, 19521, 19522, 19621, 19622	Social Science IA, IB, IIA, IIB, IIIA, IIIB

NOTE:

- (1) Individual units and sequences may also be chosen from those offered by the School of Financial and Administrative Studies, if approved by the Board of Studies in Teacher Education. These include a sequence of five units in Politics and a sequence of three units in Sociology.
- (2) The sequence in Teacher Librarianship has been discontinued, though students already embarked on it will be able to complete it. In its place, the Department of Library and Information Studies will offer Information Resources I-VI. This may be taken by Teacher Education students with the approval of the Board of Studies in Teacher Education.
- (3) *Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

EDUCATION STUDIES

The following table indicates the order of both prescribed and elective units. It should be noted that students do not have to select a unit from every group of electives offered; all that is required is a minimum of four elective units in the total programme. (For the purpose of this rule, units in Early Childhood, Middle Childhood, Adolescent and Special Education count as electives.)

Semester I 12106 Educational Psychology I

Semester II 12207 Child Development

Semester III 12311 Education and Society I

ONE ELECTIVE, IF DESIRED, FROM:

- 11306 Television in Education I
- 11308 Transmitted Television and Radio in Education
- 11310 Educational Games and Simulations I
- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12206 Educational Psychology IIA

Semester IV 12413 Curriculum Theory and Practice

ONE UNIT FROM:

- 12415 Early Childhood Education I
- 12416 Middle Childhood Education I
- 12417 Adolescent Education I
- 12418 Introduction to Special Education I

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12205 Educational Psychology IIB
- 12411 Education and Society II

ONE ELECTIVE, IF DESIRED, FROM:

- 11406 Television in Education II
- 11410 Educational Games and Simulations II
- 12208 The History of Australian Education II
- 12414 Research Methods I

Semester V

ONE UNIT FROM:

- 12515 Early Childhood Education II
- 12516 Middle Childhood Education II
- 12517 Adolescent Education II
- 12518 Introduction to Special Education II

ONE ELECTIVE, IF DESIRED, FROM:

- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12206 Educational Psychology IIA

ONE ELECTIVE, IF DESIRED, FROM:

- 11306 Television in Education I
- 11310 Educational Games and Simulations I
- 12511 Education and Society III
- 12514 Research Methods II

Semester VI

ONE UNIT FROM:

- 12615 Early Childhood Education III
- 12618 Introduction to Special Education III

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12205 Educational Psychology IIB
- 12411 Education and Society II
- 12614 Research Methods III

ONE ELECTIVE, IF DESIRED, FROM:

- 11406 Television in Education II
- 11410 Educational Games and Simulations II
- 12208 The History of Australian Education II
- 12414 Research Methods I

ONE ELECTIVE, IF DESIRED, FROM:

- 12415 Early Childhood Education I
- 12416 Middle Childhood Education I
- 12417 Adolescent Education I
- 12418 Introduction to Special Education I

Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

CURRICULUM STUDIES

General Primary:

The following table indicates the order of both prescribed and elective units. It should be noted that from Semester IV onwards students do not have to select a unit from every group of electives; a total minimum of eight electives, spread over at least four subject areas, is required. All units are three semester-hours. The asterisk indicates prescribed units.

In Semesters I, II and III students take the following units.

10103	Curriculum Art I*
13130	Curriculum English I*
14101	Curriculum Health Education I*
15108	Curriculum Mathematics I*
16113	Curriculum Music I*
17109	Curriculum Physical Education I*
18124	Curriculum Science I*
19120	Curriculum Social Studies I*

Semester IV

ONE ELECTIVE, IF DESIRED, FROM:

13430, 13431, 13532, 13534	English IIA or IIB or IID or IIF
10202-10218	Art IIA-III

ONE ELECTIVE, IF DESIRED, FROM:

18425, 18527	Science IIE or IID
17409, 17410, 17411	Physical Education IIA or IIB or IIC
16414, 16415	Music IIA or IIB

ONE ELECTIVE, IF DESIRED, FROM:

15406, 15407	Mathematics IIA or IIB
19420, 19423	Social Studies IIA or IIB
14402, 14403, 14404	Health Education IIA or IIB or IIC

Semester V

ONE ELECTIVE, IF DESIRED, FROM:

13530, 13533, 13529	English IIC or IIE or IIG
18524, 18525, 18526	Science IIA or IIB or IIC
19520	Social Studies IIIA
14402, 14403	Health Education IIA or IIB
15406	Mathematics IIA

ONE ELECTIVE, IF DESIRED, FROM:

16414, 16415	Music IIA or IIB
17409, 17410, 17509, 17510, 17511	Physical Education IIA or IIB or IID or IIE or IIF
15508	Mathematics III
10206, 10207, 10210, 10211, 10218	Art IIE or IIF or IIJ or IIK or IIL

ONE ELECTIVE, IF DESIRED, FROM:

13430, 13431, 13532, 13534	English IIA or IIB or IID or IIF
19420, 19423, 19523	Social Studies IIA or IIB or IIB
14509	Health Education III
15406, 15407, 15408	Mathematics IIA or IIB or IIC

Semester VI

ONE ELECTIVE, IF DESIRED, FROM:

13430, 13431, 13532, 13534	English IIA or IIB or IID or IIF
10202-10218	Art IIA-III
19520, 19523	Social Studies IIIA or IIIB
15508	Mathematics III

ONE ELECTIVE, IF DESIRED, FROM:

18425, 18527	Science IIE or IID
17409, 17410, 17411	Physical Education IIA or IIB or IIC
16414, 16415	Music IIA or IIB
13530, 13533	English IIC or IIE

ONE ELECTIVE, IF DESIRED, FROM:

15406, 15407	Mathematics IIA or IIB
19420, 19423	Social Studies IIA or IIB
14402, 14403, 14404	Health Education IIA or IIB or IIC
17509, 17510, 17511	Physical Education IID or IIE or IIF

Secondary Science:

Students taking this course are required to take the following sequence of Curriculum Studies:

- Semester**
- I** — 18128 Curriculum Science I (Secondary)
 - II** — 18228 Curriculum Science II (Secondary)
 - III** — 18328 Curriculum Science III (Secondary)
 - IV** — 18428 Curriculum Science IV (Secondary)
 - V** — 18528, 18529, 18530 Curriculum Science V (Secondary)
 - VI** — 18628 Curriculum Science VIC

AND ONE OF

18629 Curriculum Science VIA (Biology)

18630 Curriculum Science VIB (Physics)

In Semester II, students will also be required to take 17205 Sport in the Secondary School.

PRACTICAL EXPERIENCE

A graduated programme of visits to schools, observation of children, demonstration lessons and teaching in schools is provided in all courses.

Semester I

09101 Practical Experience I (General Primary)
 or
09102 Practical Experience I (Secondary Science)
 or
09103 Practical Experience I (Physical Education)
11101 Educational Technology

Semester II

09201) Practical Experience II
 or)
09202)
 or)
09203)

Semester III

09301) Practical Experience III
 or)
09302)
 or)
09303)

Semester IV

09401) Practical Experience IV
 or)
09402)
 or)
09403)

Semester V

- 09501) Practical Experience V
 or)
09502)
 or)
09503)

Semester VI

- 09601) Practical Experience VI
 or)
09602)
 or)
09603)

GRADUATE DIPLOMA IN EDUCATION

This is a programme for graduates of Universities or Colleges of Advanced Education, or persons with equivalent qualifications who have had no previous teacher training, but who wish to prepare for secondary school teaching. The essential aim of the programme is to provide a sound theoretical basis for effective decision making in any learning situation, and to focus on the practice of teaching and classroom management.

The programme is available for both full-time and part-time students. For full-time students, it is of two semesters duration, beginning in August of each year and ending in July of the following year. The period August to December covers Part I of the programme, and the period March to July covers Part II.

For part-time students, the following rules apply:

1. Candidates for admission to the programme must indicate whether they will be seeking a full-time or a part-time place, and offers will be made in accordance with this. Any subsequent request for a change from part-time will be considered by the Board of Studies.
2. All proposals for individual courses for part-time studies in the Graduate Diploma in Education programme must be submitted to and approved by the Board of Studies.
3. The standard part-time programme shall be of four semesters duration. Students may begin their part-time programme only in the second semester of the calendar year.
4. One complete sequence of Curriculum Studies (e.g. 18702 Science Method I and 18802 Science Method II) must be taken in each year of enrolment.

If a student is taking a Curriculum Studies relating only to one teaching subject (e.g. Mathematics) then these Curriculum Studies must be taken in the first two semesters of enrolment.

5. All students must enrol in 12702 Educational Psychology: Understanding Teaching and Learning in the first semester of enrolment.
6. Either 14701 Health Education or 17701 Physical Education, if offered, must be taken in the second semester of enrolment.
7. All students are required to undertake Practical Experience in the first semester of enrolment, and in either the third or fourth semester of enrolment.
8. Where a student possesses a recognised award in teacher education which includes an assessed element of practice teaching, he may apply for exemption or partial exemption from the Practical Experience requirement.
9. Where a student does not possess a recognised award in teacher education which includes an assessed element of practice teaching, but is currently employed as a teacher, he may satisfy the Practical Experience requirement of the programme by assessment of his normal teaching duties. This assessment will be by a member of the College staff in consultation with the student's Principal, and may take any form appropriate to the teaching situation, provided that it has been approved by the Board of Studies.

Students need to satisfy requirements in three strands:

EDUCATION STUDIES

The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, for example, learning theories, child growth and development and curriculum construction, will be examined in depth.

CURRICULUM STUDIES

Elective Curriculum Studies are available in these secondary school subject groupings: Science; Mathematics; English and History.

Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent prerequisites), e.g. a student will be admitted to the Science major course only if he has a Science degree or an equivalent qualification.

PRACTICAL EXPERIENCE

All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete periods of practice teaching as required.

It should be noted that the programme outlined is for students in the 1976-1977 group; there may be modifications for the 1977-1978 group.

For 1977 only there will be an intake of full-time students in March, with Curriculum Studies in Science and English/History.

GRADUATE DIPLOMA IN EDUCATION

PART I

All students undertake the Education Studies listed below.

Unit Number*	Unit Name	Class Contact Hours	Semester Hours
12702	Educational Psychology: Understanding Teaching & Learning	4	96
12703	Secondary Education in Australia	2	48
11701	Communication IA	2	48
14701	Health Education	1	24
09701	Practical Experience	0	120

In addition, students undertake subjects in Curriculum areas which they have elected.

Unit Number*	Unit Name	Class Contact Hours	Semester Hours
18702	Science Method I	6	144
	Two of: —		
18706	Advanced Science Method IA	3	72
18707	Advanced Science Method IB	3	72
18708	Advanced Science Method IC	3	72
18709	Advanced Science Method ID	3	72
15703	Mathematics IA	4	96
13704	English Method I	5	120
19702	Social Science Method IB (History)	5	120

**Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

GRADUATE DIPLOMA IN EDUCATION

PART II

All students undertake the Education Studies listed below.

Unit Number*	Unit Name	Class Contact Hours	Semester Hours
12802	Sociological Bases of Education	2	48
12803	Philosophy of Secondary Education	2	48
12804	Secondary Curriculum Issues	2	48
11801	Communication IIA	2	48
17701	Physical Education	2	48
09801	Practical Experience	0	120

In addition, students undertake subjects in Curriculum areas which they have elected.

Unit Number*	Unit Name	Class Contact Hours	Semester Hours
18802	Science Method II	6	144
	Two of:—		
18706	Advanced Science Method IA	3	72
18707	Advanced Science Method IB	3	72
18708	Advanced Science Method IC	3	72
18709	Advanced Science Method ID	3	72
15803	Mathematics IIA	4	96
13804	English Method II	5	120
19801	Social Science Method II (History)	5	120

**Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

DIPLOMA IN SPECIAL EDUCATION

This is a full-time in-service programme extending over two semesters. It is designed to prepare for generalist teaching in Special Education qualified teachers who can manage children with behavioural problems and/or specific learning difficulties in basic school subjects and/or general intellectual retardation.

Although most of the students in this programme will be teachers released from Department of Education Schools, applications for admission from a limited number of private students will be welcomed.

Entry qualifications include at least two years of teacher training, and classroom experience. Training and experience taken together should total at least six years. The Diploma is equivalent in status to a Diploma of Teaching.

There are twelve units in this Diploma Programme.

Semester I

Unit Number	Unit Name	Semester Hours	Class Contact Hours
11504	Educational Technology	30	1
12519	Education Studies I	210	7
13535	Language I	180	6
14510	Health Education	30	1
15509	Mathematics I	120	4
17512	Physical Education	60	2

Semester II

Unit Number	Unit Name	Semester Hours	Class Contact Hours
12619	Education Studies II	120	4
13635	Language II	60	2
15609	Mathematics II	30	1
	<i>Three of the following:</i>		
10518	Art/Craft	60	2
16517	Music	60	2
18531	Science	60	2
19502	Social Science	60	2

In addition, students will be involved in the second semester in an extensive release programme to schools, nominally for two days per week, as resource teachers.

** Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.*

Semester Unit Outlines

Semester-units are presented in subject number order, and generally group within the Department which offers them.

Subject numbers are compiled on the following basis:

- The first two numerals refer to the Department which is offering the unit.
- The third numeral refers to the semester in which the unit may first be taken within a programme of study.
- The last two numerals distinguish the unit from those offered within the Department in the same semester, e.g. Number 12345: the numerals 1 and 2 refer to the Education Studies Department, the numeral 3 to the third semester of a programme of study and the numerals 4 and 5 distinguish this unit from those offered by the Department in the same semester.

The following are the teaching departments, showing the pages on which their units commence:

Administrative, Social and Political Studies	434
Art/Craft	133
Communication Studies	157
Economic Studies	405
Education Studies	174
English	214
Financial and Quantitative Studies	375
Health Education	241
Legal Studies	418
Library and Information Studies.	460
Mathematics.	252
Music	268
Physical Education	278
Science	300
Social Science	347

Practical Experience

09101 PRACTICAL EXPERIENCE I—INTRODUCTION TO TEACHING (General Primary Students)

Semester: I 192 semester hours

This unit includes two strands

- Introduction to Teaching: a series of lectures, seminars, workshops and visits to schools for 4 class contact hours per week.
- Practice Teaching: a period of three weeks continuous teaching in schools.

09102 PRACTICAL EXPERIENCE I—INTRODUCTION TO TEACHING (Secondary Science Students)

Semester: I 192 semester hours

As for 09101

09103 PRACTICAL EXPERIENCE I—INTRODUCTION TO TEACHING (Physical Education Students)

Semester: I 192 semester hours

As for 09101

PRACTICAL EXPERIENCE II—INTRODUCTION TO TEACHING

09201 General Primary Students 156 semester hours

09202 Secondary Science Students

09203 Physical Education Students

Semester: II

Continuation of 09101, 09102, 09103

09301 PRACTICAL EXPERIENCE III (General Primary Students)

Semester: III 120 semester hours

A series of demonstration lessons and a three week period of continuous teaching in the schools.

09302 PRACTICAL EXPERIENCE III

(Secondary Science Students)

Semester: III

120 semester hours

As for 09301

09303 PRACTICAL EXPERIENCE III

(Physical Education Students)

Semester: III

120 semester hours

As for 09301

PRACTICAL EXPERIENCE IV

Semester: IV

120 semester hours

09401 General Primary Students

09402 Secondary Science Students

09403 Physical Education Students

As for 09301

PRACTICAL EXPERIENCE V

Semester: V

120 semester hours

09501 General Primary Students

09502 Secondary Science Students

09503 Physical Education Students

As for 09301

PRACTICAL EXPERIENCE VI

Semester: VI

120 semester hours

09601 General Primary Students

09602 Secondary Science Students

09603 Physical Education Students

As for 09301

09701 PRACTICAL EXPERIENCE

Part I

120 semester hours

A period of three weeks continuous teaching in high schools.

09801 PRACTICAL EXPERIENCE

Part II

120 semester hours

As for 09701.

Art/Craft

10102 ART I—INTRODUCTORY ART

3 class contact hours
6 week hours
72 semester hours

Semester: I

Objective:

To give the undecided student a limited experience of the vitality, involvement and educative potential of the following fields: Ceramics; Textile Craft; Woodcraft; Weaving; Paper Craft; Graphic Arts

CERAMICS

Content:

Make a platter and glaze it; make a Raku pot and fire it; experience industrial techniques in slipcasing a rice bowl; make an enclosed shell form, i.e. a piggy bank.

TEXTILE CRAFT

Content:

The student will be taught to spin, and convert the yarn into fabric using a technique self-chosen from the following: Knitting, Weaving, Crocheting, Macrame.

WOODCRAFT

Content:

Overview of the ideals of Industrial Design and associated woodcraft courses available in the College; application of basic design elements and principles through practical experience using charred oregon. Students are to use free form shapes to obtain maximum effect from growth ring patterns.

PAPER

Content:

Paper surfaces, finishes and colours; techniques which may be used with paper to change its surface or transform it to a sculptural form; introduction to origami.

GRAPHIC ARTS

Content:

Investigate and practise the following basic printmaking techniques — Silk screen (stencil); Linocut (relief); Etching (intaglio). For each area, the methods of production and materials will be demonstrated and used experimentally.

WEAVING

Content:

History of weaving processes, looms and fibres; weaving without a loom: paper; scrim; string; reed; wool and similar fibres; weaving processes: plain weave, finger weave, frame loom and card looms; associated techniques: weft faced (tapestry), warp faced and balances weaves; use of colour for pattern.

10103 CURRICULUM ART I

3 class contact hours
6 week hours
72 semester hours

Semesters: I or II or III

Objectives:

To provide prospective teachers with understanding and appreciation of the value of art experiences in education and the ability to foster creative expression in children.

Content:

Academic Studies:

The place and value of Art and Craft in Education.

Development of an understanding of the elements and principles of design.

The development stages of child art.

Art and Craft syllabuses in primary schools.

Planning learning experiences, materials and activities.

Workshop Studies:

This aspect will be largely practical to enable the student to develop personal skills and creative potential, to have experience with various media, procedures and techniques and to relate these to the needs of the child. The topics in academic studies will be integrated with workshop studies and handled in the workshop situation.

10112 ART IA—CERAMICS AND MAN I

3 class contact hours
6 week hours
72 semester hours

Semester: I

Objectives:

Examination of the ideas expressed in clay from earliest times to the present; the means by which technological advances aided this expression, and the change in form developing from small, compact, low-fired objects to the industrial and handcrafted products of today.

Content:

Four main categories according to their structure and method of fabrication: Solid — compact; Planar; Hollow — shell forms, refer largely to structure; Machine forms — the techniques of mass production.

The unit does not follow a strict historical sequence, but uses clay objects as a logical starting point from which related knowledge and experience can develop.

10113 ART IB—TEXTILE CRAFT I

3 class contact hours
6 week hours
72 semester hours

Semester: I

Objectives:

An introductory unit designed to show inter-relationships, and to give practical and theoretical experience.

Content:

History of man's need for and use of the textile arts and crafts, together with the restraints and limits which political, social, economic and technological development impose, with examples taken from the Ancient and Pre-Historic Periods; practical learning and application of the more elementary techniques such as Spinning, Weaving, Knitting, Knotting.

10114 ART IC—WOODCRAFT I

3 class contact hours
6 week hours
72 semester hours

Semester: I

Pre-requisite:

None.

Objectives:

To make students aware of factors influencing industrial design; to develop ability to communicate through drawing; and apply design principles through practical experiences.

Content:

Overview of modern production methods and the factors influencing the changes in industrial design; freehand drawing as a means of showing design features and constructional details; practical experiences; applied design. Free form work using a variety of media such as copper, timber and plastics.

10115 ART ID—FINE ARTS I

3 class contact hours
6 week hours
72 semester hours

Semester: I**Pre-requisite:**

Art Pass H.S.C. or equivalent. Evidence of ability required from students without qualifications.

Objectives:

To further the general objective of Art, encouraging individual development through intuitive response coupled with analytical research. It is anticipated that leisure time art activities will develop.

Content:

Art History: Aspects of 19th and 20th Century Art forms; Design and Composition in 2D directly relating to sculptured forms in 3D with unity of elements and principles.

10116 ART IE—WEAVING I

3 class contact hours
6 week hours
72 semester hours

Semester: I**Pre-requisite:**

None.

Objective:

To further the general objective of Art by providing the student with an introduction to weaving. A background of the origins of the weaving craft. An understanding of the materials and techniques used. Experience in some of the simple and basic weaving processes.

Content:

History of weaving craft:

Development of weaving craft from earliest time to the middle ages and its relationship to the cultural environment of the period. The following areas will be covered.

The origins of fabric: The need for fabric, the inspiration for fabric construction, early construction techniques, primitive materials, evidence of pre-historic weaving.

The evolution of non-loom processes: Matting, felting, netting, basketry, twining, sprang, macrame, lacemaking.

Weaving materials:

Classification of fibres, measurement details of fibres, construction of yarns and processes involved, the hand spinning process — the hand spindle and its use, suitability of various fibres for weaving processes, non-yarn materials.

10117 ART IF—GRAPHIC ARTS I

3 class contact hours
6 week hours
72 semester hours

Semester: I

Pre-requisite:

None.

Objective:

A basic foundation in Graphic Arts.

Content:

Two-dimensional and 3-dimensional design work using a variety of printing techniques including silk screen, etching, block printing; drawing and painting of ideas to be used in printmaking of fabric and pictorial illustration; history and significance of Graphic Arts in Eastern and Western cultures.

10202 CURRICULUM ART IIA—TEXTILE CRAFT

3 class contact hours
6 week hours
72 semester hours

Semesters: IV, V and VI

Pre-requisite:

Curriculum Art I.

Objective:

To understand the possibilities of Textile Craft in the education of the child.

Content:

The learning of basic skills and techniques involved in Textile Craft through a variety of media. The practical work will be at tertiary level so that students can make analytical task analyses in relation to methods, procedures, techniques and the child, and present these in "log" form for assessment.

Basic Text:

None.

10204 CURRICULUM ART IIC—THEMATIC DEVELOPMENT IN ART AND CRAFT**Semesters:** IV, V, VI

3 class contact hours
6 week hours
72 semester hours

Objectives:

To extend the basic design programme by applying the various skills and media experienced in Art I to a thematic development. Each student will plan, analyse and then work through the content of three programmes that could be applied to the classroom situation and could become part of a teaching kit.

Content:

Programme I.

A sequence of three lessons to introduce a theme related to the elements and principles of design. e.g. The exciting world of colour.

Programme II.

A sequence of three lessons to integrate with other subject area themes. e.g. Dance and Drama — Theme: Australian flora.

Programme III.

A sequence of three lessons to develop a theme related to a basic craft. e.g. Batik dyeing in Indonesia; Weaving methods with natural materials; A study of the four basic printing processes.

10206 CURRICULUM ART IIE—ART/CRAFT**Semesters:** IV, V, VI

3 class contact hours
6 week hours
72 semester hours

Objectives:

To extend understanding of Art/Craft as understood by our past and present culture, by the function of Art/Craft in the educative process, with reference to N.S.W.

To extend the student's participation in an awareness of creative processes; and to further the development of criticism.

To aid the interpretation of curricula into classroom practice for contemporary education.

Content:

Study of Syllabus construction, the approaches in contemporary education, relation of child growth studies, needs of culture, school influences. These factors will be used to develop a syllabus and then the process of interpreting the syllabus to the actual classroom.

Study of Art concepts, controversy over various philosophies of Morris, Bauhaus, English and American influences, the means of art consumption, mass art at the craft level, fashion and art marketing, the preservation of art for status or for art development, museums and their function, the potential of art in schools.

Practical Exercises in problem solving situations for investigation of media techniques, together with an evaluation of expression and creativity, both in traditional terms and in this multimedia thematic experience.

10207 CURRICULUM ART IIF—RELIEF MODELLING AND WEAVING FOR SCHOOLS

Semesters: IV, V, VI

3 class contact hours

6 week hours

72 semester hours

Objectives:

To provide the student with the opportunity of extending his skills and working creatively with a variety of media and techniques of relief modelling and weaving and examining the means by which these may be used effectively in general primary school situations. The unit will provide opportunity for practical experiences and teaching methods.

Content:

Relief modelling: Relief modelling in plaster, in wood or lino blocks, in copper foil and relief decoration in leather craft.

Weaving without a loom: During this section plain weaving processes will be treated using the following materials: paper, scrim, burlap, drinking straws, reed and wire, etc. Techniques of weaving on a pencil, finger weaving, god's eyes, needlepoint, tapestry and rug hooking.

Weaving with simple looms: This section will involve various cardboard looms, simple frame and nail looms, the Hungarian loom, the Inkle loom and the Rigid Heddle loom.

10210 CURRICULUM ART IJ—DESIGN EXTENSION

Semesters: IV, V and VI

3 class contact hours

6 week hours

72 semester hours

Objectives:

To develop powers of communication and the ability to think creatively through encouraging imaginative use of media and techniques; to investigate design concepts and their application to various craft areas so that students will gain confidence in ability to teach.

Content:

A study of the areas and objectives of the Art and Craft Curriculum; an examination of teaching procedures and classroom organization.

Basic texts:

None.

10211 CURRICULUM ART IIK—ENRICHMENT THROUGH CRAFT

Semesters: IV, V and VI

3 class contact hours

6 week hours

72 semester hours

Objectives:

To further the objectives of Curriculum Art I through an appreciation for the value of craft as a means of enriching learning experiences, with an emphasis on Special Education.

Content:

Shadow Puppetry — presented as a means of developing artistic expression, elementary mechanical and oral expression.

Glove Puppetry — students to construct puppets featuring characteristics developed through their own written script.

Diorama — group activities, designed to show how social science may be given a more practical basis.

Workshop — a period where students construct teaching aids with full use of the workshop and machinery.

Basic Texts:

None.

10212 ART IIA—CERAMICS AND MAN II

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IA

Objective:

To consolidate and extend the experience and knowledge gained in the first semester.

Content:

Students will select two form categories surveyed in the first semester and complete two pieces of practical work from each category.

These four projects will give the student the opportunity to design, fabricate, decorate and fire work of their choice.

10213 ART IIB—TEXTILE CRAFT II

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IB

Objectives:

A continuation and development of those in Semester I, with additional emphasis on the problems involved in the successful use of colour.

Content:

A continuation from Semester I with examples taken from Medieval and Early Modern History; practical learning and application, to continue development of those from Semester I, and to introduce Dyeing, Printing, Functional Stitching, Embroidery (Decorative Stitching).

10214 ART IIC—WOODCRAFT II

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IC.

Objectives:

To further develop the objectives of Art IC with an introductory treatment of modern furniture.

Content:

Features of furniture design and its changing nature due to modern production methods; Plan drawing and the use of pictorial for detailed sections; Practical experiences: extension of free form work using plastics and mild steel; Introductory woodcraft assignment involving constructional methods.

10215 ART IID—FINE ARTS II

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art ID.

Objectives:

To further the general objective of Art by emphasising and developing the artistry required for imaginative invention and disciplined craftsmanship; to develop background to Art by an in-depth study of Australian Art.

Content:

Art History — Australia: The Arts 1770-1975.

Design and Composition — further investigation of design concepts and the application to still life in watercolour.

10216 ART IIE—WEAVING II

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IE.

Objectives:

To continue the extension of the general objectives of Weaving I by furthering the background in the origin of the weaving craft; deepening understanding of the materials and techniques used; developing experience in the weaving process and an aesthetic attitude to appreciation in weaving design.

Content:

History of the rigid heddle and inkle looms. Early weaving in Ancient Middle East, the Classical world, the Far East and the early Christian world. The source characteristics and application of natural fibres.

Loom construction, principles of operation, associated weaving equipment, weft and measuring techniques, pattern design, finishing process.

The elements and principles of design for weavers.

10217 ART IIF—GRAPHIC ARTS II**Semester: II**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IF.

Objective:

To develop the processes and skills involved in Graphic Arts.

Content:

Methods of Intaglio and Relief Printing: Lino cuts, Woodcuts, Dry point, Collage, Silk Screen and Etching; drawing from life models to understand structure and form, necessary in illustration work; study of development of book illustration and the publishing and printing industries.

10218 CURRICULUM ART IIL—INFANTS' GENERAL CRAFT**Semesters: IV, V and VI**

3 class contact hours
6 week hours
72 semester hours

Objectives:

To develop and consolidate the objectives of Curriculum Art I, with emphasis on meeting the creative needs and educational requirements of children in the Infant School.

Content:

Academic Study — Developments in Contemporary Art and Craft Education; role of the teacher, classroom practices, co-ordinated areas; developing a programme of activities in art and craft education for the Infant School.

Workshop Study — a range of activities including papercraft, printmaking, modelling with various materials, puppetry and masks, mobiles and dioramas, simple weaving techniques.

Basic Text:

None.

10312 ART IIIA—CERAMICS AND MAN III**Semester: III**

3 class contact hours

6 week hours

72 semester hours

Pre-requisite:

Art IIA

Objectives:

To consolidate the work on clays, glazes and firing covered briefly in the first two semesters and to provide a scientific understanding for the work in the following semesters.

Content:

The unit will deal specifically with the data associated with four areas: Clays — their origins and properties. Glazes — formulation, application, firing cycles and atmosphere. Kilns — design, construction, fuels, insulation, materials and heat measurement. Testing — the composition of clay bodies, related glazes and firing techniques.

10313 ART IIIB—TEXTILE CRAFT III**Semester: III**

3 class contact hours

6 week hours

72 semester hours

Pre-Requisite:

Art IIB.

Objectives:

An interdisciplinary emphasis as a superstructure on those of Semesters I and II.

Content:

A continuation with examples from Modern History in 18th Century and 19th Century; practical learning and application, to develop creative expertise with techniques already mastered, and to introduce Netting, Braiding and Plaiting, Bobbin/Pillow Lace making, Needlepoint Lacemaking, Tatting.

10314 ART IIIC—WOODCRAFT III

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IIC.

Objectives:

To further develop the objectives of Art IC and Art IIC with the emphasis on furniture construction.

Content:

Expansion of plan and detail drawing with an emphasis on constructional design.
Modern furniture hardware and allied materials.

Detail treatment of assembly methods and workshop processes.

Practical experiences: Major timber assignment which would also include the use of allied materials.

10315 ART IIID—FINE ARTS III

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IID.

Objective:

Furthering the general objective by developing awareness of the subtleties in shape and colour. Emphasis on critical (visual, emotional) analysis in subjects leading to interpreting mood and emotion.

Content:

Art History: Aspects of Pre-Christian Art in Europe; Expression Area: Development of creativity in design and composition; Painting — still life, Oils; Drawing — still life with fabric; Modelling — clay head or figure.

10316 ART IIIE—WEAVING III**Semester: III**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IIE

Objectives:

Developing understanding of the compound weaving process in the use of 2 and 4 shaft looms, and appreciation of design — its relation to pattern drafting. Continuing in-depth study of the historical background to weaving; its relationship to the cultural climate; understanding modern materials.

Content:

The development of the weaving process from the Middle Ages to the present day. Mechanisation will be considered although the emphasis will be on hand weaving. Areas such as Europe in the Middle Ages, Pre-Columbian America, China and Japan will be considered.

10317 ART IIIF—GRAPHIC ARTS III**Semester: III**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Art IIF.

Objectives:

To extend the student's personal expression in fine art printmaking and to introduce lithography and other graphic design areas.

Content:

History of modern art styles and their influence on the graphic arts including advertising media; graphics (typography) as used in advertising, sign and poster work; illustrated books; screen projections and films; preparation of type and blocks for the platen press; preparation of a lithographic plate for the press.

10412 ART IVA—CERAMICS AND MAN IV

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IIIA.

Objective:

To give the student the opportunity to study one aspect of ceramics.

Content:

Students will make their selection from a given number of topics, or plan their own topic subject to the lecturer's approval. To avoid duplication, only one student will be able to study a particular topic.

Either horizontal or vertical studies can be carried out in the following areas:

Children and Ceramics; Ceramics and Industry; The Artist Potter; Ceramics and Archeology; Ceramics and History; Ceramics and Primitive Societies; Ceramic techniques — The Wheel; Ceramics and Leisure; Ceramics for Therapy.

10413 ART IVB—TEXTILE CRAFT IV

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IIIB.

Objectives:

To develop those of the previous semesters in greater depth, with an emphasis on commitment to all aspects, but especially to the perfection of techniques. Students will realise: "First of all be a good craftsman. This will not keep you from being a genius." (Renoir).

Content:

Historical continuation to the present day.

Selection of practical area for: Major — in-depth study which may extend to Semester VI; minor study or studies — all-encompassing project.

10414 ART IVC—WOODCRAFT IV

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IIIC.

Objectives:

To further develop the objectives of Art IIIC with the addition of extensions in advertising techniques and furniture upholstery.

Content:

Extension of detail drawing.

Objectives of pictorial advertising, its techniques and presentation.

Properties and potentials of textiles and other forms of furniture upholstery.

Practical experiences — major furniture assignment to involve the use of some upholstery, and include submission of student's detailed working drawing with timber cutting list.

10415 ART IVD—FINE ARTS IV

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IIID.

Objectives:

To encourage specialisation towards one of the three areas of painting, drawing or design through analysis of form/plane in face/figure, consolidatory work on sensitivity in colour, utilising human figure in composition.

Content:

Art History: Aspects of Christian Art; Expression: Composition and design — the human figure as a basis for expression; painting — portraiture; drawing — life studies.

10416 ART IVE—WEAVING IV

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IIIE.

Objectives:

Emphasis on a more intimate knowledge of weaving by the use of more complicated looms, both hand and mechanical. Design interpretation will be extended through specialised weaving processes such as tapestry, rya rug weaving.

Content:

History: The socio-cultural implication and the technological bases of change in relation to the development of weaving techniques. Consideration will be made of Europe in Renaissance and the Baroque period, the American Settlers and the Industrial Revolution.

Weaving Materials: A study of the necessity for composite fibres; natural dyeing techniques and the process of spinning.

Practical expression involving the use of multi-shaft looms and the implication of their use on design. Loom controlled weaves and finishing procedures.

10417 ART IVF—GRAPHIC ARTS IV**Semester: IV**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IIIF.

Objectives:

To further extend the areas of graphic arts by introducing photographic techniques to apply in personal expression.

Content:

The history of Graphic Arts in Eastern and Western cultures; (personal research by the student into one specific area of graphic design in one of these cultures); introduction of photographic printing process — e.g. photo silkscreen printing; design and preparation of artwork for printing on an offset press.

10512 ART VA—CERAMICS AND MAN V**Semester: V**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IVA.

Objectives:

To synthesize, in a practical, demanding and stimulating manner, the work of the previous four semesters, enriching students' concept of design and providing opportunity for co-operation and completion of group projects.

Content:

Groups will be formed to carry out a variety of projects, each developing its own. The following areas are suggested as starting or focal points:

Industrial process, e.g., students might explore the problems of designing, producing and marketing a coffee set.

Workshops in history, e.g., design, set up and produce the items of a Greek pottery.

Ethnic pottery, e.g., reproduce the style of work from, for example, Nigeria or New Guinea.

The Artist Potter, e.g., how artist potters operate, what they produce, how they produce, and how they distribute and/or exhibit their work.

Glazes, e.g., attempt to reproduce a variety of glazes used by man from earliest times.

Ceramics and children, e.g., develop a programme for children.

10513 ART VB—TEXTILE CRAFT V**Semester: V**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IVB.

Objectives:

Some students will be able to show that "Line art is that in which the hand, the head, and the heart of man go together". (Ruskin). For others, help and encouragement will result in competent work.

Content:

Students will select an area of specific individual interest for expression through practical application of Textile Arts and Crafts. This project will be supported by in-depth research which should show the relationship between the expression and Man's ethos, in an essay of about 3,000 words.

It is anticipated that this project will extend into Semester VI for many students. Others may continue that commenced in Semester IV. Those concluding Textile Craft at Semester V level will complete the project and essay and report findings in Semester V.

10514 ART VC—WOODCRAFT V

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IVC.

Objectives:

To further develop the objectives of Art IVC with the extension of an individual approach to: the principles of interior design OR the principles of design of boat building and canoe construction.

Content:

- A. Extension of drawing through the introduction of perspective and axonometric projection. Principles of interior design and their practical application to a specific situation. Practical experience — further development in furniture making.

OR

- B. An investigation of the boat and its social significance. Introduction to canoeing and sailing techniques. A study of design features, construction methods and materials and processes used to make small craft. Practical experience — selection of design and commencement of construction of either a Canadian canoe or small sailing boat.

10515 ART VD—FINE ARTS V

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IVD.

Objective:

To provide for specialization in one of the forms of art expression previously encountered and to extend the artistic background of the student by a detailed study of non-Christian, non-European art.

Content:

Art History. A study: Japan/China/Mexico/South America, etc. Specialization in either Painting — costume portrait (period) from life. Drawing — life, or design and composition — work in chosen field of expression.

10516 ART VE—WEAVING V

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IVE

Objectives:

Continuation of an emphasis on a more intimate knowledge of weaving by the use of more complicated looms. Background knowledge will integrate the relationships between weaving techniques, technological change and the socio-cultural situation.

Content:

History — A study of Tapestry and Pile weaving in different cultures — Europe, America and the Industrial Revolution.

Weaving materials — tapestry, lace and pile weaving techniques, and associated looms; weaver controlled weaves; the Tablet loom weaving process; synthetic dyeing techniques and mechanisation of spinning methods.

10517 ART VF—GRAPHIC ARTS V

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art IVF.

Objectives:

To specialize in one area of printmaking and its application to either Fine Art or Commercial Art, including fabric printing and poster design; to introduce book design skills.

Content:

Specialization in one of either silk screen printing, etching, lithography or letterpress. (Personal research by students into Principles of Applied Design as it relates to their specialization); design and production methods (including binding involved in the printing of a simple picture book).

10518 ART/CRAFT

Semester: II

2 class contact hours
4 week hours
48 semester hours

Objectives:

To encourage the student to discover further educational possibilities of Art/Craft in special education; integrate and reinforce learning situations in other areas; act as a stimulus where such an area is suitable; provide an outlet for expression at their own level; have the ability to achieve success and satisfaction; give experience in Art/Craft areas which would be suitable for atypical children; develop students' practical ability so that they will be better able to design and construct aids which would assist them in their day to day teaching; extend the students' general education through an appreciation of good design and by providing the opportunity to practise Art/Craft skills.

Content:

Outline of course and details of its aim; paper and paint: colour application; mask making and link with oral expression; the use of environmental material coupled with expression in material, oral and written matter; puppetry in various forms, i.e. shadow, glove, sock, etc., showing by play presentation the further extension of oral expression; extension of the design principles into the area of weaving, tie dyeing, batik and model making; design and construction of suitable aids for use in the schools to which the student will be appointed; a further extension of the students' own concept of design in medium including leather, copper, foil, copper enamelling, environmental, batik, tie dyeing, wood and paper (both formal and informal); the culmination of the course will include an exhibition of finished work, where the students will be involved in the methods of setting up such a display.

Basic Texts:

Kranz, S. and Fisher, K. *The Design Continuum*. New York: Van Nostrand, 1966.

Lansing, K. M. *Art, Artists and Art Education*. New York: McGraw-Hill, 1964.

Mattil, E. L. *Meaning in Crafts*. New York: Prentice-Hall, 1965.

10612 ART VIA—CERAMICS AND MAN VI

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art VA.

Objectives:

To enable students to apply their knowledge and experience to the design and completion of a major piece of practical work; to develop, explicitly, the skills of criticism implicit in the previous five semesters.

Content:

The nature of the practical work will depend on the students' preference.

Lecturers will act in an advisory capacity.

The development of critical skills will be aided by formal lectures and tutorials on aesthetics and criticism in particular — plus visits to current exhibitions and informal discussions with lecturers, artists and critics.

10613 ART VIB—TEXTILE CRAFT VI**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art VB.

Objectives:

To provide the climate for a culmination of all previous objectives — but realising that "Genius does what it must, and talent does what it can". (Earl of Lytton).

Content:

As for Semester V.

An open ended and free system will operate to incorporate practical and theoretical work.

Each student will be expected to mount an exhibition of work completed during the six semesters. The exhibits can comprise work completed for unit requirements and/or extension and/or experimental work which was the outcome of the unit.

10614 ART VIC—WOODCRAFT VI**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art VC.

Objectives:

To further develop the objectives of Art VC with the emphasis on individual development and the profitable use of leisure time.

Content:

- A. Australian House design — an historical overview. Modern house building methods. Preparation of building plans and specifications. Practical experiences — Model work involving timber framed houses and further development in furniture making.

OR

- B. Continuation of a study of the boat and its place in society. Sailing and canoeing techniques. Practical experience — completion of the craft commenced in Semester V. As an extra-curricular activity, the student will be required to have achieved a degree of skill in handling a craft of the type he or she is constructing.

10615 ART VID—FINE ARTS VI**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art VD.

Objectives:

A study in style to extend students' specialization and personal development of expression in their selected area; to develop students' aesthetics by understanding criticism and review.

Content:

Art History — Planned visits to galleries and exhibitions will be made to encourage the growth in aesthetics; reviews and criticism studied and presented, in relation; noted authorities invited to speak; student discussion generally based on evaluation of work completed and partially completed.

Expression — Continuation of specialization in painting —life; drawing — life; design/composition — continuation of work in chosen field.

Allowance has been made for the major work in the area to be completed over two semesters.

10616 ART VIE—WEAVING VI

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art VE.

Objectives:

To extend the general objectives of the Weaving sequence by allowing the student to apply his knowledge and experience of weaving to the design and completion of a major piece of practical work.

Content:

History — The Craft revival. The contemporary fibre craftsman.

Practical expression — Designing for the loom. Work of an advanced nature from any area of the sequence, based on student preference and involving the use of multi-shaft.

Research, design and bibliography to be prepared by the student.

Basic Text:

Held, Shirley, *Weaving — A Handbook for Fibre Craftsmen*. New York: Holt, Rinehart and Winston, 1973.

10617 ART VIF—GRAPHIC ARTS VI

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Art VF.

Objectives:

To provide an opportunity to continue specialization in either Fine Art printing or Commercial Art printing — including fabric, poster or picture book design.

Content:

Specific requirements should be met by the students in their specialized field of expression. This will include the student's original art work and graphic design — the necessary graphics for advertising and presenting an exhibition of work — e.g., posters, advertisements, exhibition catalogue.

Communication Studies

11101 EDUCATIONAL TECHNOLOGY

Semester: I

0 class contact hours
2 week hours
24 semester hours

Pre-requisite:

None.

Objectives:

To acquaint students with the principles of handling and operating technical equipment and to give an introduction to the applications of technology to education.

Content:

This semester-unit consists of two series of self-instructional, multi-media modules.

Series I (Red Series)

These modules are skills oriented, and students are expected to demonstrate their competency in operating a designated selection of the following technical aids:

Cassette recorders, spool tape recorders, slide and filmstrip projectors, record players, opaque projectors, loop and 16mm film projectors, videotape recorders.

Series II (Blue Series)

These modules deal with the application of technology to the teaching process. Students are required to acquire competencies in a number of the following:

Aids for speed reading, overhead projection techniques, using recorded broadcasts and telecasts, public address systems, producing multi-media kits, photography as a teaching resource, audio recording methods, simple visuals and graphics, thermal and photo copiers, spirit and ink duplicators.

Basic Texts:

Foster, G., Cochrane, G. & Sloane, T., *Plugs and Bugs on Audio Visual Resources*. Sydney: Ashton, 1975.

Tindall, K., Collins, B. and Reid, D., *The Electric Classroom*. Sydney: McGraw Hill, 1973.

11102 ASSOCIATED LEARNINGS—COMMUNICATION

Semester: I

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

None.

Objectives:

To promote effective communication with special reference to the development of skill in group work:

through the development of inter-personal relationships in group situations,
through the development of critical attitudes to language by the study of
models and writing of exercises.

Content:

Working in pairs — introductions, interviews.

Interaction in a group — the roles of participant and observer.

Barriers to effective communication — the effect on communication of attitudes,
determined by perceptions, evaluations — assumptions. The importance of
feed-back.

Indirect and non-verbal behaviour in communication.

Making decisions. Making statements. Supportive evidence.

Giving information. Fact and opinion.

Giving instructions. The effect of opposing viewpoints on loss and distortion in
listening.

Presenting a point of view. Purpose, prejudice, bias. Public meetings.

Basic Text:

Hayakawa, S. I., *Language in Thought and Action*. New York: Harcourt, Brace,
Jovanovich, 1972.

11111 COMMUNICATION I—MAKING SENSE

Semester: I

3 class contact hours
7 week hours
105 semester hours

Pre-requisite:

None.

Objectives:

To develop skills in: inter-personal communication; analysis; construction of arguments; written and oral communication.

Content:

Inter-personal communication — gaining greater understanding of self and others; the personal barrier to communication.

Factors affecting communication — the importance of judgements in communication; effects of experimental factors upon judgement; influence of perception, observation, inference, and the “image” upon judgements; influence of personal experience, cultural experience, context upon an individual's observation and perception; relationship to judgements; visual and auditory cues and consequent inferences.

The notion of the “image”; cognitive and affective dimensions of each person's image; relationship of the image to behaviour; prejudice, dogmatism, rigidity; the self-concept as part of the “image”; oneself; others; communication as an event taking place between two “images”.

Non-verbal communication — extent and effectiveness of body language or paralinguistics; awareness of the ambiguity of non-verbal messages.

The use of language in communication — the uses of language; preliminary study of the selection of different forms of language to meet particular purposes; relationship between form and function; persuasive and informative uses of language.

N.B. The study of the use of language in communication will be pursued in Communication II.

Material will be drawn from interviews, poems, essays, newspapers and other mass media, plays, disputes in the social sciences, and current controversial issues.

Learning about behaviour of groups and how groups function is regarded as important so that the course will be based on small group tutorial units. These groups will be further divided into sub-groups of approximately four students for the purpose of class exercises.

Activities will include written and oral exercises based on the interpretation of prose, poetry, music and film. Students will engage in debate and role playing, and will play a variety of communication games.

Specific competency learning modules will be used to assist in the development of communication skills. These modules will individualize instruction.

Preliminary Reading:

Thouless, R. H., *Straight and Crooked Thinking*. Pan, 1960.

Basic Texts:

Barzun, J. and Graff, H., *The Modern Researcher*. Harcourt, Brace and World Inc. 1962.

Ruby, L. and Yarber, R., *The Art of Making Sense*. Lippincott Company, 1974.

Stewart, J. (ed.), *Bridges Not Walls*. Addison-Wesley Publishing Co., 1973.

11112 COMMUNICATION IB**Semester: I**

3 class contact hours
6 week hours
78 semester hours

Pre-requisite:

None.

Objectives:

To examine the role and nature of communication, both intra and inter-personal and of various models of the communication process; to study the nature, potential and limitations of communication media against a background of their historical development.

Content:

Models of the communication process, e.g. Berlo, Westley and MacLean, Schramm.

Social psychology of communication: intra- and inter-personal communication:

Sense organs: vision, hearing, speech, touch.

Effects of the communication process on behaviour and vice-versa: effect of individual differences, roles and social groupings upon the process with special reference to values, motives, perceptions.

Organisational communication: motivation, communication styles, etc.

History and development of communication, nature, potential and limitations, differences and similarities:

Language: action, pictorial, written: the development of methods of writing; recording materials, e.g. clay tablets, papyrus, parchment, paper; forms of record, e.g. tablet, roll, codex, broadsheet; contemporary methods, typewriting, duplication, photocopying, etc.

Printing and publishing: the development of forms of printing, illustration, binding, production and distribution of books and journals.

Radio, film and television.

Other communication media and aids.

Reading List:

To be supplied by lecturer.

11211 COMMUNICATION II—MAKING MORE SENSE

Semester: II

3 class contact hours
7 week hours
105 semester hours

Pre-requisite:

Communication I.

Objectives:

To reinforce, extend and practise the communication skills introduced and developed in Communication I, with particular reference to persuasive and informative uses of language, fallacies of argument and assessment of the truth of statements.

Content:

The Use of Language in Communication:

Persuasion in communication; recognition of persuasive forms of communication (prose, poetry, cartoon, film, song, music); use of the media for persuasion; techniques of persuasion; selection; substitution of names and emotive language; repetition; assertion; appeal to authority; prejudice; special pleading; rationalization; diversions.

Factors affecting persuasion; credibility of communication; organization of persuasive arguments; group membership; personality; prior attitudes and knowledge.

Practice in analysing persuasive communication. Practice in speaking and writing persuasively.

Informative uses of language; style in informative language; techniques used in informative presentation.

Argument — material fallacies of argument; the problem of stating the facts correctly and of correctly representing the known situation; vagueness; ambiguity; faulty generalization; faulty causal generalization; post hoc reasoning; faulty analogy; reification; composition and division; equivocation; faulty classification.

Logical fallacies in argument; notions of logical truth and validity; the undistributed middle term; suppressed quantification; non sequitur; circular definition; construction of arguments in logical form; conversion of arguments from logical to literary form. Style.

Evidence and Truth — assessing the truth of statements written in persuasive and informative forms; verbal issues and factual issues; evidence, testability, falsifiability, corroboration, tentative “truths”; facts distinguished from opinions; resolving conflicts about facts; resolving conflicts of opinion.

Variety in Human Communication — the variety of modes of contemporary written and oral communication; an introduction and an overview.

Material will be drawn from interviews, poems, essays, newspapers and other mass media, plays, disputes in the social services, and current controversial issues.

Where possible, the groups established in Communication I will be maintained to assist continuity. Again, considerable emphasis will be placed upon group work.

Workshop and take-home activities will include oral and written exercises based on a wide variety of media. Students will engage in debate and role playing, and will participate in communication games.

Specific competency learning modules will be used to assist in the development of communication skills. These modules will individualize instruction.

Basic Texts:

Barzun, J. and Graff, H., *The Modern Researcher*, New York, Harcourt Brace and World Inc., 1962.

Ruby, L. and Yarber, R., *The Art of Making Sense*, Philadelphia, Leppincott Company, 1974.

11212 COMMUNICATION IIB

Semester: II

3 class contact hours
6 week hours
78 semester hours

Pre-requisite:

Communication IB.

Objectives:

To examine the nature of efficient and lucid communication, information preparation and presentation, in the context of cognitive and affective learning and communication.

To assess the mutually reinforcing effects of the mass media and social attitudes.

To examine the roles and applications of specific media.

To evaluate the major research evidence in mass communications and related fields.

To appraise the costs and benefits of present and future technological developments and to identify basic forecasting techniques.

Content:

Efficient and effective communication:

Cognitive and affective learning.

Source credibility, structuring the message, choosing the correct medium or method.

Production and presentation; assessment of audience, expectations and individual differences.

Communication aids (audio, visual, print); principles, function, evaluation.

Assessment of communication effects and effectiveness.

Mass media and social change:

Opinion leaders, pressure groups; formal and informal structures (networks, groups, "gatekeepers"), feedback, barriers.

Techniques of persuasion; presentation of content, censorship, propaganda, prejudice, stereotyping; ethics of persuasion.

Media organizations with particular reference to Australia: press, radio, television.

Research findings.

Telecommunications: present and future:

Communication satellites.

Wide-band, e.g. cable T.V.

Integration of computer technology.

Costs and benefits.

Futurology: forecasting methods.

Reading List:

To be supplied by lecturer.

11306 TELEVISION IN EDUCATION I

Semesters: II and V

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

None.

Objectives:

To develop an understanding of the nature, value and limitations of television (other than broadcast television) in the classroom; to familiarize teachers with the basic tools of television.

Content:

Students will be introduced to television equipment suitable for use within the school situation as follows:

Cameras, the video tape recorder, the vision mixer and sync. pulse generator, lighting, microphones and sound mixers, auxiliary sound inputs, production aids generally, with special attention given to improvisation.

The following production techniques will be considered:

Use of cameras, singly and in two and three camera chains, use of the zoom lens, selective focus, inlay and superimposition, reflected image, camera placement, use of supplementary lenses, camera movement — panning, tilting, dollying and tracking, construction and use of graphics, use of projected images.

The equipment and techniques above will be applied to the recording of the following:

The closed circuit observation of detail and demonstration, interviews and discussions, the observation of skills, role-playing.

Basic Texts:

Gibson, Tony, *The Use of ETC, a Handbook for Students and Teachers*, London: Hutchinson Education Ltd., 1970.

11308 TRANSMITTED TELEVISION AND RADIO IN EDUCATION

Semester: III

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

None.

Objectives:

To develop an understanding of the nature of broadcast programmes, and the possibilities and limitations in their use within the schoolroom; to enable students to assess criteria and procedures for evaluating and using the media of broadcast radio and television in terms of current understandings of communication of curricula; to study effective methods, techniques and practices in the use of broadcast radio and television for learning.

Content:

The scope of school broadcasts and telecasts: the range of subjects covered, age/grade distribution, programming limitations; programmes designed for direct teaching and for resource material; specialized broadcast sources other than A.B.C. Schools Broadcasts: School of the Air, Radio University.

Specialized techniques of using broadcasts in the classroom in study situations, in explanation, for motivation, review and revision; editing recorded broadcast material for teaching purposes; the incorporation of radio and/or video material into multi-media programming; using broadcast material to plan the school teaching programme; the scripting and production of material for broadcasting; advanced recording techniques.

Basic Texts:

Australian Broadcasting Commission, *Radio and T.V. in Schools: the effective use of programs*. 1975.

Australian Broadcasting Commission. *Primary Teachers' Notes*.

Harding, T. E., *Let's Write a Script*. Melbourne: Georgian House, 1972.

11309 AUDIO TECHNIQUES FOR TEACHING

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

11101 Educational Technology

Objectives:

To survey audio equipment and its possibilities and limitations. By practical experience gain an understanding of the use of audio aids and applications within the school system.

Content:

Audio equipment, the production of audio materials, and their application to both individual and group learning situations — Audio active and passive systems; Preparing audio learning environments; Recordings and broadcasts as a source; Recording of speech and music; Transition, dubbing, superimposition, transposition; Audio-tutorials as a teaching method; Preparation of material for audio teaching methods; Public address systems and techniques; Language laboratory techniques; Multi-listening devices; Audio-reading accelerators — voice mirror languagemaster.

Basic Texts:

None.

11310 EDUCATIONAL GAMES AND SIMULATIONS I

Semesters: III and V

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

None.

Objectives:

To alert students to the potential of educational games and simulations; give experience in playing educational games and simulations; develop criteria for evaluation of educational games and simulations.

Content:

Students will gain experience participating in board and role play simulation games. Attention will be given to sources of games (commercial and teacher made), the claimed advantages of educational simulation, the use of games for motivating, for teaching facts and skills and for developing attitudes, and with students of varying ability. The role of the teacher during game playing will be examined and students will be encouraged to develop criteria for evaluating games.

Basic Texts:

Adams, D., *Simulation Games: An Approach to Learning*. Worthington, Ohio: Charles A. Jones, 1973.

Gordon, A., *Games for Growth*, Palo Alto, California, 1970.

Livingston, S. & Stoll, C., *Simulation Games*, New York Free Press, 1973.

11311 COMMUNICATION IIIA—MODES OF COMMUNICATION**Semesters: I, III and V**

3 class contact hours
6 week hours
90 semester hours

Pre-requisite:

None.

Objectives:

To develop an awareness and understanding of differing modes of communication in the arts and in society.

Content:

Attitudes to 20th Century man in various art forms; communication of a theme through patterning as in mime, fashion, dress, manner, etc.; the use of language to reveal attitude — its relation to social conventions; the ways in which the writer and film-maker reveal atmosphere; the role of conflict and choice in society seen through various media; the differences between oral and written description.

Similarities in techniques and by poets and advertisers; form and meaning in poetry, drama and the media; sentimentality and sincerity; atmosphere without words; words reveal more than they say; the use of scripts to raise controversial issues; levels of meaning; point of view and the problem of perspective; the differing functions of laughter.

This course may be attempted by students who wish to work independently, presenting written work for assessment. The nature of the written work will be determined in consultation with the lecturer. Emphasis may be given to original writing such as a collection of short stories or poems, or a full-length play, or two critical works on major twentieth century writers.

Basic Texts:

None.

11406 TELEVISION IN EDUCATION II

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Television in Education I.

Objectives and Content:

The objectives and content of this unit are identical with those of Television in Education I. However, the activities will deal with situations of greater complexity and difficulty than in the initial units.

11410 EDUCATIONAL GAMES AND SIMULATIONS II

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Educational Games and Simulations I.

Objectives:

To provide practical experiences in the planning, production and presentation of educational games and simulation.

Content:

Students will explore the use of teacher made games as an alternative to commercially produced games. They will select topics for game development, establish objectives, make decisions about game scope, structure, materials and rules, and develop games through to the stage where they are suitable for classroom use.

Basic Texts:

Maidment, R. & Bronstein, R., *Simulation Games: Design and Implementation*, Columbus, Ohio, Charles E. Merrill, 1973.

Taylor, J. and Walford, R., *Simulation in the Classroom*, London, Penguin, 1972.

11411 COMMUNICATION IVA—TELEVISION I**Semesters: IV and VI**

4 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Communication IIIA or Communication IIIB.

Objectives:

To examine conjecture and evidence about the effect of television upon individuals in particular societies, and on societies generally; and to examine the use of specific television production techniques to inform or influence opinion.

Content:

A. Historical Survey of the public use of television in the United States of America, Europe and Australia; the current situation in the industry in Australia — the relationship between governments and broadcasters; the business corporation as a controller in broadcasting; the development of the network system; legal constraints and obligations; self-imposed industry restraints.

B. Types of broadcasting — drama; documentary; news and current affairs; audience participation.

C. The established pattern of production techniques peculiar to each of the above types of broadcast television; the rationale behind their use; the validity of assumptions about production techniques; the ethics of production; limitation inherent in the medium.

D. Consideration of the following techniques — lighting, sound, camera movement, camera angle, use of graphics, use of the cut-away, use of film, visual continuity, special effects, subjective and objective viewpoints, audience involvement, reality recording, using talent, editing, visual selectivity.

Basic Texts:

None.

11412 COMMUNICATION IVB—THE MASS MEDIA

Semesters: IV and VI

4 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Communication II and III.

Objectives:

To develop an awareness and understanding of the mass media, its place in history, its role in contemporary society and its influence in the realisation of a global community.

Content:

Students may concentrate on a number of areas of special interest selected from the following topics.

An analysis of the mass media as a social phenomenon in historical perspective.

The social roles and effects of the various types of media, e.g. newspapers, magazines, radio, television, film, in contemporary society: the persuasive power of propaganda; the role of the media in effecting changes of values and attitudes in society; advertising and the media; the impact of public information; the relationship between violence in the media and society; the media as an instrument of culture; "trial by media".

The press as an example of the mass media — its forms, methods and ambit in Australia and other Western Countries—

newspaper layout, sections, content; magazine layout, sections, content; differences between content of newspapers and magazines;

finding a market and producing for it: comparative study of competitors in a field;

public relations: its nature, its methods, its connection with the press;

foreign news, the correspondent, methods, deciding what is newsworthy for a foreign market; local press and ethnic press, religious press: news sources, aims, control, funding, independence.

Public criticism of the mass media. Is it justified?

Developing criteria for assessing the effectiveness of newspapers, radio, television, film, etc., as instruments of communication.

The factors limiting effectiveness of the mass media: corporate control; technical requirements; legal constraints; quality and power of the journalist; public credibility.

The question of censorship and application of specific controls: censorship as a reflection of social mores; the restrictions imposed in various countries; questions of ethics.

A consideration of such issues as "freedom of the press"; "the public interest"; "press neutrality".

Internationalization of the mass media; the mass media and the future.

Basic Texts:

None.

11504 EDUCATIONAL TECHNOLOGY

Semester: I

1 class contact hour

2 week hours

24 semester hours

Objectives:

To develop an understanding of the value of media resources in the classroom and personal skills involved in the production and use of media resources; to establish criteria for the evaluation of teaching resources, and their application to specialized teaching.

Content:

Students will practise the use of cassette audio recorders, slide/filmstrip projectors, movie projectors, the visualmaker, the overhead projector and video tape equipment. Experience will be gained in the production of audio-visual software associated with the equipment studied.

Basic Texts:

Foster, G., Cochrane, G. and Sloane, T., *Plugs and Bugs on Audio Visual Resources*, Sydney, Ashton, 1975.

Tindall, K., Collins, B. and Reid, D., *The Electric Classroom*, Sydney, McGraw-Hill, 1973.

11505 EDUCATIONAL TECHNOLOGY

Semesters: I or II

(For Primary Resource Teachers)

As for 11504.

11506 EDUCATIONAL TECHNOLOGY

Semesters: I or II

(For Secondary Remedial Teachers)

As for 11504.

11511 COMMUNICATION V—TELEVISION II

Semester: V

4 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Communication IVB.

Objectives:

To examine the concept of participatory television; to assess the effects of attempts at public participatory programming as a means of communicating minority opinion; to develop an understanding of the effective use of specific production techniques in communication through television.

Content:

1. What is participatory television?
2. Historical survey of participatory television as a means of public communication — early experiments in consumer participation in Britain and the U.S.A.; subsequent developments in public access television — U.S.A., Britain and France, Sweden and West Germany.
3. Current developments — subscriber access systems; current proposals for community participation in Australia and problems of censorship, bias, misrepresentation and libel.
4. Consideration of television production technique — in establishing mental set; to state visual truth; to state opinions; to establish implications; to direct inferences; to persuade; to mislead and falsify.

Basic Text:

Groombridge, Brian, *Television and the People: A Programme for Democratic Participation*, Ringwood, Victoria: Penguin, 1972.

11701 COMMUNICATION IA

11801 COMMUNICATION IIA

Parts I and II

Each Part— 2 class contact hours
4 week hours
48 semester hours

Objectives:

These units seek to:

Extend knowledge and utilization of personal and technical resources which facilitate communication.

Provide practice with practical communication skills and techniques.

Focus upon those aspects of the communication process which are applicable in the school setting.

Develop self-awareness, particularly of personal characteristics which influence classroom interaction.

Develop the concept of the class and teacher as a group of interacting individuals.

Content:

In each unit, several electives are offered and students elect one of these. Some elective strands which may be offered include: Effective Language in the Classroom; Group Processes; Drama as a Teaching Technique; Educational Games and Simulations.

In addition, students in 11701 (Part I) receive instruction in the use of audio-visual equipment in educational settings. This is accomplished with the use of self-instructional, multi-media modules.

Basic Texts:

These vary according to electives offered. They will be notified to students at the beginning of the units.

11702 COMMUNICATION IC

Semester: I

2 class contact hours
4 week hours
52 semester hours

Pre-requisite:

None.

Objectives:

To examine the role and nature of communication, both intra- and inter-personal and of various models of the communication process; examine the nature of efficient and lucid communication, information preparation and presentation, in the context of cognitive and affective learning and communication; study the nature, potential and limitations of communication media against a background of their historical development; assess the mutually reinforcing effects of the mass media and attitude formation and social behaviour; examine the roles and applications of specific media in the context of present and future technological developments and assess their costs and benefits; evaluate the major research evidence in this area and related fields; identify basic forecasting techniques.

Content:

Models of the communication process, e.g. Berlo, Westley and MacLean, Schramm.

Social psychology of communication: intra- and inter-personal communication:

Sense organs: vision, hearing, speech, touch.

Effects of the communication process on behaviour and vice-versa: effect of individual differences, roles and social groupings upon the process with special reference to values, motives, perceptions.

Organisational communication: motivation, communication styles, etc.

Efficient and effective communication:

Cognitive and affective learning, source credibility, structuring the message, choosing the correct medium and method; production and presentation. Expectations of the audience and individual differences.

Communication aids (audio, visual, print), principles, function, evaluation.

Assessment of receiver (audience) characteristics.

History and development of communication: nature, potential and limitations, differences and similarities:

Language: action, pictorial, written: the development of methods of writing: recording materials, e.g. clay tablets, papyrus, parchment, paper; forms of record, e.g. tablet, roll, codex, broadsheet; contemporary methods, typing, duplication, photocopying, etc.

Printing and publishing: the development of forms of printing, illustration, binding, production and distribution of books and journals.

Radio, film and television.

Other communication media and aids.

Mass media and social change:

Opinion leaders, pressure groups, gatekeepers.

Media organisations with particular reference to Australia.

Research findings.

Telecommunications: present and future:

Communication satellites.

Wide-band, e.g. cable T.V.

Integration of computer technology.

Costs and benefits.

Futurology, forecasting methods.

Reading List:

To be supplied by lecturer.

Education Studies

The Department of Education Studies offers a major sequence in Education, as follows:

- 12124 Foundations of Education Analysis I
- 12224 Foundations of Education Analysis II
- 12324 Approaches to Education
- 12424 Education in Australia
- 12524 Comparative Studies in Education
- 12624 Education and Development

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes. It is not available to Diploma of teaching students.

12106 EDUCATIONAL PSYCHOLOGY I

Semester: I

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

By the end of the unit students should be able to indicate how a study of educational psychology assists in understanding learner behaviour; to describe the main forms of learning and the theories which seek to explain them; to interpret some of the more obvious forms of learning variables; to apply knowledge of the learner and of learning theories in order to secure particular learning outcomes in the classroom; to appraise critically and to use methods of evaluating learning outcomes.

Content:

Introduction — The content and methods of educational psychology; educational psychology and educational decision making.

General principles of learning — The nature of learning; educationally relevant varieties of learning, e.g., respondent, continuity, observational, imitation, cognitive; information — processing theories of learning, e.g., meaningful reception learning; operant conditioning; motivation and readiness in relation to learning; retention and transfer.

Particular learning outcomes — Psychomotor skills; verbal information; concepts and principles; cognitive strategies; attitudes and values.

Evaluation and measurement — Rationale underlying evaluation in the classroom; techniques of evaluation.

Basic Texts:

Gage, N. L. and Berliner, D. C., *Educational Psychology*, Chicago: Rand McNally, 1975.

Gagne, R. M., *Essentials of Learning for Instruction*, Hinsdale, Ill.: Dryden Press, 1974.

12108 THE HISTORY OF AUSTRALIAN EDUCATION I

Semesters: III and V

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

None.

Objectives:

Students are required to: understand the evaluation of the New South Wales educational system; develop skills in selection and use of primary and secondary sources of information; evaluate the contribution of developing trends to the contemporary education situation.

Content:

English Backgrounds; Australia — The Early Years 1789-1800; New South Wales 1800-1833; Political and Economic Changes 1833-1848; The Acceleration of Centralism 1848-1866; The Era of the Council of Education 1866-1880.

Secondary Education in New South Wales 1850-1900; Early 20th Century Developments; The Contribution of Peter Board 1905-1923; Developments in the 1930's; The impact of World War II on Education in N.S.W.; Changing Concepts in the 1950's and 1960's.

Basic Texts:

Barcan, A., *A Short History of Education in New South Wales*. Sydney: Martin-dale, 1965.

Cleverley, J. and Lawry, J. (eds.), *Australian Education in the Twentieth Century*. Melbourne: Longmans, 1972.

Turney, C. (ed.), *Sources in the History of Australian Education 1888-1970*. Sydney: Angus and Robertson, 1975.

12109 COMPARATIVE EDUCATION I

Semesters: III and V

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

None.

Objectives:

To apply simulation techniques in analysing issues and problems associated with educational planning and implementation. To examine the education systems of selected Asian or Pacific countries and to identify assumptions related to educational development.

Content:

Simulation study in educational planning and implementation. Countries for study — determined in consultation with students.

Basic Text:

Kuring-gai C.A.E., *Educational Planning and Implementation*. A Simulation Exercise: 1976.

12110 PSYCHOLOGY IB

Semesters: II, IV and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Educational Psychology I.

Objectives:

To enable the student:

1. To define the scope of psychology.
2. To understand the major methods used in psychology.
3. To describe the nature-nurture controversy in relationship to human development.
4. To understand how man perceives his world.
5. To identify the major motivational forces in human behaviour.

Content:

1. Introduction to the Science of Psychology.
2. The Biological Background of Behaviour.
3. Man's Perception of his World.
4. Major Human Motives.

Basic Texts:

Hilgard, E. R., and Atkinson, R. L., *Introduction to Psychology*. (sixth ed.) New York: Harcourt, Brace and Jovanovich, 1975.

Atkinson, R. L. and Atkinson, R.C., *Study Guide with Programmed Units and Learning Objectives for Hilgard, Atkinson and Atkinson*. N.Y.: Harcourt, Brace and Jovanovich, 1975.

12124 FOUNDATIONS OF EDUCATIONAL ANALYSIS I

Semester: I

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To provide students with the opportunity to secure an experimentally based awareness of the general structural, operational and contextual features of educational agencies and systems; to foster an awareness of the nature, scope and purpose of education as a field of study; to introduce students to a philosophical perspective upon education.

Content:

Introductory empirical survey: the first part of this unit involves an intensive study of two educational enterprises selected from the local scene, the purpose being to encourage students to form a working concept of education as a socio-cultural process and as an arena of professional decision-making.

Philosophical foundations for the study of education.

1. Introductory section: the notion of education. To consider such questions as: What is education? What are some of the assumptions educators make?
2. Educational theory. To consider such questions as: What is the status of educational theories? What components do they contain?
3. Social philosophy. Theories of society underlying educational theories and policies.
4. Values and ethics. The status of value judgements. Theories of value.

5. Epistemology. Examinations of several theories of knowledge and their relationship to education.
6. Conclusion. Re-examination of educational theory in the light of the above.

Reading List:

To be supplied by lecturer.

12125 PSYCHOLOGY IA

Semester: II

3 class contact hours
6 week hours
78 semester hours

Objectives:

To enable the student:

To define the scope of psychology; understand the major methods used in psychology; recognise relationships between biological and psychological functions; describe the nature-nurture controversy in relationship to human development; understand how man perceives his world; identify the major motivational forces in human behaviour.

Content:

Introduction to the Science of Psychology.
The Biological Background of Behaviour.
The Nature versus Nurture Controversy.
Man's perception of his World.
Major Human Motives.

Texts:

Hilgard, E. R., and Atkinson, R. L., *Introduction to Psychology*. 6th ed. New York: Harcourt, Brace and Jovanovich, 1975.

Specific references will be given at the appropriate times during the lecture programme.

12205 EDUCATIONAL PSYCHOLOGY IIB

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Educational Psychology I.

Objectives:

To sensitise student teachers to their own pattern of influence in the classroom. By the completion of this unit, students should be able to analyse an episode of their own teaching, using Parsons' Self-Analysis Coding Procedures.

Content:

The materials for actual study and analysis will consist of videotapes and audiotapes made by course participants during practice teaching. Each student's own teaching will therefore become the focus of study. However, it should be noted that no attempt will be made to assess teaching competence either by the lecturers or by the peer group. The taped lesson excerpts will be analysed according to four schedules in the Parsons' programme:

- (a) Teacher talk
- (b) Classroom talk
- (c) Teacher responses
- (d) Teacher stimulation.

At the end of the semester students will submit as part of their formal assessment a detailed analysis of an episode of teaching recorded during an earlier practice teaching period. Students should regard this unit as a special training phase for a later practice teaching period when the coding procedures will be applied more comprehensively. For the most part, Educational Psychology IIB will be workshop oriented. A special 16 mm. film programme will also be used to sensitise participants to certain pivotal behaviour, e.g. "closing behaviour". Each student will also be provided with special guidance in the use of portable television equipment. Coding blanks, videotapes and audio cassettes will be supplied for the use of participants during the semester.

Basic Text:

Parsons, T. W., and Tikunoff, W., *Achieving Classroom Communication Through Self-Analysis*. El Segundo, California: Prismatic International Inc., 1974.

12206 EDUCATIONAL PSYCHOLOGY IIA

Semesters: III and V

2 class contact hours
.4 week hours
48 semester hours

Pre-requisites:

Educational Psychology I and
Child Development.

Objectives:

This unit is designed to develop an awareness in students of the nature and range of individual differences in children so that they will be able to indicate ways in which teachers might cope with such differences.

Content:

Intellectual differences — students will observe children, of widely varying levels of intellectual ability, dealing with a variety of intellectual tasks.

Individual differences in school achievement — purposes and interpretation of some types of achievement tests. Personality and motivational variables as they affect reactions in classroom situations.

Basic Text:

None.

12207 CHILD DEVELOPMENT**Semester: II**

5 class contact hours
8 week hours
96 semester hours

Pre-requisites:

None.

Objectives:

This unit will be concerned with child growth and development from birth to adolescence. Students should be able to describe general developmental patterns in human behaviour; to identify and analyse factors which account for individual differences; to apply their knowledge of human growth and development to the teaching-learning situation.

Content:

Introduction to the unit — Overview of the content and methods of developmental psychology; principles and practices of child study.

Growth and development in the broad view — Prenatal development and the birth process; physical and motor development; cognitive development; language development; emotional development.

The nature, function and significance of play — The concept of play; the characteristics and functions of play in learning and development; play as a learning process.

The nature and educational implications of individual differences.

Social behaviour and adjustment in childhood and adolescence — The characteristics and determinants of social behaviour; the nature of social adjustment and maladjustment; the teacher's role in facilitating adjustment and in encouraging adaptive interpersonal behaviour.

Moral judgement and behaviour in childhood and adolescence — The nature and determinants of moral judgement and behaviour; approaches to the facilitation of moral sensitivity and responsiveness.

Basic Texts:

Ambron, Sueann, R., *Child Development*. San Francisco; Rinehart Press, 1975.

Gage, N. L. and Berliner, D. C., *Educational Psychology*. Chicago: Rand McNally, 1975.

Stewart, D. J. and Ussher, J., *Focus on Children*. Wellington: Pitman, 1975.

12208 THE HISTORY OF AUSTRALIAN EDUCATION II — THE DEVELOPMENT OF SYSTEMS OF PUBLIC EDUCATION IN VICTORIA, TASMANIA, SOUTH AUSTRALIA, QUEENSLAND AND WESTERN AUSTRALIA

Semesters: IV and VI

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

The History of Australian Education I.

Objectives:

The main objective in this unit is to extend students' knowledge of the evolution of state education in Australia through a study of developments in the Australian states other than New South Wales. Again, the use of primary as well as secondary sources is stressed, as is the student's responsibility in the development of his own learning experiences through the research of documents and the presentation of findings and discussion. Students should give evidence of their knowledge and skills in the use of sources and discussion in seminars, essays and general class participation.

Content:

The Early Period to 1848; The Period to 1866; The Period to 1900; Twentieth Century Developments in the States; Tertiary Educational Development in Australia.

Basic Text:

As for The History of Australian Education I.

12209 COMPARATIVE EDUCATION II

Semesters: IV and VI

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

Comparative Education I.

Objectives:

To identify and describe contemporary educational issues and approaches to them from a cross-cultural perspective. To provide an informed analysis in an international area of educational practice, and of the assumption made about the nature of development underlying such practice.

To evolve alternative educational strategies designed to assist in the amelioration of the issues raised in (i) and (ii) within specific social context (s).

Content:

The nature of social reality. Education as a reflection of this reality's variability.

Perspectives on other countries, particularly their educational theories and practices (through audio-visual materials and guest participants).

Issues in and through cross-cultural analysis. Countries or regions selected in consultation with students.

Basic Texts:

Burns, R. (ed.), *Voices from Other Cultures*. Sydney: ANZ, 1975.

Selected Journals: *Comparative Education*; *Comparative Education Review*; *Education News*; *International Review of Education*.

12210 PSYCHOLOGY IIB

Semesters: III and V

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Psychology IB.

Objectives:

1. To distinguish between the lay and scientific concepts of personality.
2. To describe various theories of personality and to identify their main differences and similarities.
3. To evaluate various theories of personality.
4. To understand methods of measuring personality and to identify the numerous problems in such measurement.

5. To understand the problem of conflict and to describe conflict situations and their consequence.
6. To examine adjustment mechanisms that lead to satisfactory personal adjustment.

Content:

Definitions of personality — problems in research. Theoretical approaches to the study of personality. Techniques and problems of personality assessment. Frustration and conflict. Adjustment mechanisms.

Basic Text:

To be notified at the beginning of the unit.

12224 FOUNDATIONS OF EDUCATIONAL ANALYSIS II

Semester: II

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

Foundations of Educational Analysis I.

Objectives:

To develop a critical understanding of significant historical and modern concepts of the nature of learning and knowledge and of the human learner; to encourage an awareness and appreciation of the influence such concepts have had, and are having, on educational theory, policies and practices; to involve students in the formulation of a personal concept of the human learner and of the learning process and to have them undertake an educational interpretation of their viewpoints.

Content:

1. Selected historical and philosophical concepts of knowledge, learning and the nature of man, and their influence on education.

Man as a composition of faculties and capacities: Graeco-Roman interpretations, e.g. those of Plato and Quintilian.

Man as body and soul, early and later Christian views, e.g., those of St. Augustine and Comenius.

Epistemological orientations: empiricist and rationalist doctrines, e.g., those of Hobbes, Locke, Kant and Descartes: doctrine of cultural determinants of knowledge, e.g. Mannheim, Berger and Luckman, Drucher.

Natural Man: Rousseau's concept.

Existential Man: Buber to Camus.

2. Psychological views of man and their educational influences.

Reactive man; learning theory interpretations

- (a) Watson and Skinner's behaviourism.
- (b) The standpoint of social learning theory.
- (c) Gagne's theory of cumulative learning.

Constructive man; cognitive theory conceptualisations principally those of

- (a) Paiget
- (b) Bruner
- (c) de Bono

Motivated man: concepts from psychoanalytic theory and other theories of motivation.

- (a) Freudian and neo-Freudian contributions.
- (b) Cognitively related theories of motivation, e.g. those of White, Berlyne, Festinger and Kagan.
- (c) Analyses of achievement motivation, failure avoidance and anxiety in human learning.

Interactional man: concepts from humanistic and phenomenological psychology.

- (a) Maslow and Fromm on self actualisation.
- (b) Rogers on the potentialisation of the human personality.
- (c) Field theory contributions, e.g. the theories of Kohler, Lewin, Combs and Snygg.

Reading List:

To be supplied by lecturer.

12225 PSYCHOLOGY IIA

Semester: III

3 class contact hours
6 week hours
78 semester hours

Pre-requisite:

Psychology IA.

Objectives:

Through a study of theory and research on learning and thinking to enable the student;

To distinguish between various approaches to the study of learning; discuss the contributions of selected learning theorists and the phenomena with which they are concerned; examine theories and research concerning memory and forgetting; discuss the development and structure of language and the relationship between language and thought; describe analyses of cognitive growth and the problems and assumptions of attempts to "measure" individual differences in intellectual performance; understand the application of basic statistical concepts and procedures in psychological research.

Content:

Learning and Thinking.

Memory and Forgetting.

Language and Thought.

Intelligence: Development and Structure.

Elementary Statistics and Research Design.

Texts:

Hilgard, E. R., Atkinson, R. C. and Atkinson, R. L., *Introduction to Psychology*. 6th ed., New York: Harcourt Brace and Jovanovich, 1975.

Levin, J., *Elementary Statistics in Social Research*. New York: Harper & Row, 1973.

Specific references will be given at the appropriate times during the lecture programme.

12310 PSYCHOLOGY IIIB

Semesters: IV and VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Psychology IIB.

Objectives:

To enable the student to define "social psychology" and outline the main concerns of social psychologists; define "small group" and identify essential characteristics and structures of small groups; explain and describe selected approaches to the study of groups; explain small group processes in terms of syntality, cohesiveness, normative behaviour and communication networks.

Content:

Nature and scope of Social Psychology — approaches to the study of groups.
Group formation and development.
Identification and measurement of small group structures.
Normative behaviour, conformity, group influence and risk taking.
Cooperation and competition.
Personality variables in group interaction — “transactional analysis”.

Basic Text:

Shaw, M. E., *Group Dynamics: The Psychology of Small Group Behaviour*. (second ed.). New York: McGraw-Hill, 1976.

12311 EDUCATION AND SOCIETY I**Semester: III**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To enable students to recognise the social processes and social structures operating in formal education systems; to perceive the relationships between the wider society and its school system; to recognise the changing function of the schools and the changing role of teachers.

Content:

Society and Education.
Society and its Institutions.
Individuals in Society.
Social Realities.
Child Rearing Patterns and Socialization.
Social Control.
Classroom Climate.
Group Processes.
Schools and Classes as Social Systems.
The Functions of the School for Society.
Australia as a Social Context for Education.

Basic Texts:

Morris, I., *The Sociology of Education*. London: Allen & Unwin, 1975.

Schwartz, J., *The Schools and Socialization*. New York: Harper & Row, 1975.

Shipman, M., *Sociology of the School*. London: Logmans, 1968.

12324 APPROACHES TO EDUCATION**Semester: III**

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

Foundations of Educational Analysis I.

Foundations of Educational Analysis II.

Objectives:

To investigate major contemporary approaches to educational design and practice from the standpoint of philosophy, psychology and socio-cultural influences; with reference to the concepts and processes considered in Foundations of Educational Analysis I and II, to analyse and evaluate the philosophical and psychological assumptions on which the various approaches are based; to examine curricular implications of each approach; to identify, in general terms, the teaching strategies most commonly associated with each approach.

Content:

Each of the following models of education will be considered in terms of its philosophical foundations, its social and historical setting; its curriculum implications and related teaching strategies and its social and psychological orientations and ramifications.

1. The classical model.
Representative proponents — Van Doren, Hutchins.
2. The technological model.
Representative proponents—Skinner, Makarenko.
3. The personalised model.
Representative proponent — Dewey.
4. The interactional model.
Representative proponents — Goodman, Rogers, Freire, Illich.

Basic Texts:

Lapp, Diane et al., *Teaching and Learning: Philosophical, Psychological, Curricular Applications*. N.Y.: Macmillan, 1975.

12325 PSYCHOLOGY IIIA

Semester: IV

4 class contact hours
8 week hours
104 semester hours

Pre-requisite:

Psychology IA and IIA.

Objectives:

Through a study of theories and research relating to the development and structure of personality, to enable the student:

To distinguish between the lay and scientific concepts of personality; describe various theories of personality and to identify their main differences and similarities; evaluate various theories of personality; relate the various theories to research on personality development; understand methods of measuring personality and to identify the numerous problems in such measurement; understand the problems of conflict and to describe conflict situations and their consequence; examine adjustment mechanisms that lead to satisfactory personal adjustment.

Content:

What is Personality?
Approaches to the Study of Personality.
Personality Development.
Personality Appraisal.
Conflict, Adjustment and Mental Health.

Basic Text:

Hall, C. S. and Lindzey, G., *Theories of Personality* (2nd ed.). New York: Wiley, 1970

References:

Bandura, A. L., *Aggression: A Social Learning Analysis*. New York: John Wiley, 1973.

Lazarus, R. S., *Personality and Adjustment* (2nd ed.). New Jersey: Prentice-Hall, 1971.

Lindzey, G., Hall, C. S., and Manosevitz, M., *Theories of Personality, Primary Sources and Research*. New York: John Wiley, 1973.

Lundin, R. W., *Personality*. Iowa: Brown, 1969.

Mischel, W., *Introduction to Personality*. New York: Holt, Rinehart and Winston, 1971.

Pervin, L. A., *Personality: Theory, Assessment and Research*. New York: John Wiley, 1970.

Additional specific references will be given at appropriate times during lectures.

12410 PSYCHOLOGY IVB

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Psychology IIIB

Objectives:

To enable the student to apply psychological principles to explain behaviour seen in selected daily life contexts; examine critically the ways in which psychological principles are used in daily life to shape the behaviour of consumers.

Content:

Psychology and the Law.
Psychology and Politics.
Psychology and Religion.
Psychology and Advertising.
Psychology and Ethnic Cultures.
Psychology and Aesthetics.
Psychology and Sport.

Basic Text:

Ehrlich, N. J., *Psychology and Contemporary Affairs*. Belmont, California: Brooks and Cole, 1972.

12411 EDUCATION AND SOCIETY II

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Education and Society I

Objectives:

To identify a range of assumptions that underpin aspects of Australian educational practice, and the relationships between the theory and the practice.

To select and analyse particular behaviours in Australian educational settings in terms of the social context and its influences.

To indicate how applying knowledge and understanding of Australian educational and social system interrelationships can assist in the development of effective school learning and management.

Content:

Education as a process operating within Australian social reality. The process analysed through sub-cultural, control, communication, organizational and change mechanisms.

Specific case studies based within these areas include Church and State relationships, histories of educational policy and planning issues; community, minorities and teachers' interests; and forces for innovation.

Basic Texts:

Andersen, W. E. and Cleverley, J., *Exploring Education*. Melbourne: Pitman, 1975.

Browne, R. K. and Magin, D. J., *Sociology of Education — A Source Book of Australian Studies*. Melbourne: Macmillan, 1976.

12413 CURRICULUM THEORY AND PRACTICE**Semester: IV**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Educational Psychology I, Child Development, and Education and Society I.

Purpose:

The course is designed to introduce students to the study of curriculum theory and practice so they may develop understanding of contemporary school curricula and, their origin, underlying assumptions, and past and present relevance; gain knowledge of the curriculum development process and skill in making professional decisions in curriculum matters.

Content:

The major curriculum forms — characteristics, variations, synthesis.

Curriculum Innovations—

Organization Practices — e.g. integrated day, team teaching, themes and units of work.

Materials and resources, e.g. courses of study, laboratory kits, community reserves.

The Curriculum and "Change".

The Process of Curriculum Development—

New South Wales approaches to curriculum development.

Models to guide curriculum development — objectives, systems, process.
The developmental phase.
The implementation phase.
Evaluation.

Basic Texts:

Saylor, J. G. and Alexander, W. M., *Planning Curricula for Schools*. U.S.A.: Holt, Rinehart and Winston, 1974.

Smith, B. O. *et al.*, *Fundamentals of Curriculum Development*. New York: Harcourt, Brace and World, 1957.

Stenhouse, L., *An Introduction to Curriculum Research and Development*. London: Heinemann Educational Books, 1975.

Taba, H., *Curriculum Development. Theory & Practice*. New York: Harcourt, Brace and World, 1962.

12414 RESEARCH METHODS IN EDUCATION I

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Educational Psychology I, Child Development, and Education and Society I.

Objectives:

To introduce students to the concepts of research action, the connection between research and teaching and the opportunities afforded by research to improve the education processes; to develop library reference skills, familiarity with and use of research literature in education and to apply these to a defined problem.

Content:

The Nature of Educational Research; Theory Building and Educational Research; Planning a study using printed resources for problem solving. Research Methods. Presenting a Research Report.

Basic Text:

Van Dalen, D. B., *Understanding Educational Research: An Introduction*. 3rd ed. New York: McGraw-Hill, 1973.

12415 EARLY CHILDHOOD EDUCATION I

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Educational Psychology I, Child Development, Education and Society I.

Objectives:

To study the development of children from three to eight years with reference to some teaching methods and approaches suitable to early childhood education in the pre-school and infant grades of the primary school.

Content:

Learning and teaching through play: observing and evaluating children's level of development across areas of learning, planning specific play activities to achieve particular objectives, setting up and organizing play sessions.

Sensory and preceptual motor-development. Analysis of visual, auditory and tactile skills. Selecting teaching and learning activities for children at different levels. Relating perceptual skills to learning difficulties in children and to the wider curriculum.

Planning the classroom environment.

Basic Text:

None.

12416 MIDDLE CHILDHOOD EDUCATION I

Semesters: IV and VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Educational Psychology I, Child Development, and Education and Society I.

Objectives:

to enable the student to gain a deeper knowledge of the developments in middle childhood; to apply this knowledge to problems of organization and classroom management; to originate and use variety and depth in teaching approaches.

Content:

Child growth and development in middle childhood, ages eight to twelve years. Cognitive development. Personality and social development. Physical development. Organization and classroom management. Current Practices in Primary Schools.

Basic Text:

Gage, N. L., and Berliner, D. C., *Educational Psychology*. Chicago: Rand McNally, 1975.

12417 ADOLESCENT EDUCATION I**Semesters: IV and VI**

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Educational Psychology I, Child Development, and Education and Society I.

Objectives:

At the completion of the semester students will be expected to be able to trace the course of adolescent development and demonstrate understanding of the range of individual differences therein; state and describe the nature of problems which may attend physical, sexual, emotional, social and intellectual development; discuss the implications of developmental changes, individual differences, and associated problems for teaching and learning in secondary schools.

Content:

The focus in this semester will be on the adolescent as an individual and as a member of groups.

Unit 1. Adolescence — What is meant by adolescence; is there a need for a psychology of adolescence? Through discussion and reading related to these questions, students will consider the problem of definition and attempt to evolve one which applies in the Australian context.

Unit 2. Adolescent Development and Adjustment — The physical and psychosocial development of adolescents, their social and emotional adjustment and the influence of environmental factors; the cognitive development of pre-adolescents and adolescents by placing them in the continuum of intellectual development and extending the core study of Piaget's concepts into the stage of formal operation; variations in the pattern of adolescent development and their implications for teaching and learning of individual and group differences, late and early maturation, values and attitudes, interests and aspirations, activism and apathy in contemporary adolescents.

Unit 3. Adolescent Expectations and Response to Secondary Education — conformity and conflict, sources of conflict, coping with conflict and its consequences.

Basic Texts:

Grinder, R. E., *Adolescence*. New York: Wiley, 1973.

Lefrancois, G. R., *Adolescents*. Belmont: Wadsworth, 1976.

Collins, J. K. (ed.), *Studies of the Australian Adolescent*. Sydney: Cassell, 1975.

12418 INTRODUCTION TO SPECIAL EDUCATION I THE ATYPICAL CHILD IN THE GENERAL STREAM

Semesters: IV and VI

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

Educational Psychology IIA.

Objectives:

To introduce students to correlates, causes and forms of learning disabilities; the resources, educational, medical and social, which are available to the teacher for the effective education and management of the atypical child in the regular classroom.

Content:

Unit A: Correlates of Learning Disability — Signs, symptoms and incidence of disability; Causes of learning failure.

Unit B: Resources available for the education and management of the atypical child — services provided by N.S.W. Department of Education; N.S.W. Health Commission; N.S.W. Department of Youth and Community Services; Private organizations.

For the following broad areas of atypicality: multiple handicaps; cerebral palsy; learning disabilities; sensory handicaps.

Basic Texts:

Dunn, L. M. (ed.), *Exceptional Children in the Schools: Special Education in Transition*. New York: Holt, Rinehart and Winston, 1973.

12424 EDUCATION IN AUSTRALIA

Semester: IV

4 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Foundations of Educational Analysis I and II.
Approaches to Education.

Objectives:

To consider the development of education in the Australian context; using the conceptual framework and critical skills established in previous units, to undertake a critical examination, analysis and evaluation of the contemporary scene in Australian education with particular reference to the nature and implications of change and to salient issues and controversies; to develop skills in the selection and use of primary materials and sources of information.

Content:

- I. The History of Australian Education.
 - (i) The Years of Transplantation 1788-1848. English backgrounds; Poor Plants in foreign soil; Reddall and the National Schools, Scott and Church domination, the Irish National System; The Educator—Church or State?
 - (ii) The Beginnings of Systematisation 1848-1900. Beginnings of centralism; Councils and committees; Boards and commissions; Parliament acts.
 - (iii) Australian Education. Free? Secular? Compulsory? 1900-. Public Instruction Acts; Teachers take a hand; Conferences; Federal and State questions; The new liberalism; The last 30 years, variety and diversity in people, culture and education in Australia.
- II. Australian Education: the Contemporary Scene.
 - (i) The distribution of responsibilities, local, state and federal government commitments.
 - (ii) Alternative systems; state, church and independent schools.
 - (iii) Changes in early childhood education; innovations and curriculum developments.
 - (iv) Changes in middle childhood education; curriculum innovations, e.g. open space teaching.
 - (v) Changes in adolescent education; curriculum innovations, e.g. personal development programmes and the move to comprehensive schooling.
 - (vi) Changes in tertiary education; the emerging college of advanced education, developing technical education.

- (vii) Changes in continuing education; university extension programmes, evening colleges, etc.
- (viii) Aboriginal and migrant education.
- (ix) Education of children with special needs.
- (x) The teaching profession in Australia.
- (xi) Changes in educational resources and materials.

Texts:

I.

Austin, A. G., *Australian Education, 1788-1900*. Melbourne: Pitman, 1972.

Barcan, A., *A Short History of Education in New South Wales*. Sydney: Martindale, 1965.

Turney, C. (ed.), *Sources in The History of Australian Education 1788-1970*. Sydney: Angus and Robertson, 1975.

II.

Browne, R. K. and Simpkins, W., *Social Science Perspectives on Australian Education*. Melbourne: MacMillan, 1972.

Jones, P. E., *Sociology of Australian Education*. Sydney: McGraw-Hill, 1975.

Partridge, O., *Schools, Society and Progress in Australia*. Pergamon, 1968.

12425 PSYCHOLOGY IVA

Semester: V

4 class contact hours
8 week hours
104 semester hours

Pre-requisite:

Psychology IA, IIA and IIIA.

Objectives:

To enable the student to explain relevant social behaviour in terms of roles, to indicate sources and give examples of role conflict; describe and explain selected approaches to the study of group structures and processes; interpret the research data concerning the characteristics of groups, situations and individuals as they relate to conformity; explain major theoretical approaches to the study of attitudes and attitude change, and to evaluate related research.

Content:

Introduction.

Role Theory — Role Conflict.

Small Groups: Formation and Development.

Analysis of Small Groups.

Conformity and Social Influence.

Attitudes and Attitude Change.

Texts:

Freedman, J. L., Carlsmith, J., and Sears, D. O., *Social Psychology*. (2nd ed.), Englewood Cliffs, N.J.: Prentice Hall, 1974.

Shaw, M. E., *Group Dynamics: The Psychology of Small Group Behaviour*. N.Y.: McGraw-Hill, 1976.

Specific references will be given at appropriate times during lectures.

12507 EDUCATIONAL THEORY I**Semester: I**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

None.

Objectives:

To consolidate and extend the student's knowledge of educational theory and practice.

Content:

Child Education: Reading — the reading process; behaviour and learning significant for success; the teaching of reading; skills; comprehension. Language Development — stages; reading and literature; language difficulties; resource materials and enrichment programmes.

Human Development: with emphasis upon the development of values in children and adults; attitudes and interests; and how the librarian can contribute to this development.

Learning: "Cognitive" and "Behavioural" approaches; Skinner; Piaget; Ausubel; Bruner; Suchman.

Basic Texts:

None.

12510 PSYCHOLOGY VB**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Psychology IVB.

Objectives:

To enable the student to undertake an intensive review of literature and research in an approved area of study; to apply psychological principles in understanding contemporary human problems.

Content:

Development tasks and changing roles of men and women.

Psychological patterns of human behaviour.

Psychopathology of drug use and abuse — drugs as defence mechanisms.

Psychology of interracial relationships — attitude formation and development of prejudice.

Basic Text:

None.

12511 EDUCATION AND SOCIETY III**Semester: V**

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

Education and Society II.

Objectives:

To allow students to identify major theories of development concerning society. To examine and evaluate resultant patterns of interaction in contemporary societies, with particular reference to Australia. To give opportunities for consultation and evaluation of relevant sources and documentation related to such patterns, and the assumptions that underpin them.

Content:

Theories of development and underdevelopment. Assumptions and procedures employed in the construction of such theories. An examination of a selection of pertinent primary sources and related material (including both written material and film).

Theories of development in practice. Case studies of interaction of theory and practice in contemporary society. An examination of educational provisions as a reflection of underlying assumptions about societal development.

Basic Texts:

Andersen, W. E., and Cleverley, J. F., *Exploring Education*. Melbourne: Pitman, 1975.

Bauer, P. T., *Dissent on Development*. London: Weidenfeld, 1971.

Burns, R. (ed.), *Voices From Other Cultures*. Sydney: ANZ, 1975.

Coser, L. A., *Masters of Sociological Thought*. New York: Harcourt Brace, 1971.

12514 RESEARCH METHODS IN EDUCATION II

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Research Methods in Education I.

Objectives:

To enable students to plan and carry out a research project; to prepare and use a survey-questionnaire instrument; to use statistical analysis to interpret and report the data of an applied research project.

Content:

The semester will extend and expand the knowledge and skills developed in Research Methods in Education I, and will include:— Design and Research Plan: — experimental research — survey — action research — manipulation and control of variables — population and sampling: Reliability and Validity — construction and use of questionnaires — interview schedules: Elementary Statistical Analyses — measures of central tendency and variability — sampling techniques — practical probability — levels of significance — tests of significance — chi square — “t” test — correlation techniques — Spearman Rank Order: Writing a Research Report.

12515 EARLY CHILDHOOD EDUCATION II

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Early Childhood Education I.

Objectives:

To study the nature and influence of individual differences in early childhood education, in the pre-school and infant school.

To seek means of evaluating development, and to select appropriate curriculum content and specific learning sequences to match children's achievement.

Content:

Individual differences in the child of three to eight years: causes, nature, influences affecting development. Particular reference to children with specific learning difficulties, gifted children, migrant children.

Measures of evaluation and diagnosis, school entry screening tests, measures of early achievement in concept development and reading. Developing skills of observation and recording.

Selecting and organizing teaching and learning activities for children with specific learning difficulties, the gifted child, the migrant child.

Basic Text:

None.

12516 MIDDLE CHILDHOOD EDUCATION II

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Middle Childhood Education I.

Objectives:

To develop the student's capability to make use of a variety of teaching approaches; evaluate the child's capability for learning and how this may be assessed; utilize professional support resources available for the treatment of individual learning needs: Form a professional attitude to the teaching vocation.

Content:

Teaching techniques for individualizing instruction. Evaluation and testing of individual performance. Pupil records. Children with specific learning needs. Administration in the Primary School.

Basic Text:

None.

12517 ADOLESCENT EDUCATION II

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Adolescent Education I.

Objectives:

At the completion of the Semester students will be expected to be able to discuss critically and constructively the aims and objectives of secondary education with reference to knowledge of adolescent development: to develop

an attitude towards the secondary school curriculum, organization and instructional methods to enable them to cater for the needs and interests of adolescents; to be able to use the tools of evaluation to assist in the attainment of educational outcomes, and to develop a functional awareness of the role and responsibility of the teacher in the secondary school.

Content:

The focus in this course will be upon the adolescent in the secondary school situation and the teacher's responsibility.

Unit 1: Aims and Objectives of Secondary Education — A consideration of society's expectations and the desired outcomes of secondary education.

Unit 2: Means for Attaining Educational Aims and Objectives in the Secondary School — Curriculum, organization and the instructional methods of the secondary school; suitability and relevancy; alternatives.

Unit 3: Evaluation in Secondary Education — The purposes of evaluation, measuring instruments, interpretation and use of educational measurements in secondary education.

Unit 4: The Role and Responsibility of Teachers in the Secondary School — The teacher in relation to the school, the student, and the society.

Basic Texts:

As for Adolescent Education I.

12518 INTRODUCTION TO SPECIAL EDUCATION II: DIAGNOSTIC TEACHING

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Introduction to Special Education I.

Objectives:

The unit provides an introduction to the principles and techniques of precision teaching, and their application to the teaching of exceptional children.

Content:

Individualized instruction in the basic academic skills through precision teaching: clear objectives — the teacher's own assessment of the pupil's skills — task analysis and programme slicing — mastery learning — direct, daily measurement and recording of performance — choice or construction of instructional materials — maintenance of performance level.

Basic Texts:

Haring, N. G., and Schiefelbusch, R. L. (eds.), *Teaching Special Children*. New York: McGraw-Hill, 1976.

Kunzelman, H. P., *Precision teaching: An initial teaching sequence*. Seattle: Special Child Publications, 1970.

12519 EDUCATION STUDIES I**Semester: I**

7 class contact hours
14 week hours
210 semester hours

Pre-requisites:

None.

Objectives:

To provide through a resource consultant teacher model of training an awareness of the significance of prescriptive intervention in Special Education, to delineate and consolidate current criteria held to be significant in the education and training of atypical children, to provide opportunities for the expansion of the student's personal resources in both theory and methodology.

Content:

There are six units involved in the first semester each concerned with a specific area of study.

I. Child Development:

Aspects of child development specific to the study of the atypical child; prenatal, natal and post natal development; infancy and early childhood; childhood and adolescence.

The family and the atypical child; the retarded child; the institutionalized child.

II. Psychoeducational Criteria:

Theory of Special Education; historical perspectives; current methodologies; the integrative/multi-dimensional approach.

Theories of learning and learner behaviour; cognitive and behavioural formulations.

III. Aspects of Atypicality:

An extensive consideration of some dimensions of deficit in emotional physical and intellectual areas; behaviour disorders; epilepsy and cerebral palsy.

IV. Measurement and Evaluation:

Identification and use of test material, intellectual assessment — individual and group; differential diagnosis and specialized tests; attainment tests.

Precision Teaching and its application to programming and learner evaluation.

V. The School:

Classroom climate and methods of organization; physical space; social context; innovative schemes.

Role and function of Resource Teachers.

The School Release programme, co-operation communication and staff reaction; teaching resource — what to obtain and where to purchase and relative cost.

VI. Community Resources:

Child Health services.

Institutions and their function.

Supportive community based services.

Basic Texts:

None.

12524 COMPARATIVE STUDIES IN EDUCATION

Semester: V

4 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Foundations of Educational Analysis I
Foundations of Educational Analysis II
Approaches to Education
Education in Australia

Objectives:

To utilize the conceptual framework and analytical skills gained in preceding course units in order to critically examine aspects of educational systems and their societal contexts, and to evolve educational policy or planning strategies designed to assist perceived developments.

Content:

Introduction to a comparative and international context — The nature of social reality and its reflections in educational provisions. A contemporary review of comparative methodologies as tools of analysis and possible action: historical descriptive; problem centred; current educational planning approaches.

Specific comparative and international contexts — An analysis of selected education systems and their societal contexts through chosen conceptual frameworks — philosophical, psychological, historical, socio-cultural. The issue of change within the systems. Case studies may include power and authority; structure and organization; curriculum; opportunity and selection; and resources for education and their utilization.

Basic Texts:

Burns, R. (ed.), *Voices From Other Cultures*. Sydney: ANZ, 1976.

Huberman, A. M., *Understanding Change in Education*. Paris: UNESCO, 1973.

12607 EDUCATIONAL THEORY II**Semester: II**

4 class contact hours

8 week hours

96 semester hours

Pre-requisite:

Educational Theory I.

Objective:

To provide through a consideration of developing trends in curriculum organization, a basis for the constructive role of the resource centre and resource teacher in the school.

Content:

Curriculum Theory: the major curriculum forms; the curriculum process and curriculum models; and the main subject curricula in schools.

Modern Approaches to Teaching: individualization of instruction, group teaching: the "integrated day", the open classroom, team teaching, programmed instruction.

Role and Methods of the Librarian: the place of the library in different forms of curricular organization; the librarian as a resource person, "method" and management in the library.

Reference will be made to research methods and reports.

Basic Texts:

None.

12614 RESEARCH METHODS IN EDUCATION III**Semester: VI**

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

Research Methods in Education II.

Objectives:

For students to undertake a major piece of research in Education which makes a contribution to the field of Educational Research, as a culmination of the knowledge and skills learned in Research Methods in Education I and II; to reinforce the knowledge and skills necessary for the student to contribute research whilst teaching.

Content:

This unit is designed to permit the student to undertake one major piece of research work in Education. The research topic has to be approved by the tutor concerned and the Head of the Department of Education Studies. The Research Report is the major assessment of the student's work in this unit.

Students will be required to submit progress reports during the semester to the tutor allocated to supervise and advise the student.

Basic Text:

As for Research Methods in Education I and II.

12615 EARLY CHILDHOOD EDUCATION III**Semester: VI**

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Early Childhood Education I and II.

Objectives:

To evaluate and construct curriculum models and programmes for the pre-school and infant school, and to examine different patterns and policies of administration at these levels.

Content:

Basic issues in early childhood education: for example, the needs of special groups such as migrants, handicapped children, aboriginal children.

Patterns and policies in early childhood education: examination of overseas and Australian policies related to day-care, pre-school, age of beginning school, continuity between infants and primary school.

Curriculum models and programmes: for example, Montessori, Froebel, policies and programmes of New South Wales and Australian governments in pre-schools and infant schools.

Basic Texts:

None.

12618 INTRODUCTION TO SPECIAL EDUCATION III

Semester: VI

2 class contact hours

4 week hours

48 semester hours

Pre-requisites:

Introduction to Special Education I and

Introduction to Special Education II.

Objectives:

Students will make a detailed educational diagnosis of some individual exceptional children, and examine the total educational service demanded by the needs of an identifiable group of exceptional children.

Content:

Detailed case studies of two children. Separation, delinquency, residential care, day school, transition from school to work. Using the services of psychologist, teacher's aide, speech therapist, physiotherapist, social worker, teaching colleagues, etc.

Students will be encouraged to focus their study on a teaching career area. e.g., Youth and Community Affairs, the intellectually handicapped, severe learning disabilities.

Basic Texts:

Telford, C. W., and Sawrey, J. M., *The Exceptional Individual*. New Jersey: Prentice-Hall, 1972.

12619 EDUCATION STUDIES II

Semester: II

4 class contact hours

8 week hours

96 semester hours

Content:

I. Community Resources:

A study of the resources — educational, medical and paramedical — which are provided for the atypical child; involvement of guest speakers and visits to establishments offering such resources.

II. Individual Study:

Each member will be given the opportunity to develop an extensive study of an area of atypicality of his specific interest.

Practical Experience:

Semesters I and II will provide students with opportunities to:

Observe, interact and teach children through intervention programmes in the setting of the child study centre.

Study and be involved, through teaching in special schools and units with which they have had little or no contact.

Consolidate their skills for implementing intervention programmes through the role of resource teacher to schools of their choice.

Observe ongoing activities in clinics and special units selected throughout the community.

Basic Texts:

Craig, R., Mehrens, W. and Clarizio, H., *Contemporary Educational Psychology*. N.Y.: Wiley & Sons, 1975.

Dunn, L. M. (ed.), *Exceptional Children in the Schools: Special Education in Transition*. N.Y.: Holt, Rinehart and Winston, 1973.

Swift, M. S. and Spivack, G., *Alternative Teaching Strategies*. Champaign: Research Press, 1975.

Wallace, G. and Kauffman, J. M., *Teaching Children with Learning Problems*. Columbus: Bell & Howell, 1973.

12624 EDUCATION AND DEVELOPMENT**Semester: VI**

4 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Foundations of Educational Analysis I
Foundations of Educational Analysis II
Approaches to Education
Education in Australia
Comparative and International Studies in Education.

Objectives:

To examine assumptions underlying cross-cultural educational planning and concurrent theories of development. With the employment of this frame of reference, to study developments in theory and practice in international education, and the influence of such activities on the provision of formal education in Australian States. To further examine a particular educational context through this framework, and with the assistance of primary sources and materials.

Content:**Development and Educational Planning—**

Theories of development and underdevelopment. Educational planning within the context of those theories and related assumptions about efficiency, learning; comparative methodologies and planning change; the implementation of planned change.

Development and Educational Planning in Context—

Educational planning in relation to social expectations and values; international assistance and its motivation; particular types of development. Case studies will be employed in this section.

Development and Educational Planning in Specific Context—**(Project)**

An individual critical analysis and evaluation of a specific educational environment. Included in the examination will be the social context; past and current educational planning practices; the education system and its resources and performance. Future strategies may be recommended, with factors taken into account including appropriate research finding and studies; community expectations and related social realities; theories of development and planned change.

Basic Text:

UNESCO, *Educational Planning Series*. Paris: UNESCO, 1971-1976. (Selected Titles)

12702 EDUCATIONAL PSYCHOLOGY: UNDERSTANDING TEACHING AND LEARNING

Part I

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

None.

This unit will be divided into two related strands. The first will consist of a two-hour per week series of lectures in Educational Psychology. The second strand will consist of a two-hour lecture/discussion/workshop session each week; it will be concerned with the extension and application of theoretical material covered in the Educational Psychology lectures, together with other material and activities relevant to the development of effective classroom procedures and skills.

Objectives:

Strand A — By the end of the unit, students should be able to:

indicate how a study of psychology assists in understanding learning behaviour; explain the processes of teaching and learning in terms of theoretical models selected for study in this unit; identify situational and process variables which account for individual differences in learner performance; apply knowledge of the learner and learning processes to achieve changes in learner behaviour in the classroom; critically appraise methods of evaluating change in learner behaviour.

Strand B — Students should be able to:

state appropriate objectives for a specific lesson or set of lessons likely to be taught during practice teaching release; identify the major elements in any teaching-learning situation (as exemplified in such models as the Glaser Teaching Model); justify each decision in planning a lesson in terms of relevant pedagogical and psychological principles; indicate basic control strategies to maintain effective order and discipline in the classroom.

Content:

Strand A: Educational Psychology.

Nature and scope of Educational Psychology.

Approaches to the study of learning — “S — R” and “cognitive” theories.

Retention and transfer.

Motivation and Readiness.

Individual Differences.

Educational measurement and Evaluation.

Strand B: Understanding Teaching and Learning

The nature of teaching.

Objectives in teaching.

Classroom management, discipline and control.

Questioning:

Styles of teaching and the teacher-pupil relationship.

Current assessment procedures in N.S.W. Secondary Schools.

Basic Texts:

Clarizio, H. F. *et al.* (eds.), *Contemporary Issues in Educational Psychology*. (2nd ed.), Boston: Allyn & Bacon, 1974.

Lefrancois, G. R., *Psychology for Teaching: A Bear Always Usually Faces the Front*. (2nd ed.), Belmont, Calif: Wadsworth, 1973.

Raths, J. R. *et al.* (eds.), *Studying Teaching* (2nd ed.). Englewood Cliffs, New Jersey: Holt, Rinehart & Winston, 1974.

12703 SECONDARY EDUCATION IN AUSTRALIA

Part I

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

None.

Objectives:

The purpose of this unit is to provide the students with knowledge of the content of secondary education in New South Wales, its origins and traditions; and the general characteristics and changing nature of the secondary school population.

Content:

Part I. The Social Context of New South Wales Secondary Education.

Characteristics of Australian Society.

Historical and Geographical Factors affecting the development of an Australian system of education.

The development of Secondary Education.

The purposes of Secondary Education in New South Wales.

The High School as a social system.

Australian Values.

Part II. The Student Population of Secondary Schools.

The concept of adolescence biologically or culturally determined?

The needs of the teenager.

Individual behaviour and development, physical, emotional, social, moral.

Group Behaviour, Functions of Peer Groups.

The Response of Pupils to Secondary Education.

Basic Texts:

Jacks, D. A., *Influences in Australian Education*. Perth: Carroll, 1974.

Jones, P. E., *Education in Australia*. Melbourne: Nelson, 1974.

Claydon, L. F. (ed.), *The Urban School*. Melbourne: Pitman, 1975.

Grinder, R., *Adolescence*. New York: John Wiley and Sons, 1973.

Collins, J. K., *Studies of The Australian Adolescent*. Sydney: Cassell, 1975.

Connell, W. F., *12 to 20*. Sydney: Hicks Smith, 1975.

12802 SOCIOLOGICAL BASES OF EDUCATION

Part II

2 class contact hours
4 week hours
48 semester hours

Pre-requisite or Co-requisite:

Secondary Education in Australia.

Objectives:

To provide insights into the social determinants of learning in Australia.

For students to attain competence in applying knowledge and understanding of social processes and social structures in order to assist effective school learning and school management.

Content:

Society and the socially-formed self, interaction theory, group behaviour, social processes.

Cultural transmission, socialization, schools and teachers as agents of society, functions of schools, differential access to the benefits of education.

Social control and strategies, classroom management, conformity/deviance, schools and school systems as bureaucracies.

Schools as agents and resisters of social change.

Note:

All the above social structures and processes will be treated within the context of Australian Secondary Education.

Basic Texts:

Browne, R. K., and Magin, D. J., *Sociology of Education, A Source Book of Australian Studies*. Melbourne: Macmillan, 1976

Edgar, D., *Sociology of Australian Education*. New York: McGraw-Hill, 1975.

Thomas, D. R., *The Schools Next Time, Explorations in Education Sociology*. New York: McGraw-Hill, 1975.

12803 PHILOSOPHY OF SECONDARY EDUCATION

Part II:

2 class contact hours
4 week hours
48 semester hours

Pre-requisite or Co-requisite:

Secondary Education in Australia.

Objectives:

To enable students to ascertain the role of philosophy in education. Develop skill in critically considering educational issues. Evolve a sound personal philosophy of education to guide their deliberation and decisions in professional matters as practising teachers.

Content:

Part I: The Role of the Secondary School in Society.

Focus Question: What should be the role of the secondary school in today's society?

Traditions and traditional concepts of education. Alternative concepts of the purpose of secondary education. Traditions operating in Australian secondary education and their outcomes in authority, discipline, instruction and assessment procedures and curriculum matters.

Part II: Current Issues in Secondary Education.

Focus Question: What are the major issues to be resolved in secondary education today?

Freedom and Authority — Academic matters — Discipline. Disciplined knowledge vs Interest and Spontaneity. Accountability and assessment. Equality and elitism.

References:

Archambault, R. C., (ed.), *Philosophical Analysis and Education*. London: Routledge and Kegan Paul, 1965.

Bantock, G. H., *Education and Values*. London: Faber and Faber, 1965.

Brown, S. C. (ed.), *Philosophers Discuss Education*. London: Routledge and Kegan Paul, 1957.

Johnston, J. A., *Six Questions: Controversy and Conflict in Education*. Sydney: John Wiley and Sons, 1975.

Nash, P., *Authority and Freedom in Education*. New York: John Wiley and Sons, 1966.

12804 SECONDARY CURRICULUM ISSUES**Part II**

2 class contact hours

4 week hours

48 semester hours

Pre-requisites or Co-requisites:

The Sociological Bases of Education, and Philosophy of Secondary Education.

Objectives:

The course is intended to introduce students to Curriculum Theory and to provide them with opportunity to relate philosophical, psychological, and sociological insights to the processes of curriculum construction, implementation and evaluation thus fostering skill in making professional judgements and decisions relevant to practical problems encountered by teachers in secondary schools.

Content:

Part I: The Secondary Curriculum in New South Wales.

Focus Question: How adequate is secondary education in New South Wales today?

The Wyndham Report and the committee's recommendations.

Post Wyndham Report curricula and student attitudes to schooling.

Recent developments — The Aims of Secondary Education in New South Wales. (The "Base Paper").

Part II: Curriculum Theory.

Focus Question: Are the current proposals appropriate? What alternatives and/or means of implementation are available?

Nature, purpose and scope of curriculum theory.

Concepts, terms and definitions.

Basic forms of curriculum organization — subject, core, activity and spiral — characteristics, assumptions, advantages and disadvantages.

Innovation and curricula — school organization — teaching/teaming approaches — materials and media.

Part III: Curriculum practice.

Focus Question: How may curricula be developed and implemented?

The Curriculum Process — New South Wales approaches — system, school, teacher levels; models for curriculum development and points of decision making; sources of criteria for decision making and evaluation; aims and objectives — nature, function and statement.

A Curriculum project — Development of a curriculum for a specific school population by student group using their area of subject specialization; Implementation Phase — discussion and simulation of selected situations to identify problems and possible solutions.

References:

Alberty, H. B., and Alberty, E. J., *Re-organising the High School Curriculum*. New York: Macmillan, 1962.

Lawton, D., *Class, Culture and the Curriculum*. London: Routledge & Kegan Paul, 1975.

Smith, B. O. et al. *Fundamentals of Curriculum Development*. New York: Harcourt, Brace and World, 1959.

Wheeler, D. K., *Curriculum Process*. London: University of London Press, 1967.

Taba, H., *Curriculum Development: Theory and Practice*. New York: Harcourt, Brace and World, 1962.

New South Wales Department of Education. *Report of Committee of Enquiry into Secondary Education*: Sydney, 1957.

English

13104 BASIC ENGLISH

Semesters: I-VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To provide students with instruction and practice in the basic skills of spoken and written English.

Content:

1. Spelling; 2. Punctuation; 3. Comprehension and Study Skills; 4. Written Structure; 5. Grammar and Usage; 6. Listening and Speaking Skills.

Basic Texts:

None.

13119 ENGLISH LANGUAGE I

Semester: I

3 class contact hours
6 week hours
72 semester hours

Objectives:

To provide a sound general introduction to the study of language through a consideration of basic linguistic concepts.

Content:

English language origins; Linguistic systems; Language and Thought; Language in Society; Phonological, morphological, syntactic systems; Language change, genetic relationship; The universality of language design; Language acquisition and the teaching of English — a brief overview of the problem.

Basic Texts:

Langacker, Ronald W., *Language and its Structure*, 2nd ed., New York: Harcourt Brace Jovanovich, 1973.

Wardhaugh, Ronald, *Introduction to Linguistics*, New York: McGraw-Hill, 1972.

13122 DRAMA AND THE THEATRE ARTS I—WORLD THEATRE

Semester: I

3 class contact hours

6 week hours

72 semester hours

Objectives:

To examine the origins, place, and nature of drama in different societies and different periods.

To recognise influences which have affected modern theatre.

Content:

Each of the following will be considered in the survey:

Primitive Drama: Cherokee Indians: Australian Aborigines.

Classical Drama: Greece: Rome.

Eastern Drama: Indian Dance: Chinese Opera: Noh: Kabuki: Bunraku.

Religious Drama of the Middle Ages.

Popular European Drama: The Proscenium Stage from Court Theatre to Nineteenth Century Theatre — Italy, France, England.

Modern Drama since 1870: What is an audience? Kinds of stages. Theatres of Entertainment, Realism, Disillusionment.

Basic Text:

Gascoigne, Bamber, *World Theatre*. London: Ebury, 1968.

13126 LITERATURE I—UNDERSTANDING LITERATURE

Semester: I

3 class contact hours

6 week hours

72 semester hours

Objectives:

To develop an understanding of the nature of literature and a sensitivity to aesthetic issues in the appreciation of literary works.

Content:

The Nature of Literature. Its concern with human beings, their feelings, moods, motives, sense of values, interaction with others in certain circumstances. Literature as distinct from a social document, psychological case studies.

Poetry. The poem as a dramatic presentation of mood or character. Variety of forms: lyric, narrative, dramatic monologue. Importance of rhythm in delineating

mood and feeling; the use of rhyme, blank verse, free verse; assonance and the music of poetry; imagery and the heightened use of language.

Drama. Conflict as the centre of dramatic action. Use of scene setting and stage direction. Division into scenes and acts. The use of dialogue, voice inflection, movement, gesture and action as modes of dramatic presentation. Economy, intensity and directness as features of dramatic situation. Drama as theatre: settings, costumes, lighting, acting.

The Novel and Short Story. Social orientation and local setting of a novel: time, place and circumstances in which the action originates. The characters: their motivations and their value systems; their co-operation and conflicts with others; story or action as the outcome of inner and outer conflicts. The balance between scene and narrative in the presentation of developing situations. Philosophies of life and value judgements that influence the course of action. Modes of comedy, tragedy, irony, melodrama and farce. Narrative style and the speech styles of the characters.

Recapitulation. Literature as the dramatic presentation of moods or characters in specified situations and circumstances. Themes and structure of theme as central issues in the critical appreciation of individual literary works: unity, coherence, balance, harmony and proportion as features of a completely developed theme. Further questions of realism, symbolism, romanticism, objectivity, universality, depth.

Basic Texts:

None.

13130 CURRICULUM ENGLISH I

Semesters: I or II or III

3 class contact hours

6 week hours

72 semester hours

Objectives:

To prepare students for the teaching of primary school English.

Content:

Issues in English Literature.

Reading.

Children's Literature.

Listening and Speaking.

Drama.

Poetry.

Children's Writing.

Planning and Production.

Basic Text:

Rosen, C. and Rosen, H., *The Language of Primary School Children*. Harmondsworth: Penguin, 1973.

13219 ENGLISH LANGUAGE II

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None, although English Language I would be an advantage.

Content:

Some assumptions and misconceptions about English.

Sounds and Spelling.

The backgrounds of English.

The Old English, Middle English and Modern English periods.

Contemporary British and American English.

New words, foreign elements, coinages and adaptations, words and meaning.

Basic Text:

Pyles, Thomas, *The Origins and Development of the English Language*, 2nd ed. New York: Harcourt Brace Jovanovich, 1971.

13222 DRAMA AND THE THEATRE ARTS II—ACTING

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Drama and the Theatre Arts I.

Objectives:

To recognise and experience different styles in acting, and understanding relationships between movement, language and location.

Content:

The following styles of acting will be considered:

Classical — as used in the plays of Aeschylus, Sophocles, Moliere, Racine.

Folk and Epic — Acting and the Theatre of the Middle Ages.

Eighteenth and Nineteenth Century — Variations in France and England, Diderot, Garrick, Irving, Sarah Bernhardt, Kean, Duse, The Method, and the work of Stanislavski on concentration.

Consideration of the work of some leading actors today — Brando, Thorndike, Evans, Olivier, Burton, Anderson.

Technical skills of acting — body control, voice use, timing, confrontation and tension. Exploration of these skills through improvisation.

Basic Texts:

Brook, Peter, *The Empty Space*. London: Penguin, 1972.

Magarshack, D., *Stanislavski on the Art of the Stage*. London: Faber, 1954.

Whiting, Frank, *An Introduction to the Theatre*, 3rd ed. New York: Harper and Row, 1969.

13226 LITERATURE IIA—INTRODUCTION TO MODERN ENGLISH LITERATURE**Semester: II**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None, but students are advised to take Literature I in Semester I.

Objectives:

To introduce students to the work of some of the major writers in English of the twentieth century. The unit will attempt both to show how the work of these writers has contributed to some of the predominant cultural movements of our time, and to help students develop their powers of literary discrimination.

Content:

As this is an introductory unit, which will be taken by students in their first year, the emphasis is on the close study of particular works rather than on the whole range of an author's achievement.

Poetry — T. S. Eliot (with special emphasis on "*The Waste Land*"), W. B. Yeats.

Novel — Scott Fitzgerald: *The Great Gatsby*; J. Joyce: *A Portrait of the Artist as*

a *Young Man*; D. H. Lawrence: *The Rainbow*; Forster: *A Passage to India*; T. Keneally: *Bring Larks and Heroes*; Patrick White: *The Tree of Man*.

Drama — T. S. Eliot: *Murder in the Cathedral*; John Osborne: *Look Back in Anger*; Samuel Beckett: *Waiting for Godot*.

Short Story — James B. Hall: *The Realm of Fiction*; Katharine Mansfield: *Collected Stories*.

Basic Texts:

Students are expected to acquire their own copies of the works to be studied. These may be read in any edition.

13319 ENGLISH LANGUAGE III—PHONOLOGY, MORPHOLOGY AND SYNTAX OF ENGLISH

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

English Language I.

Objectives:

To provide the opportunity to study aspects of English phonology, morphology and syntax in some depth.

Content:

Australian English, Articulatory phonetics, distinctive features, grammars of English: traditional, structural transformational/generative. The Semantic component.

Basic Texts:

None.

13322 DRAMA AND THE THEATRE ARTS III—THEATRE CRAFTS

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Drama and the Theatre Arts II.

General Objective:

To study briefly some key aspects of costume, scenery and lighting design. The work in these areas will be co-ordinated in the production of designs for two plays. One play will be designed as a group project under the guidance of the three lecturers. A second play will be specified so that individual students can co-ordinate the costume, scenery and lighting designs according to their own interpretation. Scale models will be produced. Designs will be produced on a scale of 1 inch to 1 foot and presented on a model stage of the same scale. It is expected that students who enrol in this course will take part in the activities of the College Drama Society and put their skills to use on full scale productions.

A—Scenery and Stage Setting.

Specific Objective:

To give students of drama some idea of setting a stage in a way that will complement both play and players.

Content:

A restatement of main characteristics of stage and stage settings (with emphasis on stage illusions and the use of colour) in the following periods: (i) Primitive, (ii) Greek, (iii) Roman, (iv) Restoration and Eighteenth Century, (v) Nineteenth Century England, (vi) Twentieth Century World-wide.

Exploring Stage Space: entrances, exits, windows; flats and backdrops; wings and curtains; stage props in setting; stage levels and variations.

Best use of stage space for actors. Storage space and margins for movement.

B—Lighting.

Specific Objective:

To give students of drama some idea of stage lighting; the properties of light, how light is controlled and how it contributes to the total conception of the play.

Content:

Using the model stage and lighting set-up, the courses will deal with light properties — intensity, colour, distribution; light control — basic electricity, lamp types and instruments, dimmers and patching; light use — composition, mood, revelation of form, selective visibility.

C—Costume.

Specific Objective:

To discover how stage costumes are designed and to practise the art and craft.

Content:

Designs will be prepared for characters in selected plays. Details will be given on course.

13326 LITERATURE IIIA—EIGHTEENTH AND NINETEENTH CENTURY VERSE**Semester: III**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None; but Literature IIA is recommended.

Objectives:

To enable in-depth study of the works of eighteenth and nineteenth century English poets as representatives of their period and so derive some sense of their contribution to the development of verse.

Content:

The following topics will be considered. Individual poets will be selected and treated in depth.

The Augustan Age (1700-1744): Alexander Pope (1711-1744).

The Approach to Romanticism: Thomas Gray (1716-1771), Robert Burns (1759-1796), William Blake (1757-1827).

The Triumph of Romanticism (1798-1832): William Wordsworth (1770-1850), Samuel Taylor Coleridge (1772-1834), George Gordon Byron (1788-1824), Percy Bysshe Shelley (1792-1822), John Keats (1795-1821).

The Victorian Age (1832-1885): Alfred Tennyson (1809-1892), Robert Browning (1812-1889), Matthew Arnold (1822-1888), Christina Georgina Rossetti (1830-1894), Gerard Manley Hopkins (1844-1889), Thomas Hardy (1840-1928).

13329 LITERATURE IIID—AUSTRALIAN LITERATURE I**Semester: III**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To discover the qualities of Modern Australian verse and prose from a generous sampling and study of some of its best examples.

Content:

Twentieth-Century Poets. Selections from Kenneth Slessor, R. D. Fitzgerald, Douglas Stewart, Flexmore Hudson, R. G. Howarth, Rosemary Dobson, Judith Wright and A. D. Hope.

Twentieth-Century Novelists. Selection from: Miles Franklin, Katherine Susannah Prichard, Brent of Bin Bin, Christina Stead, Xavier Herbert, Patrick White, Ernestine Hill, Ruth Park, Thomas Keneally.

13419 ENGLISH LANGUAGE IV—LANGUAGE AND STYLISTICS**Semester: IV**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

At least one unit either of English Language or of Literature.

Objectives:

To establish a link between linguistic and literary studies, examining the works of writers from different historical periods to discover the variety of language features used and the combination of these in individual styles of writing.

Content:

Several approaches will be used and studies will be made in each of the following areas:

Studies of language and stylistic developments in Old English, Middle English and Modern English.

Selections from: Beowulf, The Anglo-Saxon Chronicle, Chaucer, Shakespeare, Elizabethan prose writers, Milton, Dryden, Pope, Swift, Addison, Steele, Goldsmith, Lamb, Johnson, Richardson, Smollett, Sterne, Gibbon, Macaulay, Wordsworth, Shelley, Keats, Byron, Tennyson, Browning, Dickens, Pater, Wilde, Lawrence, Joyce, Mark Twain, Henry James, William Faulkner, J. D. Salinger.

Literary criticism and the problems of style in historical perspective: Plato, Aristotle, Cicero, Horace, Quintilian, Puttenham, Jonson, Johnson, I. A. Richards, Wilson Knight, F. L. Lucas, G. Saintsbury, Cleanth Brooks.

Modern linguistic approaches to stylistics and language: A. McIntosh, M. A. Halliday, H. B. Allen, T. A. Sebeok, W. H. Youngren, D. P. Costello, A. A. Hill, R. Ohmann, C. W. Hayes, S. B. Chatman, S. R. Levin.

13422 DRAMA AND THE THEATRE ARTS IVA—THEMES IN DRAMA

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Drama and the Theatre Arts III.

Objective:

To examine the source and interpretation of themes in drama so that understanding of their implications in performance is increased.

Content:

Themes will be selected from—

Myth and legend in drama in East and West. Sources and interpretation; e.g. Norse mythology in Wagnerian Opera Legend and theatricality in Japanese Drama. Colour and symbolism in ballet; e.g. Swan Lake.

Religious Drama. Mysteries, Moralities, and Miracles. Costume significance.

Folk heroes. Robin Hood, William Tell, Ned Kelly, the Western; in Playscripts, Musical Comedy, Opera.

Commedia dell'Arte.

Institutions and Establishments — Gilbert and Sullivan.

Culture Conflicts. Oppressor and oppressed, black vs. white, rich vs. poor. The Angry Young Man — modern examples of these.

13424 DRAMA AND THE THEATRE ARTS IVC—MUSIC OF THE THEATRE

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Some background in Music and Drama.

Objectives:

To provide the opportunity to increase knowledge and enjoyment of Music of the Theatre; study origins, social history, traditions and conventions of performance; participate in selected musical productions; critically observe professional productions.

Content:

A study of the impact of music on Drama and the changing styles of music of the Theatre — e.g. Music and Drama before 1750; Classical Opera; 19th Century — Wagner and Music Drama; 20th Century — Traditional styles; New concepts; The place for Music of the Theatre in modern society; organization of music workshops for preparation and presentation of selected works; e.g. Choosing an opera; Casting; Chorus and orchestra; Rehearsing an opera/musical.

13425 DRAMA AND THE THEATRE ARTS IVD—AMERICAN DRAMA**Semester: IV**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Drama and the Theatre Arts III or Literature III.

This unit is identical with Literature IVC: American Drama.

13426 LITERATURE IVA—EIGHTEENTH AND NINETEENTH CENTURY PROSE**Semester: IV**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

None; but Literature IIA or IIIA are recommended as supplementaries.

Objectives:

To study the works of a selection of eighteenth and nineteenth century English prose writers and to observe the development of the English novel.

Content:

Students will study the following works—

The Augustan Age (1700-1744): Jonathan Swift (1667-1745) *Gulliver's Travels*; Daniel Defoe (1659-1731) *Moll Flanders*; Henry Fielding (1707-1754) *Joseph Andrews*; Jane Austen (1775-1817) *Persuasion*.

The Victorian Age (1812-1870): Charles Dickens (1812-1870) *Great Expectations*; George Eliot (1819-1880) *Middlemarch*; Thomas Hardy (1840-1928) *Jude the Obscure*.

13428 LITERATURE IVC—AMERICAN DRAMA

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

None.

Objective:

To introduce students to some of the major plays in modern American literature.

Content:

Beginnings of American Drama up to 1916. Work of John Peirce Baker, visits of Irish National Theatre, formation of Dramatic Groups and Little Theatre, influence of University Theatres.

Eugene O'Neill: *The Hairy Ape*, *Ah Wilderness*, *Long Day's Journey into Night*.

Maxwell Anderson: *What Price Glory*, *High Tor*, *Winterset*.

Tennessee Williams: *The Glass Menagerie*, *Camino Real*, *Night of the Iguana*.

Clifford Odets: *Till the Day I Die*.

William Saroyan: *The Time Of Your Life*, *Sam Ego's House*.

Basic Text:

Gassner, John, *Form and Idea in Modern Theatre*. New York: Dryden Press, 1956.

13429 LITERATURE IVD—AUSTRALIAN LITERATURE II

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Literature IIID.

Objectives:

To discover the qualities of Australian verse and prose from a generous sampling and study of some of the best examples. For convenience these are grouped in appropriate periods.

Content:

Novelists of the Colonial Period. Selection from: Henry Kingsley, Marcus Clarke, Rolf Boldrewood and Mrs. Campbell Praed.

Poets Contemporary with the Balladists. Selection from: C. J. Brennan, A. G. Stephens, William Baylebridge, Hugh McCrea, Mary Gilmore and John Shaw Neilson.

The Balladists. Selection from: J. F. Archibald, Mary Hannay Foott, Henry Lawson, A. B. Paterson, C. J. Dennis and Will H. Ogilvie.

Poets of Nineteenth Century to 1866. Selection from: Harpur, Kendall, Adam Lindsay Gordon and George Gordon McCrae.

13430 CURRICULUM ENGLISH IIA—DEVELOPMENTAL READING

Semesters: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum English I.

Objectives:

To provide students with an understanding of the reading process and to familiarise them with various methods and techniques for the teaching of reading; to develop some understanding of the problems of children who experience reading difficulties; and to gain experience in techniques of identification, diagnosis and remediation of such reading difficulties.

Content:

An understanding of the reading process and the learning strategies used by children in learning to read.

The developmental reading programme as applied to word recognition skills, comprehension skills, fluency and appreciation.

Methods of teaching reading — conventional and innovative approaches.

Assessment of reading — purposes of testing — types of testing (group assessment, individual diagnostic assessment).

Organizational options in setting up a reading programme in the classroom.

13431 CURRICULUM ENGLISH IIB—CHILDREN'S LITERATURE

Semester: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum English I.

Objectives:

To encourage familiarity with and enjoyment of children's literature; develop an understanding of children's reading interests from early childhood to adolescence; consider the place of children's literature in early childhood and primary school education.

Content:

Learning about children and books — Children's needs, Criteria for evaluating children's fiction, Changing types of literature for children.

Knowing children's literature — Picture books, early readers; Animal stories, fantasy; Folk tales, Fables, Myths, Epics; Adventure stories, Science fiction; Humorous books; Special areas: Poetry, biography, informational books.

Developing a literature programme — Creating the reading environment; Use of central and class libraries; Sharing literature with children; Reading aloud; Story telling; Displays; Creative activities; Visual arts; Drama.

Basic Texts:

None.

13519 ENGLISH LANGUAGE V—THE ACQUISITION OF LANGUAGE

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

English Language I or English Language II.

Objectives:

To make a study of the language development of children, to illustrate the psycholinguistic and sociolinguistic factors involved in this development, and to analyse the research in the area of the spoken and written discourse of the child to 11 +.

Content:

Principles of language acquisition and examples of development in the child to 11 +. A linguistic description of growth; phonological, morphological, lexical, syntactic development; The effect of environment: social class, code, position in the family, sex, the deprived child, twin studies; Available research in the area of

spoken and written language; research design, analyses, conclusions;
Language acquisition and its relation to teaching the way ahead.

Basic Texts:

None.

13522 DRAMA AND THE THEATRE ARTS VA—DRAMATIC FORM

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Drama the the Theatre Arts IV.

Objectives:

To understand the nature of drama as a literary genre, and particularly to come to some understanding of the nature of comedy and tragedy through critical analysis and reading of plays from medieval times to the twentieth century.

Content:

The nature of drama particularly problems facing the dramatist; the nature of dramatic art; how to read a play.

Comedy — its nature, function, themes, dialogue, characters. The relation of comedy to society at particular times. Farce, Comedy of humours, Comedy of manners, Satire, Parody.

Tragedy — its nature, function, effect, themes, dialogue, language, characters. The relation of tragedy to society. Melodrama, Irony. Problems of classification into genre in the twentieth century. Realism. Tragi-comedy.

Basic Texts:

A list will be provided at the beginning of the unit.

13523 DRAMA AND THE THEATRE ARTS VB—ELIZABETHAN AND JACOBAN DRAMA

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Drama and the Theatre Arts IV or Literature IV.

This unit is identical with Literature VA: Elizabethan and Jacobean Drama.

13526 LITERATURE VA—ELIZABETHAN AND JACOBEOAN DRAMA

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

At least two units in Literature, or at least two units in Drama and the Theatre Arts.

Objectives:

To enable students to study in depth several of the major works of Shakespeare, and works by other selected dramatists of the period. The plays will be examined both as exploration of, or comments upon, the human condition, and as examples of dramatic art.

Content:

There will be two introductory topics: The philosophical and social background of the age; and the Elizabethan and Jacobean Theatre.

The following plays will be studied — Shakespeare, *Hamlet*, *Othello*, *King Lear*, *The Tempest*; Marlowe, *Doctor Faustus*; Tourneur, *The Revenger's Tragedy*; Webster, *The Duchess of Malfi*.

Basic Texts:

The plays may be read in any unabridged, unexpurgated editions. However, the new Arden editions of *Othello*, *King Lear* and *The Tempest* are recommended. For *Hamlet*, the Penguin text is recommended. For *The Revenger's Tragedy* and *The Duchess of Malfi* the Mermaid series; Webster and Tourneur edited by J. A. Symonds are recommended.

The text of *Doctor Faustus* included in E. Cloudman Dunn (ed.) *Eight Famous Elizabethan Plays*, New York: Modern Library, 1950, is recommended.

13529 CURRICULUM ENGLISH IIG—ENGLISH STUDIES IN THE PRIMARY SCHOOL

Semester: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Curriculum English I.

Objectives:

This unit is designed for students who have a special interest in teaching Primary School English. It explores further some topics studied in Curriculum English I and introduces additional topics. Students will be encouraged to pursue areas of particular personal interest.

Content:

Spoken English and Language Development.

The Skills of Written Language.

Drama.

Literature.

Children's Writing.

Reading.

Resource Materials.

Planning and Programming.

Basic Texts:

Roberts, G. R., *English in Primary Schools*. London: Routledge & Kegan Paul, 1972.

Saxby, H. M. and Turney, C. (eds.), *Teaching the New English in Primary Schools*. Novak, Sydney, 1974.

Summerfield, G. (ed.), *Junior Voices*, (4 vols. and Teachers' Notes). London: Penguin, 1970.

13530 CURRICULUM ENGLISH IIC—SPECIAL EDUCATION: ENGLISH

Semesters: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum English I.

Objectives:

To prepare students for the teaching of mentally retarded children, specifically for OA and OF classes.

Content:

Philosophies of special education.

Semester V — Language Theory: Language development in early childhood — normal, exceptional. The social aspects of language. Physiology and language: specific disabilities, reflex retention. Articulation, phonetics. Evaluation of language development programmes. Tests and techniques of testing.

Semester VI — Language Practice: Oral language — Introduction to the whole area. Listening. Stories, poems, oral literature. Social aspects of oral language. Reading; teaching reading, remedial reading. Writing; Spelling.

Basic Texts:

None.

13532 CURRICULUM ENGLISH IID—CHILD DRAMA

Semester: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum English I.

Objectives:

To create an awareness of the significance of children's play, free and structured, and a critical awareness of the rich variety of material available for use in children's drama.

Content:

Value and aims of work in drama as an educational medium. Differences between child drama and adult theatre; An analysis of the elements of drama; Drama in the classroom — speech and movement through emotional and imaginative involvement; Music and drama; Exploration of situations through improvisation; Building scenes and plays through improvisation.

Development of improvisation skills; Film-making for children; Dance drama — the language of movement; Improvisation as an approach to scripted plays; Critical evaluation of children's plays (5-14 yrs.) including puppet, pantomime, musical and radio plays; Variety of source material suitable for dramatic use — including literature and mass media; Transition from narrative to dramatic form.

Basic Texts:

None.

13533 CURRICULUM ENGLISH IIE—ENGLISH STUDIES IN EARLY CHILDHOOD

Semester: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum English I.

Objectives:

To examine methods of teaching basic skills in English studies with reference to young children; seek ways of developing expression through language and drama; select and use literature suitable for young children.

Content:

Oral Expression — the various procedures adopted to enlarge a child's vocabulary and develop fluent, oral expression. This will include reference to object and picture talks, experiential approaches, use of classroom discussion and social interaction; Ways and means will be studied of improving children's speech in aspects such as the enunciation of vowels and consonants, the articulation of words and word endings, the quality of tone.

Formal and informal approaches will be considered covering such topics as the importance of modelling, training in listening skills, presentation of rhymes, jingles, etc.

Written Expression — coverage of a large number of topics concerned with practical implementation, and such topics as the normal pattern of development, suitable content, styles of recording, training in reference skills, display of work and evaluation.

Reading — approaches to beginning reading: language experience, Break-through to Literacy, Words in Colour, basic readers, sequential reading schemes; skills of word recognition: study of whole word patterns, context clues, phonics, structural analysis.

Children's Literature — knowledge of stories, nursery rhymes and poetry suitable for young children; the use of literature as a stimulant for oral and written language and drama.

Drama — Infant Drama will be studied as having unique objectives compared to "traditional" adult drama. Topics will include spontaneous dramatic play, skill training techniques, the creative approach under direction, suitability of materials and "performance" items.

Basic Texts:

Smith, J. A., *Adventures in Communication: Language Arts Methods*, Boston: Allyn and Bacon, 1972.

Spache, E. B., *Reading Activities for Child Involvement*, Boston: Allyn and Bacon, 1972.

13534 CURRICULUM ENGLISH IIF—CHILDREN’S WRITING

Semester: IV, V and VI

3 class contact hours

6 week hours

72 semester hours

Pre-requisites:

Curriculum English I.

Objective:

To study children's writing as part of the language development of children, from early childhood to adolescence.

Content:

Theory — The process of writing. Ways in which writing is different from talking, listening and reading; How children begin to write; Current theories on teaching children to write; Evaluation of children's writing; Value of literature in relation to writing.

Practice — Study of selected children's writing; Conducting writing sessions with small groups of children; Evaluation of the examples collected; Development of follow-up exercises.

Basic Texts:

None.

13535 LANGUAGE I

Semester: I

6 class contact hours

12 week hours

144 semester hours

Objectives:

To provide teachers with an understanding of the developmental stages in oral and written language acquisition; expertise in evaluation of present language functioning (speech, oral language, reading, written expression) and diagnosis of specific areas of deficit functioning; experience in the development and implementation of programmes for individuals or groups with specific needs in various aspects of language functioning.

Content:

Theoretical Background: developmental stages in language acquisition; information processing and intersensory integration of information; task analysis, with special reference to the reading process.

Speech and Oral Language: the development of speech patterns — the relationship of speech and hearing — disorders of speech — remediation of speech

disorders; the development of oral language — disorders of oral language — programmes for stimulation of oral communication.

Reading: The concept of readiness, with reference to pre-requisite skills; an overview of methods of teaching reading; the development of word identification techniques; the development of comprehension skills and fluency; factors affecting acquisition of reading competence; development and implementation of reading programmes based on the diagnostic profile.

Written Expression: disorders of written expression and techniques of remediation.

Diagnostic Evaluation: an overview of available standardised and diagnostic tests and experience in the use of some of these; the development of teacher-made tests; development of the diagnostic profile.

Teaching Strategies: development of prescriptive programmes; teaching aids and materials — language laboratories — reading materials — use of projector, tape recorder, listening posts, language master — development of audio programmes, school and class organization of materials.

Basic Texts:

None.

13603 ENGLISH LANGUAGE VIB—RESEARCH TOPICS IN APPLIED LINGUISTICS

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Two units in English Language: one from English Language I and II and one from English Language III, IV and V.

Objectives:

To give the student a perspective on research in the teaching of English and language acquisition by making him familiar with the types of research in Australia, the U.K. and the U.S.A.; to engage in simple research design, the collection of data and analysis of findings; to engage in a project of some magnitude operating under the aegis of the College.

Content:

Types of research: action research to empirical statistical research; strengths and weaknesses.

Research in the U.K., the U.S.A., Australia. The work of The Schools Council, NCTE and ERIC, the journal *Research in the Teaching of English*, the UNESCO

seminar on the teaching of English (Sydney, 1972).

Setting up a simple piece of research in the classroom or school, controls, collecting of data, analysing results, reading research papers.

A close look at a major project.

On-going possibilities in a particular field: Reading, TESL, language acquisition, Children's writing.

Basic Texts:

None.

13619 ENGLISH LANGUAGE VIA—TEACHING ENGLISH AS A SECOND LANGUAGE

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

English Language I to V.

Objectives:

By application of linguistic principles to understand the problem and difficulties in teaching English as a second language.

To gain practical experience in teaching English as a second language.

Content:

Language learning capabilities . . . an assessment of the second language situation for children and adults.

A summary of language differences. Contrastive analysis of phonology, structure and meaning. Concept domination.

Approaches to the teaching of English as a second (and/or foreign) language. Methods and theories. Direct, situational, recent theories. Classroom application of these methods.

Organization of language materials in the teaching programme. Achieving goals in oracy and literacy.

Language laboratory techniques; operational skills and the preparation of materials.

Basic Text:

Allen, H. B., *The Teaching of English as a Second Language*. Minn: McGraw-Hill, 1965.

13622 DRAMA AND THE THEATRE ARTS VIA—DIRECTION, PRODUCTION AND ACTING

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Pre-requisite:

Drama and the Theatre Arts V.

Objective:

To provide opportunity for exploration in direction, production and acting.

Content:

Analysis of theatre techniques for the performance of works by some modern playwrights; e.g. Ibsen, Strindberg, Chekhov, Pirandello, Beckett, Ionesco, Pinter, Wesker, Albee, Arden.

Analysis of recent direction methods. Consideration of the work of; e.g. Joan Littlewood, Blakemore, Guthrie, Brook, Grotowski, Pinter.

Organising productions; e.g. role of Stage Manager, House Manager.

Basic Texts:

Bentley, Eric, *The Theory of the Modern Stage*, London: Penguin, 1965.

Roose-Evans, James, *Directing a Play*, London: Studio Vista, 1968.

13623 DRAMA AND THE THEATRE VIB—PUPPET THEATRE

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Drama and the Theatre Arts V.

Objective:

To give students of Drama and the Theatre Arts the opportunity to combine the many facets of drama, themes, directions, stage-management, scenery, lighting, costume, music and performance in an economical and fascinating way.

Content:

To make a practical study of the following forms: Shadow Puppets, Stick and Glove Puppets, String Puppets.

To use these forms on a variety of stages; produce scenes from short plays in a workshop situation; present at least one play to an audience of children.

Basic Texts:

Baird, B., *The Art of the Puppet*, New York: MacMillan, 1965.

Binyon, H., *Puppetry Today*, New York: Studio Vista, 1966.

Reineger, L., *Shadow Theatre and Shadow Films*. London : Batsford, 1970.

13626 LITERATURE VIA—ELIZABETHAN AND JACOBAN POETRY**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Literature V.

Objective:

To provide a thorough knowledge of the range, methods and main concerns of Elizabethan and Jacobean poetry.

Content:

The work of the following poets may be studied, the selection of poets and the poems treated to be decided at the commencement of each unit.

Surrey, Sidney, Nashe, Spenser, Wyatt, Raleigh, Peele, Shakespeare, Lodge, Lyly, Jonson, Greene, Gascoigne, Fletcher, Drayton, Campion, Daniel, Drummond, Ford, Webster, Herbert, Crashaw, Vaughan, Traherne, Herrick, Marvell, Donne, Carew, Suckling, Lovelace.

Basic Texts:

None.

13627 LITERATURE VIB—THE LITERATURE OF OLD ENGLISH AND THE POETRY OF CHAUCER**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Two units in Literature and two units in English Language.

Objectives:

To appreciate *The Canterbury Tales* and the verse and prose of Old English. To this end students will be required to understand the rudiments of the language in both areas without submitting this aspect to the exigency of examination.

Content:

The life of Chaucer, fourteenth century society, characteristics of language, a study of *Canterbury Tales* in selection, the history of the Anglo-Saxon period, characteristics of language.

A study of Anglo-Saxon verse and prose in selection, e.g. verse: The Wanderer, The Seafarer, Beowulf (selections), The Dream of the Rood, The Battle of Maldon.

Prose: Alfred on the state of learning in England. Wulfstan's Address to the English. Bede's account of the Poet Caedmon.

Basic Text:

Robinson, F. N. (ed.), *The Works of Geoffrey Chaucer*, London: O.U.P., 1970.

13628 LITERATURE VIC—RESEARCH IN LITERATURE**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

At least four units in Literature, Drama or English Language.

Objectives:

Students will undertake individual research work dealing with an individual writer, a movement, a period or a particular genre to develop competence in some area of literary criticism and appreciation. An area will be chosen from English, Australian, American or European Literatures.

Content:

The area of research will be determined after student consultation with the Head of Department and a Lecturer directly involved in the area of research.

A student will be required to submit a topic, an outline of the proposed research programme and an initial reading list for preliminary discussions with the lecturers concerned. After approval has been given, the programme will begin.

Regular meetings with the tutor will be organised to report progress, to discuss issues that have arisen, and to receive further advice as required.

Basic Texts:

None.

13635 LANGUAGE II

Semester: II

2 class contact hours
4 week hours
48 semester hours

This is a continuation of 13535 Language I.

13704 ENGLISH METHOD I

Part I

5 class contact hours
10 week hours
120 semester hours

Objectives:

To develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved; examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; give the students the competency of skill to translate the syllabus into reality by developing imaginative, creative and sound classroom procedures.

Content:

The nature of English teaching and the teaching environment.

The English programme-sequential; unit; thematic approaches. Utilization of staff strengths in block and team approaches. Integration and open-planning.

Listening Skills — the need for accurate, critical and appreciative listening; methods of achieving this.

Oral expression — Speech Standards; informal and formal speech situations. Speech faults and defects. Accent and speech differences.

Drama — creative drama — movement; mime; improvisation; role playing. Place of the scripted play — production of a play.

Written expression — creative writing; factual (report writing); skills of written expression — handwriting; spelling; vocabulary; sentence structure.

Language and linguistics — examination of modern linguistic theory. Structural and transformational grammars. Application of this to secondary teaching.

Reading skills — promotion of skill and fluency in reading. Comprehension or responsive reading. Reading machines and laboratories, backwardness and remediation.

Literature — The Novel — The Play — Poetry.

- a. The purposes of teaching literature — levels and approaches for different ages and abilities.
- b. Extensive and intensive approaches to the novel, short-story and general prose.
- c. Approaches to poetry.
- d. The treatment of drama as a literary form.

The Media — Television — Movies — Radio. Influence of mass communication on society and the individual. Discrimination and use.

Assessment and Evaluation — Student profiles; grading and non-grading. Place and form of assessment and examination.

Basic Texts:

None.

13804 ENGLISH METHOD II

Part II

5 class contact hours
10 week hours
120 semester hours

This is a continuation of 13704 English Method I.

Health Education

14101 CURRICULUM HEALTH EDUCATION I—PERSONAL HEALTH AND DEVELOPMENT

Semesters: I or II

3 class contact hours
6 week hours
72 semester hours

Objectives:

To become acquainted with health concepts which may enhance wise decision making, effective enjoyable living, personal development, and to appreciate good health as a positive quality of life; and to gain knowledge that will enhance wise decision-making concerning the health of the individual, his family and the community. To become acquainted with sources of accurate health information. To introduce aspects of the teaching of health.

Content:

The broadened spectrum of health and morbidity, the areas of Health Education, group interaction. Historical perspectives in health. Environmental health: the threat to environment, population dynamics, safety in our time. Emotional health: the structure of personality, emotional problems. Drugs, Alcohol and Tobacco: drugs — their use and abuse, the drug problem, alcohol and its effects, alcoholism as an illness, tobacco and its effects.

Consumer Health: good health in the marketplace; food, the basis of good health; input and output — digestion, diet and fitness; your investment in good health; selecting health services; a fool for a patient; sense organs. Human sexuality and reproduction: human sexual behaviour, a personal and social institution; heredity and health; marriage and parenthood. Advances in medicine and patient care. Disease: the communicable diseases and the non-communicable diseases. The problem of teaching in health education. The health school.

Basic Texts:

Bartley, S. H., et al. (eds.). *Life and Health*, Del Mar: C.R.M. Books, 1974.

Sinacore, J. S. & Sinacore, A. C., *Introductory Health*. New York: Macmillan, 1975.

Jones, K. L., Shainberg, L. W. and Byer, C. O., *Dimensions: A Changing Concept of Health*, San Francisco: Canfield (Harper and Row), 1972.

Johns, E. B., Sutton, W. C. and Webster, L. E., *Health for Effective Living*, New York: McGraw-Hill, 1970.

Ehrlich, P. R., *The Population Bomb*, New York: Ballantine Books, 1968.

DeBell, G., et al., *The Environmental Handbook*, New York: Ballantine Books, 1970.

14108 HEALTH STUDIES I—HUMAN ANATOMY AND PHYSIOLOGY

14208 HEALTH STUDIES II—HUMAN ANATOMY AND PHYSIOLOGY

Semesters: I and II

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To give a broad sound knowledge of the structure and function of the human body in health and diseases, so students may better develop and maintain their own health and that of the children they teach.

Content:

A detailed study of the anatomy and physiology of man, with reference to associated diseases and disorders, will be made as follows:

Semester I:

General plan of body structure: the cellular basis of life; the skin and its derivatives; the skeletal system; the muscular system; the body fluids; the circulatory system; the physiology of circulation; the urinary system; the respiratory system.

Semester II:

The digestive system; the physiology of digestion; the nervous system; the central peripheral and autonomic nervous system; sensations and sense organs; the endocrine system; the reproductive system; reproduction and embryology; the life cycle of man; the effect of recent scientific discoveries on man.

Basic Text: (both semesters)

Steer, E. B. and Montaga, A. (1959), *Anatomy and Physiology*, Vols. 1 and 2, Harper and Row; or any other equivalent text on the anatomy and physiology of man.

14308 HEALTH STUDIES III—MICRO-BIOLOGY: BACTERIOLOGY

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Science Level 2 (including Chemistry and Biology strands) at H.S.C. or Web of Life or Health Education I and II.

Objectives:

To give students some knowledge of the science of micro-biology and bacteriology, sufficient to enable them to understand the importance of micro-organisms in medicine, public health, agriculture and industry.

Content:

Introduction to the science of bacteriology; the general characteristics and classification of bacteria; the cultivation of bacteria; a systematic study of the main groups of bacteria and other micro-organisms; infection and immunity; applied bacteriology.

Basic Text:

Bryan, A. H., Bryan, C. A., Bryan, C. G., *Bacteriology—Principles and Practice*, New York: Barnes and Noble, 1962.

14402 CURRICULUM HEALTH EDUCATION IIA—HEALTH AND PERSONAL DEVELOPMENT FOR THE PRIMARY SCHOOL

Semesters: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Health Education I.

Objective:

To provide primary teachers with an adequate health information background which may serve to develop the attitudes, practices and knowledge in the field of health which are needed by youth, so that they may more fully understand problems of children; to promote methods and techniques which will help teachers in health instruction for the primary school.

To help the teacher promote healthful school living conditions, to understand and utilize the health services available to the school. To help the teacher understand the child's physical and emotional needs so that communication with parents may be facilitated and skill in health appraisal may be gained. To help the teacher to develop and maintain personal health, both physical and mental.

Content:

Health education: meeting basic personal needs in today's changing society; school health, its nature and purpose; the teacher's role in school health.

Methods and materials: scope and sequence in curriculum design, conceptual approach, learning processes in health education, health teaching techniques, material aids in health teaching, microteaching techniques for health; specific aspects will be dealt with in each topic as the course proceeds, sources of health information.

The human body in health and disease: rest and exercise, nutrition, structure and function, sense organs, infectious disease. Understanding the child: the well child, departures from normal health, including defects of vision and hearing. Community responsibility for health: local government, state and commonwealth. Improving school, home and community relationships. Environmental health and safety education.

Family life education: sex education in primary school. Emotional health: personal development in the primary school; role play and self-understanding. Mood modifying substances. Consumer health education: historical figures in health education. Health in the school: a total healthful school environment. Appraising the school health programme, techniques of health education evaluation.

Basic Texts:

Bartley, S. H., *et al* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Cornacchia, H. J., Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St. Louis: Mosby, 1970.

Gardner, A. W., Roylance, P. J., *New Safety & First Aid*, London: Pan Books, 1970.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass., 1975.

Turner, C. E., Randall, H. B. & Smith, S. L., *School Health and Health Education*, St. Louis: The C. V. Mosby Company, 1970.

14403 CURRICULUM HEALTH EDUCATION IIB—HEALTH AND PERSONAL DEVELOPMENT FOR THE INFANTS SCHOOL**Semesters: IV and VI**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Health Education I.

Objectives:

To provide teachers of infants classes with an adequate health information background which may serve to develop the attitudes, practices and knowledge in the field of health which are needed by youth, so that they may more fully understand problems of children.

To promote methods and techniques which will help teachers in health instruction for the infants school. To help the teacher to promote healthful school living conditions, to understand and utilize the health services available to the school.

To help the teacher to understand the child's physical and emotional needs so that communication with parents may be facilitated and skill in health appraisal may be gained. To help the teacher to develop and maintain personal health, both physical and mental.

Content:

Health Education, meeting basic personal needs in today's changing society, school health — its nature and purpose, the teacher's role in school health.

Methods and materials, scope and sequence in curriculum design, conceptual approach, learning processes in health education, health teaching techniques, microteaching for health. Emphasis will be placed on meeting the needs of infant children.

Understanding the child, the well child, children's diseases, departures from normal health including defects of hearing and vision. Human body in health and disease, rest and exercise, nutrition, structure and function, sense organs, disease. Food: its digestion, assimilation, excretion of wastes, including dental health, toilet training; dental health, a positive programme.

Nutrition: dietary intake, deficiency diseases; dietary needs of the young child. Respiration and circulation: structure and function. Sense organs: the nervous system; eye, ear, skin. Infectious disease; aetiology, causative agent, reservoir, vehicle, vector, host susceptibility, diseases of early childhood period, care with the young child. Historical figures in medicine. Heredity and genetics: genetic potential, genetic variation.

Community responsibility for health: local government, state, commonwealth. Improving school, home and community relationships.

Environmental health: air, water, noise pollution, garbage disposal. Family life, education: the reproductive system, prenatal development postpartum period, screening for disease, sex education in the infants school. Emotional health. Personal development in the infants school; mental health and the teacher, positive mental health in the infants classroom, starting school. Mood modifying substances: pills and potions. Consumer health education. Health services and guidance. Health in the school: the healthful school environment. Appraising the Infants School Health Programme.

Basic Texts:

Barthey, S. H. *et al.* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Cornacchia, H. J., Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St. Louis: Mosby, 1970.

Gardner, A. W., Roylance, P. J., *New Safety & First Aid*, London: Pan Books, 1970.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass., 1975.

Richmond, J. B. *et al.*, *Health & Growth*, Nos. I, II, III, Scott Foresman & Company, Glenview, 1971.

Turner, C. E., Randall, H. B., & Smith, S. L., *School Health and Health Education*, St. Louis: The C. V. Mosby Company, 1970.

14404 CURRICULUM HEALTH EDUCATION IIC—HEALTH AND PERSONAL DEVELOPMENT FOR SPECIAL EDUCATION

Semesters: IV and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Health Education I.

Objectives:

To provide teachers with an adequate health information background so that they may more fully understand problems of the retarded child. In this context the course may be a service course for the broad spectrum of other courses.

To help the teacher understand the retarded child's physical and emotional needs, to be able to communicate with the parents and become skilled in health appraisal of retarded children.

To help the teacher promote healthful school living conditions; to understand and utilize the health services available to the school; to promote methods and techniques which will help teachers in health instruction for the primary school; to help the teacher develop and maintain personal health, both physical and mental.

Content:

Health education: an introduction, the meaning of health, school health, its nature and purpose, the teacher's role in school health. Nature and cause of disabilities. Methods and materials: scope and sequence in curriculum design, conceptual approach, learning processes in health education, health teaching techniques, microteaching techniques for health.

Emphasis will be placed on meeting the needs of the special school child.

Safety education: home, school, community; safety factors for the special education setting.

The human body in health and disease: rest and exercise, weight control, fitness, relaxation, musculo-skeletal system, movement in the retarded malformations, Food: its digestion, assimilation, excretion of wastes, including dental health. Nutrition: dietary intake, deficiency diseases, metabolic disorders, e.g. Phenylketonuria. Respiration and circulation. Sense organs: the nervous system; eye, ear, skin; the brain injured child. Infectious disease: aetiology, causative agent, reservoir, vehicle, vector, host susceptibility. Historical figures in medicine. Heredity and genetics — genetic defects.

Community responsibility for health: local government, state and commonwealth. Environmental health: air, water, noise pollution, garbage disposal. Family life education: pregnancy and prenatal development, factors affecting the foetus, labour — birth processes and consequences, postpartum period — screening for disease; sex education in the primary school — special needs of the special education child.

Emotional health: personal development in the special school; the disturbances of mental health; mental health in the classroom; pressures on the retarded child's home. Mood modifying substances: pharmacological use of drugs, drug problems. Consumer Health Education. Health in the school: a healthful school environment. Appraising the School Health Programme.

Basic Texts:

Bartley, S. H. *et al.* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Cornacchia, H. J., Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St. Louis: The C.V. Mosby Company, 1974.

Gardner, A. W., Roylance, P. J., *New Safety & First Aid*, London: Pan Books, 1970.

Griffiths, M. I. (ed.), *The Young Retarded Child*, Edinburgh: Churchill Livingstone, 1973.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass., 1975.

Turner, C. E., Randall, H. B., & Smith, S. L., *School Health and Health Education*, St. Louis: The C. V. Mosby Company, 1970.

14408 HEALTH STUDIES IV—DISEASE: CHILDREN'S ILLNESSES AND DISABILITIES

4 class contact hours
8 week hours
96 semester hours

Objectives:

To give some knowledge of the causes of many of the illnesses and disabilities which can affect children and adolescents; help recognise the symptoms of the

more common childhood illnesses, to show how to cope with them should the need arise, and to give some confidence in handling emergency situations at school; increase understanding of the ways of preventing illnesses and how this may be implemented by parents and teachers; and make students aware of the health services available in the community.

Content:

Abnormalities of the new-born; prenatal and neo-natal causes. Hereditary and familial conditions; congenital malformations. The physically handicapped child; The mentally handicapped child. Disorders of sight, hearing and speech; Disorders of emotion and behaviour; Nutritional disorders. Infectious diseases and immunity; The parasitic diseases — worm and insect infestations. Disorders of the skin; The allergies and hypersensitivity. Accidents and emergencies — First Aid.

Basic Texts:

None.

14508 HEALTH STUDIES V—MENTAL AND EMOTIONAL HEALTH AND THE CLASSROOM

4 class contact hours
8 week hours
96 semester hours

Objectives:

To investigate:

Aspects of the mental health of children; of personality development and self-concept; the effect of varying classroom environments on the health of children; some means of evaluating classroom environment and interaction; agencies available to assist children with emotional problems.

Content:

Introduction; Neurological health; Emotions and emotional health; Emotional illness; Personality; Personality determinants; Some theories of development of personality; Aspects of anxiety; Emotional health and the child.

How schools are concerned with mental health and human relations; Human relations in the classroom; Group processes in the classroom; Diagnosing classroom learning environments; Interaction analysis; Assessment — teacher appraisal of children, reporting, referral; Conclusion.

Basic Texts:

Jones, K. L., Shainberg, L. W., Byer, C. O., *Emotional and Neurological Health*, San Francisco: Canfield Press, 1970.

Fox, R., Luszki, M. B., Schmuck, R., *Diagnosing Classroom Learning Environments*, Dubuque: William C. Brown, 1963.

Lazarus, R. S., *Personality*, New Jersey: Prentice-Hall, 1971.

14509 CURRICULUM HEALTH EDUCATION III

Semester: V

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Health Education I and II.

Objectives:

To extend the health education background of primary school teachers so that they may become Health Education Co-ordinators within the school.

To promote methods and techniques which may help the teacher act as a resource teacher and co-ordinator of health education in the primary school, and to further help the teacher to promote a healthful school living environment and liaise with community agencies in the promotion of health education within the school and community.

Content:

The primary school health education programme, purpose and organization, orientation in health education, co-ordination of school and community efforts. Healthful school living: the physical and emotional environment, planning school environments, school safety. A requisite of this course will be a recognised First Aid Certificate, e.g. St. John Ambulance.

Health services: health appraisal of primary school children, health guidance, documentation, counselling children and parents. Using health agencies in the community: referral of the primary school child.

Administration of school health education: the school health co-ordinator and his task; the advisement role; planning and organizing for health teaching, curriculum planning, units of work and integrated teaching approaches to health, critical incident approach, conceptual approach, cyclic approach to planning.

Comprehensive family life programme for the primary school. Emotional needs of the primary school child: child growth and development factors, positive mental health programme. Matter and method in primary school health: additional teaching topics in primary school health, selecting primary school health films.

Comparative health education programme: health education in other countries, health education needs of varying communities; varieties of background — the migrant family area, the Aboriginal family. History of health in Australia: patterns of the past. Health education beyond the classroom. Evaluation in health education in the primary school.

Basic Texts:

Cornacchia, H. J., Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St. Louis: The C.V. Mosby Company, 1974.

Scott, G. D. and Carlo, M. W., *On Becoming a Health Educator*, Iowa: Wm. C. Brown Company, 1974.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass., 1975.

14510 HEALTH EDUCATION

Semester: I

1 class contact hour
2 week hours
24 semester hours

Objectives:

To provide teachers with information regarding the cause, prevention and treatment of the disabilities of children so that they may better understand the medical problems of the atypical child and his family; to help the teacher to understand the physical and emotional needs and health problems of the retarded child and ways of coping with problems which arise at school; to make teachers aware of the health services available in the community, and of aspects of teaching of health education in special education settings.

Content:

The Human Body in Health and Disease — The systems of the body; the nature and cause of illnesses and disabilities; heredity and genetics, genetic defects, heredity disorders, genetic counselling; pregnancy and childbirth; factors affecting the pre-natal, peri-natal and postpartum periods, screening of the newborn, congenital defects.

The Nervous System: the Sense Organs — disorders of the eye and ear, damage of the central nervous system, disturbance of brain function.

The Endocrine System: abnormalities of the endocrine glands.

The Skeletal and Muscular Systems: malformations of muscles and bones.

The Digestive System: malnutrition and deficiency diseases.

Health problems of the Retarded Child: common infectious diseases of childhood; allergies; disorders of the skin; accidents, first aid; human sexuality; disturbances of mental health; drug problems.

Teaching of health in special schools.

Basic Texts:

Barthey, S. H. *et al.* (eds.), *Life and Health*. Del Mar: C.R.M. Books, 1974.

Wheatley, G. M. and Hallock, G. T., *Health Observation of School Children*. New York: McGraw-Hill, 1965.

14701 HEALTH EDUCATION—HEALTH AND PERSONAL DEVELOPMENT IN THE SECONDARY SCHOOL

Part I

1 class contact hour
2 week hours
24 semester hours

Objectives:

To develop an understanding of social and personal factors leading to poor physical and mental health both in the school and in the community.

To extend the understanding of those factors that can help the teacher to promote both physical and mental health of this pupils.

To examine the contribution all teachers may make to the personal health and development of students in the secondary school.

Content:

The broad spectrum of health and morbidity; the bases of personal development; personal health care; food and nutrition; chemical alteration of behaviour; communicable and non-communicable disease; consumer health education; the school and physical health; the school and mental health; environmental health and safety.

Basic Texts:

Bartley, S. H. *et al* (eds.), *Life and Health*. Del Mar: C.R.M. Books, 1974.

Anderson, C. L., *Community Health*, St. Louis: C.V. Mosby, 1969.

Ehrlich, P. R., *The Population Bomb*, New York: Ballantine Books, 1968.

DeBell, G. *et al*, *The Environmental Handbook*, New York: Ballantine Books, 1970.

Mathematics

15102 GENERAL MATHEMATICS

Semesters: I and III

3 class contact hours
6 week hours
72 semester hours

Objectives:

This single semester unit is designed for the student with limited background in Mathematics, but interest in extending his knowledge.

It will provide an introduction to selected branches of Mathematics with the aim of developing some appreciation of the methods and nature of Mathematics.

This unit may not be taken in sequence with Algebra I.

Content:

Number Systems: Natural Number System, System of Integers, System of Rational and Real Numbers, The Complex Number System.

Theory of Numbers: Prime Numbers, Greatest Common Divisor, Least Common Multiple, Prime Product Theorem, Fundamental Theorem of Arithmetic, Divisibility Rules.

Mathematical Systems: Modular, Groups, Vectors.

Boolean Algebra: Basic definitions and properties.

Logic: Mathematical Sentences, Compound Statements, Implication and Logical Equivalence, Negation, Converse and Inverse, Contrapositive and Tautology, Laws of Logic, Deduction in Mathematics.

Topology: Connectivity. Networks. Necessary and sufficient conditions for a traversable network. Euler's formula. Map colouring. Metric spaces. Topological space.

Basic Texts:

None.

15103 COMPUTING I

Semesters: I and III

3 class contact hours
6 week hours
72 semester hours

Objectives:

To introduce the basic concepts of computing, and provide an appreciation of some of the applications of computers. The student will be able at the conclusion to design an algorithm for the solution of a problem, and to write a Fortran programme to accomplish the task.

Content:

Introduction to Data Processing: Basic concept of Input-Process-Output. The need for mechanization. Development of E.D.P.

Basic Machine Organization: Elements of a computing system. Stored programme concept.

Machine Language Programming: Operation codes and addresses. Elementary flowcharting ideas.

Basic Hardware Concepts: Core storage. Accumulators and registers. Internal representation, Binary and Floating Point. Integer and Real Arithmetic.

Assembly Language and Assemblers: Development of Assemblers.

Problem Oriented Languages: Development of Compilers. Development of high level languages, Fortran, Cobol.

The Fortran Language: Variables and Constants. Integers and Reals. Assignment Statements. Arithmetic Expression. Conditional and Unconditional Branches.

Input-Output: Peripheral equipment. Read-Write statements and Formats.

Dimensioned Arrays: Setting up arrays in Fortran. DO statements and nested loops.

Monitor System.

Systems Flowcharting.

Basic Texts:

None.

15104 CALCULUS I

Semesters: I, II and III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Previous background knowledge of Calculus from a secondary school course is required.

Objectives:

To provide for an understanding of the basic principles and methods of Calculus, and an appreciation of the role played by Calculus in the solution of physical problems.

Content:

Transcendental Functions: Trigonometric functions. Inverse trigonometric functions. Logarithmic functions. Exponential functions.

Differentiation: Functions, limits and continuity. The Derivative. Methods and rules of differentiation.

Applications of Differentiation: Curve sketching. Maxima and Minima.

Plane Analytic Geometry: The tangent and normal. The circle, parabola, ellipse and hyperbola.

Integration: The indefinite integral. Area under a curve. Computation of areas as limits. The definite integral and the Functional Theorem. Integration of basic forms. Partial fractions. Integration by parts. Substitution methods.

Applications of Integration: Areas and volumes. Length of a curve. Surface of revolution. Approximate methods of integration.

Basic Text:

Thomas, G. B., *Calculus and Analytic Geometry, Part I*. Massachusetts: Addison-Wesley, 1972.

15108 CURRICULUM MATHEMATICS I**Semester: I or II or III**

3 class contact hours
6 week hours
72 semester hours

Objectives:

Through consideration of fundamental concepts and methods of Mathematics, this unit aims at increasing the student's knowledge and understanding of Mathematics, as well as providing basic preparation for teaching.

Content:

Approaches to mathematics teaching and learning.

Foundations of Numeration: Sets, Conservation, Equivalence, Cardinal number, Ordinal number.

Numeration System: Historical development, Non-decimal systems, Decimal numeration.

Operations and Basic Facts: Meanings of operations, Discovery, organization and practice of facts, Laws of Numbers.

Algorithms for Counting Number Operations: Development and understanding of algorithms.

Rational Number System: Decimal numeration system; Development and understanding of algorithms.

Set Theory: Operations — binary, unary; Laws of Set Operations; Applications.

Relations: Properties, Types.

Functions: Mappings; Number plane.

Basic Texts:

D'Augustine, C. H., *Multiple Methods of Teaching Mathematics in the Elementary School*. New York: Harper and Row, 1973.

Williams, E. M. and Shuard, H., *Primary Mathematics Today*. Sydney: Longmans, 1971.

15202 STATISTICS**Semester: II**

3 class contact hours
6 week hours
72 semester hours

Objectives:

To introduce students to the concepts, computational procedures and applications of statistics so that they appreciate some significant conclusions to be drawn from a set of data and also interpret literature in education and other studies with more understanding.

Content:

Methods of Representing Data.

Frequency Distributions and their Graphic Representation: Histogram. Frequency polygon. Frequency curve. Cumulative frequency curve.

Measures of Central Tendency: Arithmetic mean, median, mode. Quartile, decile, percentile. Calculation of these measures.

Measures of Variation: Standard deviation. Skewness. Quartile range, Mean deviation.

Probability.

Binominal Distribution and Probability.

The Normal Distribution and the Central Limit Theorem.

Sampling.

Hypotheses Testing: t test. chi square test.

Correlation: Product moment. Rank correlation methods.

Introduction to Analysis of Variance.

Basic Texts:

None.

15203 COMPUTING II

Semesters: II and IV

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Computing I.

Objectives:

To extend the work of Computing I. The unit is oriented towards the student of Mathematics and Education, and provides more advanced programming techniques for the solution of more difficult problems and investigates the uses of computers in the field of Education.

Contents:

Elementary Boolean Algebra: Axioms and Theorems. Application to Set Theory. Application to Switching Networks. Design of a Full Binary Adder.

Magnetic Tape: Uses of magnetic tape. Physical and Logical records and IRG's. I/O Statements in Fortran. Edited and Binary Modes.

Disk and Drum Files: Modes of Access. I/O Statements in Fortran.

Advanced Fortran: Declaration Statements. Logical Variables. Data Statements. Further I/O Statements.

Functions and Subroutines: External Functions. Library routines. Common Areas.

Uses in Education: Programmed Instruction. Testing Procedures. Report Generation.

Basic Texts:

None.

15204 CALCULUS II

Semesters: II and IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Calculus I.

Objectives:

To extend the student's knowledge and understanding of Calculus to include functions of more than one variable and differential equations, and to consider applications of Calculus to the solution of physical problems.

Content:

Multiple Integrals: Double integrals. Area by double integrals. Volume by triple integrals. Surface area.

Partial Differentiation: Functions of more than one variable. The directional derivative. The tangent plane and normal line. Chain rule. Total differential. Maxima and minima. The method of least squares. Higher order derivatives.

Differential Equations: First order — Variables separable; Homogeneous; linear; Exact. Second order.

Applications of Calculus — Dynamics: Newton's Laws. Harmonic motions. Motion in a resisting medium. Gravitation.

Basic Text:

Thomas, G. B., *Calculus and Analytic Geometry Parts I and II*. Massachusetts: Addison-Wesley, 1972.

15406 CURRICULUM MATHEMATICS IIA—PRIMARY**Semesters: IV, V and VI**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Mathematics I.

Objectives:

Through detailed investigation of approaches to the treatment of topics not included in Curriculum Mathematics I, this unit will continue the preparation of students for teaching Mathematics in primary grades.

Content:

Algorithms for Counting Number Operations: Analysis of learning stages, Practice of algorithms, Diagnosis and treatment of common difficulties.

Rational Number System: Fractions, Development and understanding of algorithms.

Problem Solving: Investigation and discovery of patterns, Applications of mathematical operations.

Measurement: Historical, Metric, Concepts and skills.

Graphs: Data — collection, presentation, interpretation.

Shapes and Geometry: Topological and Euclidean concepts.

Planning and programming Mathematics.

Basic Texts:

None.

15407 CURRICULUM MATHEMATICS IIB—EARLY CHILDHOOD

Semesters: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Mathematics I.

Objectives:

Through more extensive analysis of topics commenced in Curriculum Mathematics I, and through detailed investigation of approaches to the treatment of other topics, this unit will prepare students for teaching mathematics in infants grades.

Content:

Pre-number concept development; Sets and the development of number concepts; Numeration; Basic Operations and Study of Numbers; Measurement; Historical, Metric, Concepts and skills.

Problem Solving: Investigation and discovery of patterns; Applications of number operations; Shapes; Graphs; Data — collection, presentation, interpretation; Planning and programming Mathematics.

In the treatment of the above topics the place of structured aids, environmental materials, learning kits and individualized programmes, in a variety of learning situations, will be considered. Students will be introduced to developments and research in the teaching and learning of Mathematics.

Basic Texts:

None.

15408 CURRICULUM MATHEMATICS IIC—SPECIAL EDUCATION

Semester: V

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Mathematics I.

Objectives:

To enable students to examine methods of isolating areas of inadequate concept formation in Mathematics and to develop a variety of techniques for re-patterning the child's thought processes and Mathematical experiences.

Content:

General Principles: Causes underlying difficulties in Mathematics, Methods of Identifying and isolating different levels of Mathematical performance, Setting realistic behavioural objectives for the child who is a slow learner in Mathematics.

Study of Curriculum Areas: Development of number concept, Meaning of the operations, Algorithms for the operations, Measurement, Spatial relations, Graphs, Rational Numbers.

The study of these areas will include a detailed examination of the use of a variety of concrete and structured materials which may be used in providing appropriate experiences for the slow learning child.

Classroom techniques for individualizing instruction in Mathematics: Grouping, Laboratory approaches, Appropriate mathematics kits, Programmed learning.

Basic Texts:

None.

15505 PRIMARY RESOURCE MATHEMATICS

4 class contact hours
8 week hours
96 semester hours

Objectives:

To give an introduction to the theoretical background to the study of mathematical learning.

To enable students to identify specific deficits in concept and skill attainment, to undertake task analyses and develop programmes and techniques for remediation.

To examine the special needs of fast learners in mathematics.

Content:

Implications of learning theories.

Causes underlying difficulties in mathematics. Dyscalculia.

Achievement, diagnostic and readiness tests.

Principles of diagnosis and remediation. Precision teaching.

Elementary set theory and the development of number concept.

The meaning of the four operations and the development of their algorithms.

Problem solving and flow charting.

Rational number.

A variety of concrete and structured materials will be examined.

Basic Texts:

Ashlock, R. B., *Error Patterns in Computation*. Columbus, Ohio: Charles E. Merrill, 1976.

Heddens, J. W., *Today's Mathematics*. U.S.A.: S.R.A., 1975.

Riesmann, F. K., *A Guide to the Diagnostic Teaching of Arithmetic*. Columbus, Ohio: Charles E. Merrill, 1972.

15507 ALGEBRA I**Semester: V**

4 class contact hours
8 week hours
96 semester hours

Prerequisites:

Three units of Mathematics.

Objectives:

To provide an introductory examination of some important mathematical systems. The emphasis will be on the isolation of common underlying structures and a study of some of the implications of these structures.

Content:

Number Systems:

The Natural Number System; The Real Number System; The System of Integers and Ordered Domains; The Systems of Rational and Real Numbers and Ordered Fields; Intuitive approach to Complex Numbers; Formal Development of Complex Numbers; Geometrical Representation of Complex Numbers; Complex Numbers and Polynomial Equations.

Sets and their Applications.

Basic Terminology; Set Algebra; Functions; Lattices; Boolean Algebra; Switching Networks; The Algebra of Logic.

Basic Texts:

None.

15508 CURRICULUM MATHEMATICS III

Semesters: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

One of the units Curriculum Mathematics IIA, IIB or IIC.

Objectives:

This unit is for students who have a special interest in teaching Mathematics. It is designed to explore topics which could be part of a normal or extension programme in Mathematics. It is hoped that students will develop confidence to teach these topics, and also to find an interest in the changing forms of mathematical expression.

Content:

Topics for Study: Number patterns and Theory of Number, Aspects of the History of Mathematics, Mappings and Functions, Sets and Logic, Transformation Geometry, Rotations and Groups, Topology, Curve Stitching, Probability, Flow Charting.

Planning and programming in Mathematics: Programming a topic, Planning an individualized programme, Evaluation of programme.

Basic Texts:

None.

15509 MATHEMATICS I

Semester: I

4 class contact hours
8 week hours
120 semester hours

Objectives:

To assist teachers to develop efficient ways of teaching Mathematical skills and concepts to atypical children. Specifically the unit aims to:

give students an introduction to the theoretical background to the study of mathematical learning and development in typical and atypical children;

present some of the causes underlying difficulties in mathematics, and enable students to examine methods of identifying different levels of mathematical performance and of isolating specific deficits in concept and skill attainment;

enable students to undertake task analysis of various mathematical activities;

enable students to select and develop programmes and techniques for remediating specific difficulties in mathematics and for repatterning the child's problem-solving approaches and mathematical experiences;

enable students to analyse and develop curricula which are appropriate to atypical children.

Content:

Theoretical Background to Mathematics Learning:

A consideration of various approaches to the question of how the child learns mathematics. This unit will consider both developmental and behaviour modification approaches and will concern itself with the views of e.g. — Piaget, Bruner, Dienes, Skinner, Bijou, Gagne.

The Diagnosis-Remediation Model: Diagnosis of Difficulties in Mathematics — Causes underlying difficulties in mathematics; Methods of identifying levels in mathematical performance: general principles of diagnostic test development; application to the construction of diagnostic tests aimed at specific areas of difficulty; review of commercially available tests; interview techniques and follow-up procedures.

Remediation Techniques — Setting realistic mathematical behaviour objectives for the atypical child; Development of teaching programmes and techniques.

The Behaviour-Modification Model:

Analysis of Required Behaviours — 1. Task analysis of specific mathematical activities; 2. Hierarchical structuring of mathematical abilities.

The activities analysed here will be selected from those discussed during the curriculum study section in Remediation Techniques above.

Instructional Techniques — 1. Design of physical environment: the mathematics classroom; 2. Development of motivational system for guiding work-study behaviour; 3. Development of motivational system for guiding mathematical behaviour; 4. Development of instructional procedures in mathematics. Development of instructional materials.

Basic Texts:

Ashlock, R. B., *Error Patterns in Computation*. Columbus, Ohio: Charles E. Merrill, 1976.

Heddens, J. W., *Today's Mathematics*. U.S.A.: S.R.A., 1975.

MacDonald, T. H., *Basic Mathematics and Remedial Instruction*. Sydney: Angus & Robertson, 1972.

Reisman, F. K. A., *Guide to the Diagnostic Teaching of Arithmetic*. Columbus, Ohio: Charles E. Merrill, 1972.

15510 SECONDARY RESOURCE MATHEMATICS

Semesters: I or II

3 class contact hours
6 week hours
72 semester hours

Objectives:

This subject is designed for secondary teachers who, while not trained specially to teach mathematics, may in addition to fulfilling their role as remedial reading teachers, be required to carry out some diagnosis and remediation in mathematics at an elementary level.

To enable students to identify specific deficits in concept and skill attainment, to undertake task analyses and to develop programmes and techniques for remediation.

Content:

Aims and principles of instruction in mathematics. Implications of learning theories to the teaching of mathematics. Common causes of difficulties in mathematics. Principles of diagnostic test construction, diagnosis and remediation. Review of commercial tests. Precision teaching. Error patterns in computation. An examination of some case studies. The teaching of selected topics, e.g. directed number, reflections. A variety of structured material, kits and audio-visual aids will be studied and used.

Basic Texts:

Ashlock, R. B., *Error Patterns in Computation*. Columbus, Ohio: Charles E. Merrill, 1976.

Heddens, J. W., *Today's Mathematics*. U.S.A.: S.R.A., 1975.

15607 ALGEBRA II

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Algebra I.

Objectives:

To extend the study of mathematical systems commenced in Algebra I. It is designed to give further emphasis to the importance of algebraic structure and to examine some of the applications of particular mathematical systems.

Content:

Vectors and Matrices:

Vectors; Matrix notation — Addition and Scalar Multiplication; Matrix Multiplication and Linear Transformations; Row Equivalence of Matrices; Non-singular Matrices; Equivalence of Matrices; Simultaneous Linear Equations; Homogenous Linear Equations; Linearly Independent solutions of Systems of Linear Equations; Determinants; Minors and Cofactors; Adjoint and Inverse of a Matrix; Eigenvalues and Eigenvectors; Determinants and Vectors.

Groups:

Intuitive approach to Groups; Formal Definitions and Basic Properties; Concept of Subgroup and Generators; Isomorphism; Abstract Rings and Fields.

Basic Texts:

None.

15609 MATHEMATICS II**Semester: II**

1 class contact hour
3 week hours
36 semester hours

Pre-requisite:

Mathematics I.

Content:

Applications of Method and Theory in Mathematics Instruction.

Discussion of students' in-school experience in the light of the theories and techniques encountered in Unit 1.

Design and implementation of a diagnostic-remediation/behaviour-modification programme in mathematics with a selected group of children.

Basic Texts:

Ashlock, R. B., *Error Patterns in Computation*. Columbus, Ohio: Charles E. Merrill, 1976.

Heddens, J. W., *Today's Mathematics*. U.S.A.: S.R.A., 1975.

MacDonald, T. H., *Basic Mathematics and Remedial Instruction*. Sydney: Angus & Robertson, 1972.

Reisman, F. K. A., *Guide to the Diagnostic Teaching of Arithmetic*. Columbus, Ohio: Charles E. Merrill, 1972.

Peterson, D., *Functional Mathematics for the Mentally Retarded*. Columbus, Ohio: Charles E. Merrill, 1973.

15703 MATHEMATICS IA

Part I

4 class contact hours
8 week hours
96 semester hours

Objectives:

Through a detailed analysis of current mathematics curricula and a study of methods of planning, organizing and implementing these curricula, this unit aims at introducing students to the teaching of mathematics at the Junior Secondary level.

Content:

Planning: Lesson planning; topic analysis; unit planning; classroom organization; evaluation and assessment procedures.

Use of teaching aids: Textbooks; kits; audio-visual aids.

The Primary Mathematics Curriculum.

Teaching of Selected Topics in Junior Secondary School: Arithmetic of Counting Numbers and Rational Numbers; Integers and Real Numbers; Concepts, notations, operations of sets; pronumerals, sentences; introduction to Transformation Geometry.

15704 MATHEMATICS IB

Part I

4 class contact hours
8 week hours
96 semester hours

Co-requisite:

Mathematics IA.

Objectives:

Through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this unit is designed to encourage the student to develop his own consistent philosophy of teaching mathematics and to provide a framework on which he may base his teaching of mathematics in secondary school.

Particular emphasis will be placed on a detailed study of the content and methods of teaching current Senior Secondary School curricula in mathematics.

Content:

Objectives of teaching mathematics.

Planning: lesson planning; course planning; evaluation.

Use of Aids: Textbooks; Models; Audio-Visual Aids.

The teaching of selected topics in Senior Secondary School Mathematics: Calculus and its application; analytical geometry; trigonometry and its applications; number systems; complex numbers; special functions; determinants and linear transformations.

Basic Texts:

None.

15803 MATHEMATICS IIA**Part II**

4 class contact hours
8 week hours
96 semester hours

Objectives:

See 15703.

Content:

Approaches to Learning Mathematics: Individualized work; use of the Library; relating Mathematics to the Environment.

Teaching of Selected Topics in Junior Secondary School: Methods of teaching selected topics in arithmetic; sets and logic; algebra — algebraic expressions, equations and inequalities; geometry — congruence and enlargement transformations; measurement; traditional geometry; co-ordinate geometry; trigonometry; statistics; enrichment topics — patterns and sequences, codes, matrices, determinants.

Basic Texts:

None.

15804 MATHEMATICS IIB

Part II

4 class contact hours
8 week hours
96 semester hours

Co-requisite:

Mathematics IIA.

Objectives:

See 15704.

Content:

Providing for individual differences: the gifted child; the unsuccessful child; individualized learning; laboratory techniques.

Aids and Equipment: calculators and computers; the library.

School Mathematics Curricula: examination of current curricula; recent developments in curricula construction; experimental projects.

The teaching of selected topics in Senior Secondary School Mathematics: theoretical arithmetic; algebra of polynomials; calculus and its application to elementary dynamics; theory of probability; sequences and series; computing.

Basic Texts:

None.

Music

16102 INTRODUCTION TO GUITAR I

Semesters: I and III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Students must be beginners or near beginners at guitar.

Objectives:

To provide instruction in the basic chords of the guitar, so that students may accompany simple songs, and a graded course of study in classic guitar techniques.

Content:

Fundamental guitar techniques will be taught to cover the material in Basic Texts. In addition students will be taught chord progressions to be applied to simple songs.

Basic Texts:

Guitar I — Chearer, Aaron, *Classic Guitar Technique*, Vol. 1, Ricordi.

Guitar II — Carcassi, Matteo, *Guitar Method*, Part I, Schott & Co.

16105 ASSOCIATED LEARNINGS—MUSIC

Semester: II

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

None.

Objectives:

To give opportunity for experiences in aspects of Music, so that the students may extend their background knowledge and develop basic skills which will relate to areas of Physical Education.

Content:

Development of musicianship — through rhythmic and aural activities, use of the body as an instrument, movement and music.

Instrumental music — developing the basic skills in playing tuned and untuned percussion instruments.

Listening — the building of a repertoire of listening pieces, to be used in association with creative dance and other areas of work in Physical Education.

Basic Texts:

These will be supplied by the Music Department.

16112 INSTRUMENTAL WORKSHOP I

Semester: I

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None, although some music background is preferred.

Objectives:

To provide the opportunity of developing some skills in the study of musical instruments, of developing a greater understanding of music and of gaining confidence and a sense of sharing enjoyment in the ensemble situation.

Content:

Practical work will involve individual and ensemble playing of instruments. Listening will include such aspects of music as history, form, and style.

Basic Texts:

Practical: Tutor books in the selected instruments.

Listening: Miller, H. M., *History of Music*. London: Harper and Row, 1973.

16113 CURRICULUM MUSIC I

Semesters: I, II or III

3 class contact hours
6 week hours
72 semester hours

Objectives:

To provide students with experiences in aspects of music as an introduction to the development of skills to the teaching of school music.

Content:**1. Singing:**

Songs featuring progressively more complex aspects of musical notation will be taught so that the student gradually builds a repertoire of songs suitable for singing in the primary school.

2. Listening:

Music which can be used in the primary school will be studied in class. This work will also include an introduction to the main instruments of the symphony orchestra.

3. Instrumental:

- a. Recorder — this instrument will be taught in class to all students as a practical means of reading and performing music.
- b. Tuned and untuned percussion — e.g. triangle, tambourine, glockenspiel and xylophone. Basic skills in these instruments will be developed by means of percussion scores, song accompaniments and instrumental pieces.

4. Formal Work:

Development of general musicianship will be taught in association with 1, 2 and 3 above.

5. Broadcasts:

Methods of using the A.B.C. Radio Music Broadcasts for primary school will be discussed.

Basic Texts:

Salkeld, Robert, *Play the Recorder*, Book I. London: Chappell, 1962.

A.B.C. Broadcast Book, Sydney: Australian Broadcasting Commission.

16118 CHORAL MUSIC I**Semester:**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Some experience in part-singing an advantage, but not a necessity.

Objectives:

To study and perform choral music from various periods of musical history; to

learn the essentials of good voice production and technique so that students may enjoy the satisfaction that comes from such group music-making.

Content:

During the three Semesters, Music will be selected from:

Choral music before 1700.

Choral music of the Polyphonic period, Bach and Handel in particular.

Choral music of the Classical and early Romantic Periods (e.g. Mozart, Beethoven, Schubert, etc.).

Choral music of the late Romantic Period and 20th Century (e.g. Brahms, Vaughan Williams, Britten, etc.).

Basic Texts and References:

All music needed will be provided by the Music Department of the College.

16202 INTRODUCTION TO GUITAR II

Semesters: II and IV

Refer to 16102.

16203 INTRODUCTION TO PIANO II

Semesters: IV, VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Introduction to Piano I.

Objectives:

To provide graded course of study so students may proceed at their own pace, according to their own abilities, to learn to play the piano with maximum enjoyment and satisfaction.

Content:

Basic piano techniques will allow students to play the required pieces from the books listed under "Basic Texts" plus elementary technical work. This includes some scales plus elementary theory and aural training essential to progress.

Basic Texts:

Kasschau, Howard, *Piano Course, Book One*, Sydney: Chappell and Co.

Thompson, John, *Modern Course for the Piano, Book One*, Melbourne: Allan and Co.

Eckstein, Maxwell, *Let's Have Music for Piano, Books One and Two*, Melbourne: Allan and Co.

Stainkaph, Eileen, *Essential Theory Papers, First, Second and Third Grades*, Melbourne: Allan and Co.

Johnstone, J. Alfred, *Rudiments of Music*, Melbourne: Allan and Co.

16212 INSTRUMENTAL WORKSHOP II**Semester: II**

Refer to 16112.

16218 CHORAL MUSIC II**Semester: II**

Refer to 16118.

16311 INSTRUMENTAL STUDIES III**Semester: III**

5 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Instrumental Studies II.

Objectives:

To provide the opportunity for the serious study of an instrument — Piano or Flute or Guitar — and to use this as a focus for the growth of musical perception and musicianship in general; give the student a basic knowledge of the history of music and development of musical form; provide the opportunity for students to be actively involved as performers and critical listeners as part of their musical development.

Content:

1. Instrumental Study.
2. Aural — theory training related to instrumental study.

3. Broadening of musical background—
 (i) History — listening (classical).
 (ii) Preparation for and attendance at selected public performances.

Basic Texts:

None.

16312 INSTRUMENTAL WORKSHOP III

Semester: III

Refer to 16112.

16318 CHORAL MUSIC III

Semester: III

Refer to 16118.

16411 INSTRUMENTAL STUDIES IV

Semester: IV

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Instrumental Studies III.

Objectives:

As for Instrumental Studies III.

Content:

As for Semester III except for: 3(i) History — Listening (Romantic).

Basic Texts:

None.

16414 CURRICULUM MUSIC IIA

Semesters: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Music I.

Objectives:

To provide opportunities for exploring the singing, listening and instrumental repertoire. To extend creative ideas, and to make students familiar with major developments in music for early childhood education.

Content:

Singing:

Repertoire will include action and movement songs, singing games, songs for choir and assembly, students' own compositions.

Listening:

Presentation of diverse types of music for repertoire extension—

to demonstrate various vocal and instrumental combinations;

to emphasise development in concepts of melody, rhythm, expression.

Instrumental and Creative Activities:

The skills of reading, melody writing and performing music will be extended.

A variety of approaches, such as Kodaly, Orff, Suzuki, will be used.

There will be some emphasis on music and movement and integration with other fields of education.

Basic Texts:

None.

16415 CURRICULUM MUSIC IIB

Semesters: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Music I.

Objectives:

To provide opportunities for the student's development in the understanding and the skills of music by singing, by playing instruments and by listening to a variety of music so that greater confidence may be gained in dealing with music in the Primary School.

Content:**Singing:**

Extension of repertoire of unison songs, rounds, songs with descants and part songs suitable for Primary School children.
Conducting class singing.

Instrumental:

Recorder playing.

Playing from percussion scores.

Tuned and untuned percussion accompaniments to songs.

Listening:

Continuation of listening to and discussing works.

Illustrating a variety of styles.

Creative activities:

Writing of speech rhythms.

Writing tunes to rhythms and words.

Chord writing to form song accompaniments.

Basic Text:

Wheeler and Raebeck, *Orff and Kodaly Adapted for the Elementary School*.
Dubuque, Iowa: Wm. C. Brown Co.

16511 INSTRUMENTAL STUDIES V**Semester: V**

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Instrumental Studies IV.

Objectives:

As for Instrumental Studies IV.

Content:

As for Semester IV except for: 3. (i) History — Listening (Late Romantic); 4. Ensemble Work; 5. Performance with audience.

Basic Texts:

None.

16517 MUSIC**Semester: II**

2 class contact hours
4 week hours
48 semester hours

Objectives:

To develop an understanding of, and an ability to work with, very basic elements, concepts and relationships in music; to develop self reliance on the part of teachers so that they will be basically equipped to devise their own exercises for their own particular children; to provide resources.

Content:

1. The nature of sound, natural sound, ordered sound, organized sound, and music, in relation to human emotional and physical response — with reference to the task.
2. Uses of sound in relation to child growth — in the areas:
 - a. Spatial — physical awareness and confidence.
 - b. Emotional awareness and confidence.
 - c. Intellectual realizations and confidence.
3.
 - a. The nature of the very basic concepts and very basic relationships in the field of organized sound.
 - b. Creating activities, keeping to child levels in 2a, b, c above, including levels of awareness in sound relationships.
 - c. Devising progressions — related to child problems — for natural development in 2a, b, c above, keeping to child level of awareness in sound relationships.
4. Nature of response to rhythm in areas 2a, b, c above. Objectives, game ideas and classroom method in eurhythmics.

Basic Texts:

None.

16611 INSTRUMENTAL STUDIES VI

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Instrumental Studies V.

Objectives:

As for Instrumental Studies V.

Content:

As for Semester V except for: 3. (i) History — Listening (to the present day).

Basic Texts:

None.

Physical Education

17108 PHYSICAL EDUCATION I

Semester:

4 class contact hours
6 week hours
72 semester hours

PART A — THE PHYSIOLOGICAL ASPECTS OF HUMAN MOVEMENT I

Objectives:

To introduce students to the structure and function of the skeletal, nervous and muscular systems and to consider the influence of these upon physical performance.

Content:

Two hours per week in the theoretical study of the structure, function and influence of the skeletal, nervous and muscular system as related to the performance of physical activity; supplementary laboratory experience.

Basic Text:

Jensen, Clayne and Schultz, Gordon, W., *Applied Kinesiology*. New York: McGraw-Hill, 1970.

PART B — PRACTICAL COURSE RELATED TO GYMNASTICS

Objectives:

To acquire and develop the basic skills, techniques and rules applicable to gymnastics; enrich the knowledge of scientific principles governing body movements and control; perform with grace, style and rhythm skills and sequences both on floor and apparatus for personal enjoyment and to extend the professional knowledge of the student in this field.

Basic Text:

Drury, Blanche and Schmid, Andrea Bodo, *Gymnastics for Women*. California: National Press Books, 1970.

17109 CURRICULUM PHYSICAL EDUCATION I

Semesters: I, II and III

3 class contact hours
6 week hours
72 semester hours

Objectives:

To give students a *basic understanding of the principles* of teaching Physical Education to children in Primary School; and to study the content of programmes offered to children in the areas of dance, gymnastics and games.

Content:

Dance and Gymnastics: Aims and objectives of Physical Education in Primary School; principles of organization of the class, apparatus and safety precautions; explanation, practice and discovery methods in the teaching of gymnastics; programme and lesson planning; fundamental principles of physical fitness development; explanation, practice and expression methods in the teaching of dance; analysis of movement principles.

Games:

Children's play interests at Infants and Primary level; analysis of technique and methods or organisation for practice of the basic skills of games.

Basic Texts:

Cust, Janelle. *Creative Dance*. Sydney: Physical Education Publication Co-operative, 1974.

Stirrat, Margaret, H. *Introducing Educational Gymnastics in the Primary School*. Sydney: Physical Education Publication Co-operative, 1972.

AND

Schurr, Evelyn. *Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education*. New York: Appleton-Century-Crofts, 1967.

OR

Vannier, M., Foster, M., and Gallahue, D. L. *Teaching Physical Education in Elementary Schools*. Philadelphia: W. B. Saunders, 1973.

OR

Kirchner, Glen. *Physical Education for Elementary School Children*. U.S.A.: William C. Brown.

SWIMMING SCHOOL

In addition to the content outlined above, students must satisfy the requirements

of the swimming school, held in the last week of Semester II for all first year students.

Aims of The Swimming School:

To teach those students who cannot swim, to swim with confidence a distance of 30 metres; to provide an opportunity for all students to learn lifesaving techniques suitable for Australian conditions and to qualify them for the organization and instruction of the swimming classes of the Department of Education.

17115 THE SCIENCE OF MOVEMENT I—HUMAN ANATOMY

Semester: I

3 class contact hours
5 week hours
60 semester hours

Objectives:

To introduce students to anatomical systems of the human body, with emphasis upon identification of anatomical structure; and to provide a structural basis for subsequent Physiology and Growth and Development Studies.

To provide a structural basis for subsequent Physiology and Growth and Development Studies.

Content:

Theoretical study concerned with identification of the anatomical structures of the body's systems. Supplementary laboratory experience will be provided.

Topics to be considered will include:

Basic terminology.

General Osteology.

The Skeletal System.

The Muscular System.

The Circulatory System.

The Respiratory System.

The Digestive System.

The Nervous System.

Basic Texts:

Crouch, James E., *Functional Human Anatomy*. Philadelphia: Lea and Febiger, 1965.

Lockhart, R. D., Hamilton, G. F. and Fyfe, F. W., *Anatomy of the Human Body*. Philadelphia: J. B. Lippincott Co., 1965.

17117 HUMAN PERFORMANCE STUDIES I—DANCE

CREATIVE DANCE

Semester: I

2 class contact hours
4 week hours
48 semester hours

Objective:

To give students a theoretical and practical understanding of the analysis of movement in relation to dance on which to base the following four semesters of dance studies.

Content:

Practical work on the skills and techniques of dance.

Simple dance composition.

Aims, objectives and values of teaching creative dance in the school.

Movement analysis.

Use of stimuli and accompaniment.

Basic Text:

Cust, J. *Creative Dance*. Sydney: Physical Education Publications, 1974.

17119 HUMAN PERFORMANCE STUDIES I—SPORT

Semester: I

4 class contact hours
6 week hours
72 semester hours

Objectives:

To provide understanding of principles and methods of teaching of basic skills and children's games, volleyball, basketball and track and field activities; and to provide for the student's personal development in knowledge and skill in these areas.

Content:

Two hours per week for a unit of six weeks in each of the above areas will be required.

Basic Texts:

Rule Books of the relevant sports.

Bunn, John W. *Basketball Techniques and Team Play*. Englewood-Cliffs: Prentice-Hall, 1964.

Lenel, R. M. *Games in the Primary School*. University of London Press, 1969.

Nicholls, K. *Modern Volleyball*. London: Henry Kimpton, 1973.

Steward, K. *Training for Athletics and Simplified Sequence Coaching*. Sydney: Jeanne Norman, 1972.

17121 HUMAN PERFORMANCE STUDIES I

GYMNASTICS (MEN)

Semester: I

2 class contact hours
4 week hours
48 semester hours

Objectives:

To acquire and develop the basic skills and techniques in the range of gymnastic activities; enrich the theoretical and practical experiences of the students in the programming and teaching of gymnastics in the primary and secondary schools; develop grace, style and rhythm in the performance of skills and sequences for personal enjoyment and to extend the professional knowledge of the student in this field.

Content:

Aims and objectives of gymnastics in the primary and secondary schools.

Content — organization — planning of units and lessons.

Method of teaching — discovery, explanation, practice.

Criteria and organization of class — group and individualized instructions.

Selection, organization of and safety precautions with apparatus.

The criteria of selection and use of stimuli.

Composition and performance of gymnastic skills and sequences.

Hand equipment; techniques; movements; composition of sequences.

Skills in apparatus work — techniques, movements, composition of sequences, safety.

Basic Texts:

None.

17123 PHYSICAL EDUCATION I

A. THEORETICAL FOUNDATIONS OF PHYSICAL EDUCATION

Semester: I

1 class contact hour
2 week hours
24 semester hours

Pre-requisites:

None.

Objectives:

This unit will be designed to assist students to define the scope of, and know the place of physical education at Primary and Secondary level; understand the objectives of physical education at these levels, and understand and apply in practice the basic methods used in teaching physical education.

Content:

The nature and purpose of physical education, aims and objectives, teaching methods applied to teaching gymnastics, dance and games.

Basic Texts:

Mosston, M. *Teaching: From Command to Discovery*. Belmont, Calif.: Wadsworth Publishing Co., 1972.

Schurr, M. *Movement Experiences for Children*. New York: Appleton-Century-Crofts, 1967.

17124 PHYSICAL EDUCATION I

B. PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION

Semester: I

2 class contact hours
4 week hours
48 semester hours

Objectives:

At the end of the unit, the students should be able to understand the philosophic foundations of physical education; the nature and meaning of physical education; and the objectives of physical education.

Content:

The nature and meaning of physical activity as a significant movement phenomenon in sport, play, exercise, dance, etc.

Aims and objectives of physical education.

Physical Education and society; Physical Education and psychology.

Physical Education as a profession.

Basic Text:

Lockhart, A. S. and Slusher, H. S. *Contemporary Readings in Physical Education*. U.S.A.: Wm. C. Brown, 1975.

17205 SPORT IN THE SECONDARY SCHOOL

(for Secondary Science students only)

Semester: II

2 class contact hours

4 week hours

72 semester hours

Objectives:

To help students organize a secondary school sports group; teach varied skills and interesting practices, having regard to appropriate progression in degree of difficulty of activities; develop a background of knowledge relating to selected sports presented in the secondary schools programme.

Content:

Through practical application to become familiar with patterns of planning and programming a sports session and sequence of "lessons" in the games programme. The actual content within the unit in terms of practical work involves: application of these principles of G.M. planning in a practical situation, i.e. in a sport common to the Secondary Schools.

A range of these sports is offered to the students with emphasis on warm up activities, skills practices, lead up games, rules and tactics, organization.

Basic Text:

None.

SWIMMING SCHOOL

In addition to the content outlined above, students must satisfy the requirements of the Swimming School. (See 17109 Curriculum Physical Education I for details.)

17208 PHYSICAL EDUCATION II

Semester: II

4 class contact hours
6 week hours
72 semester hours

PART A—THE PHYSIOLOGICAL ASPECTS OF HUMAN MOVEMENT II

Pre-requisites:

Physical Education I.

Objectives:

To consider the adjustments of the body to training, and to investigate the application of scientific principles in training for competitive sports; to discuss the principles and practices of planning for physical fitness programmes.

Content:

One hour per week in the theoretical study of body systems, their function and adaptation resulting from training; supplementary laboratory experience.

Basic Texts:

Jensen, Clayne and Fisher, and Garth, A. *Scientific Principles of Athletic Conditioning*. Philadelphia: Lea and Febiger, 1972.

De Vries, H. *Physiology of Exercise for Physical Education & Athletics*. Iowa: Brown, 1971.

PART B—COACHING IN SPORTS

Objectives:

To gain understanding of the relationship between physiological and bio-mechanical factors and sports performance, by practical illustration.

Through practical work to provide an opportunity for development of skill, understanding of techniques, understanding of rules and tactics in selected sports.

To use teaching and coaching methods appropriate to the selected sports.

Content:

Two hours per week in practical work concerned with training for selected sports. The semester will be divided into two units, one concerned with a team sport and the other an individual sport.

The students will be exposed to a team sport such as basketball, netball or football, and an individual sport such as tennis, squash or golf.

Basic Text:

Dependent upon the selected sports.

17215 THE SCIENCE OF MOVEMENT II—HUMAN PHYSIOLOGY**Semester: II**

3 class contact hours
5 week hours
60 semester hours

Pre-requisite:

The Science of Movement I.

Objectives:

To introduce students to the functional elements of the body's systems, and to establish an understanding of these functions as a basis for subsequent Exercise Physiology studies.

Content:

One hour per week is to be spent in the theoretical study of the function of the body's systems. Supplementary laboratory experience will be provided.

The following topics will be considered:

The Cardio-vascular System: Pumping action of the heart and its regulation, blood flow through the systemic circulation and its regulation, pulmonary circulation, coronary circulation, cerebral circulation, the Portal circulatory system, Muscular blood flow, blood flow through the skin, systemic arterial pressure, cardiac output, cardiac failure and shock.

Blood Immunity: Red and White blood cells, the reticuloendothelial system, blood coagulation, transfusion and transplants.

Respiration: External and internal respiration mechanisms, regulation of respiration.

The Nervous System and Muscles: Transmission of impulses, the contractile process in muscle, muscle physiology, design of the nervous system, interpretation of sensations, control of motor activities, reflex functions.

The Gastrointestinal and Metabolic Systems: The digestive processes and their regulation, assimilation of carbohydrates fats and proteins, release of energy from foods.

The Endocrine System: The nature of hormones and their function, influence upon growth and development patterns, metabolism and the electrolytic balance of the body.

The Reproductive System: Hormonal regulation of sexual function, foetal physiology.

Basic Text:

Vander, A. J., Sherman, J. H. & Luciano, D. S. *Human Physiology, The Mechanisms of Body Function*. 2nd ed., Y.Y.: McGraw-Hill, 1975.

17216 THE SCIENCE OF MOVEMENT II—KINESIOLOGY

Semester: II

2 class contact hours
4 week hours
48 semester hours

Objectives:

To develop an objective and scientific approach to the understanding of human movement and to the teaching of techniques and skills in human performance, with particular reference to—

The inter-relationships between the form and function of the body, and

The relation of kinesiology to growth, physical development and human performance.

Content:

Introduction:

What is kinesiology?

The history of kinesiology.

Skeletal Structure:

Composition and structure of bones.

Constituents of bone tissue.

Bone growth and development.

Muscular Structure:

Structure and action of striated muscle.

Types of muscle.

Nutrition and blood supply.

Roles in which muscles act:

Kinds of gross body movement.

Analysis of Muscular Action at various joints.

Basic Text:

Rasch, P. J. and Burke, R. K. *Kinesiology and Applied Anatomy*. Philadelphia: Lea and Febiger, 1971.

17217 HUMAN PERFORMANCE STUDIES II—DANCE

NATIONAL DANCE

Semester: II

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Human Performance Studies I—Dance.

Objectives:

To increase the student's practical skill: to give students an understanding of the similarities and differences of the national dance of various countries; for each student to study in depth one country (in relation to the overall history of national dance) and to share findings with the group; to give the students practical experience of teaching national dance.

Content:

Content to be covered by the lecturer will include:

Development of dance in different countries.

Method of teaching national dance.

Dance steps, formations and dances of different countries (e.g., Europe, the Americas and the Pacific countries).

Content to be covered by the students will include:

Background of dances of different countries.

Steps, formations and dances of different countries.

Basic Text:

Lawson, J. *European Folk Dance*. London: Pitman, 1962.

17219 HUMAN PERFORMANCE STUDIES II—SPORT

Semester: II

3 class contact hours
5 week hours
60 semester hours

Pre-requisite:

Human Performance Studies I—Sport.

Objectives:

To provide a background for the successful teaching of swimming and tennis in the areas of skills, tactics, rules and principles of training, and to provide for the student's personal development in knowledge and skill within these areas.

Content:

Rules, tactics and skills of each sport.

Mechanical principles of the skills involved.

The design of programmes for teaching these sports within the schools.

Basic Texts:

Councilman, J. *The Science of Swimming*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Australian Lawn Tennis Umpires Association.

Rules of Tennis. Sydney: N.S.W. Lawn Tennis Association, 1958.

Tilmonis, G. A. *Advanced Tennis*. Sydney: A.N.Z. Pub. Co., 1975.

17221 HUMAN PERFORMANCE STUDIES II**GYMNASTICS (MEN)****Semester: II**

Refer to 17121.

17223 PHYSICAL EDUCATION II**METHODS OF TEACHING P.E. IN SECONDARY SCHOOLS****Semester: II**

2 class contact hours

4 week hours

48 semester hours

Pre-requisite:

Physical Education.

Objectives:

To enable the student to plan lessons and units of lessons using a variety of teaching methods suitable for the Secondary School; understand and have the capacity to perform these operations basic to teaching effectiveness; analyse the processes involved in teaching physical education; evaluate his own teaching effectiveness.

Content:

The role of the teacher in preparation, organization of apparatus and class management, setting tasks and giving directions, observation and corrections, providing opportunities for practice, evaluating the effectiveness of the lesson. Principles of programme planning.

Basic Text:

Vannier, M., and Fait, H. *Teaching P.E. in Secondary Schools*. Philadelphia: W. B. Saunders Co., 1975.

17308 PHYSICAL EDUCATION III**Semester: III**

4 class contact hours
6 week hours
72 semester hours

PART A—THE BIOMECHANICS OF MOVEMENT**Pre-requisite:**

Physical Education II.

Objectives:

To analyse and understand selected physical activities in terms of the prime mover muscles involved; apply this knowledge to training programmes for specific activities; and analyse selected physical activities in terms of the mechanical principles associated with skilful performance.

Content:

Two hours per week in: the kinesiological analysis of movement; and the mechanical analysis of movement.

Basic Text:

Bunn, John W. *Scientific Principles of Coaching*. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

PART B—DANCE I**Objectives:**

To study the development of dance, and its role in various societies in order to gain an appreciation of dance as an art form.

Content:

The following areas will be featured in practical sessions: Primitive dance-form and technique; social and folk dance — a selection of steps and patterns from several countries; modern dance and jazz dance — technique and themes for composition.

Basic Text:

Sorell, Walter, *The Dance Through the Ages*. London: Thames and Hudson, 1967.

17408 PHYSICAL EDUCATION IV

4 class contact hours
8 week hours
96 semester hours

PART A—RESEARCH PROCESSES IN HUMAN MOVEMENT**Pre-requisites:**

Physical Education III.

Objectives:

To introduce students to basic research processes applicable to the study of human movement; develop competence in the use of current methods of measuring human movement; conduct a simple research project.

Content:

The role of research, sections of research projects, locating and defining problems, literature search, formulation of hypotheses.

Sampling procedure, interpretation of results in reports, correlations, tests of significance and significance levels.

Historical, philosophical, questionnaire, design, psychological studies, attitude measurement.

Basic experimental designs and methods in physiology of exercise and motor learning, kinesiological, growth, and development studies, methods of evaluating physical fitness.

Basic Text:

Clarke, D. H., and Clarke, H. H. *Research Processes in Health, Physical Education and Recreation*. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

PART B—ELECTION OF EITHER: GYMNASTICS II

Objectives:

To extend skill development in the range of gymnastic activities, and to acquire competence in organization and judging of minor gymnastic competitions.

OR: COACHING IN SPORTS II

Objectives:

To further understanding of the relationship between physiological and bio-mechanical factors and sports performance.

Through practical work to provide an opportunity for development of skill, understanding of techniques, understanding of rules and tactics in selected sports.

To enable the students to use teaching and coaching methods appropriate to the selected sports.

OR:DANCE II

Objectives:

To enable the students to improve their own dance skills and to communicate ideas through the medium of dance.

17409 CURRICULUM PHYSICAL EDUCATION IIA—PHYSICAL EDUCATION IN EARLY CHILDHOOD

Semesters: IV, V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Curriculum Physical Education I.

Objectives:

To provide students with further understanding of movement suitable for infant school children and to develop programmes in gymnastics, dance and games, and teach these to infant classes.

Content:

In this unit movement will be studied from the point of view of mechanical principles, physiological principles, and movement analysis.

The unit in movement will include gymnastics (including the use of large apparatus), dance (including the use of various stimuli), small apparatus skills and games (including singing games).

Basic Texts:

Cameron, W. Mc., and Cameron, M. *Education in Movement in the Infants School*. Oxford: Blackwell, 1969.

Harvat, R. W. *Physical Education for Children with Perceptual-Motor Learning Disabilities*. Ohio: Merrill.

Schurr, E. *Movement Experiences for Children*. New York: Appleton-Century-Crofts, 1967.

17410 CURRICULUM PHYSICAL EDUCATION IIB—PHYSICAL EDUCATION IN THE PRIMARY SCHOOL

Semesters: IV, V and VI

3 class contact hours
5 week hours
60 semester hours

Pre-requisites:

Curriculum Physical Education I.

Objectives:

To provide students with an enriched experience in the three areas of the Primary School Curriculum, dance, gymnastics and sports and to develop programmes suitable for primary school children in the three Syllabus areas.

Content:

Planning of lessons and programmes of work in gymnastics, dance and games for the Primary School.

Mechanical and physiological principles of movement.

Basic Texts:

Schurr, E. *Movement Experiences for Children*. New York: Appleton-Century-Crofts, 1967.

Vannier, M., Foster, M. and Gallahue, D. L. *Teaching Physical Education in Elementary Schools*. Philadelphia: W. B. Saunders, 1973.

17411 CURRICULUM PHYSICAL EDUCATION IIC—PHYSICAL EDUCATION FOR ATYPICAL CHILDREN

Semesters: IV and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Curriculum Physical Education I.

Objectives:

To introduce students to research evidence concerning the place of physical activity in the lives of the handicapped; to study principles of skill development and of exercise to aid the functioning of children in perceptual-motor performance and in physical fitness; to introduce specific activities related to the principles of movement, which are suggested as of value to children of school age.

Content:

Testing for specific problems in handicapped children.

Adapted activities and programmes.

Teaching movement programme to handicapped children.

Basic Texts:

Cratty, B. J. *Motor Activity and the Education of Retardates*. Philadelphia: Lea and Febiger, 1969.

Adams, R., Daniels, A. and Rullman, L. *Games, Sports and Exercises for the Physically Handicapped*. 1972.

17508 PHYSICAL EDUCATION V—CURRENT ISSUES IN HUMAN MOVEMENT

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Physical Education IV or Research Methods in Education I.

Objectives:

To introduce students to current issues in sport, recreation and leisure with particular reference to Australian society; develop an ability to analyse and evaluate issues from a sociological viewpoint; and collect and interpret data related to current issues in sport, leisure and recreation.

Content:

Basic sociological concepts — society, social control, power, socialization norms, roles, social class, groups and institutions; the Australian sporting tradition — sport socialization, attitudes, leisure usage patterns, history of sport in Australia, rise of spectatorship; international competitions — race, politics, conflict in sporting events.

Effects of sports — children and competitive sport, women and competition, body contact sports, violence and injury in sport; commercial aspects — mass media, business in sport and recreation, professionalism, drugs and physical activity, health gimmicks; the leisure problem — theories of leisure, problems of high rise, urbanization and recreation, life styles and heart disease.

Basic Texts:

Berger, P. L. *Invitation to Sociology*. Harmondsworth, Middlesex: Penguin, 1963.

Dunstan, K. *Sports*. Melbourne: Cassell, 1973.

Mandle, B. *Winners Can Laugh*. Melbourne: Penguin, 1974.

17509 CURRICULUM PHYSICAL EDUCATION IID—SPORT IN EDUCATION

Semesters: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Curriculum Physical Education I.

Objectives:

To provide students with knowledge and skill to enable them to coach sports suitable for senior primary and secondary school children; and to provide knowledge about various coaching and organizational approaches suitable for school sport.

Content:

The aims and objectives of sport in education; the study of rules, training procedures for skill and fitness development, and tactics of one individual or dual sport selected from squash (secondary only), tennis, athletics, golf (secondary only).

A similar study of *one* team sport selected from: soccer, cricket, netball, basketball, softball, volleyball.

The study of various methods of organization of school sport, e.g., staggered sport, competitive draw, round robin, progressive games tournament, carnival organization.

Basic Texts:

Rule books and Coaching Manuals issued by New South Wales and Australian Sports bodies.

17510 CURRICULUM PHYSICAL EDUCATION IIE—DANCE IN EDUCATION**Semesters: V and VI**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Curriculum Physical Education I.

Objectives:

To further students' understanding of dance in the Primary School and to develop programmes for teaching dance to these children.

Content:

This unit will include practical experience in the skills and techniques of folk, social and creative dance. All students will be involved in teaching the three areas of dance to primary children.

The following topics will be covered by the lecturer:

Aims and objectives of teaching dance in the Primary School; Movement Analysis; use of stimuli and accompaniment; Choice of suitable material and presentation for different grades; Integration with other curricular areas; lesson, unit and programme construction.

Basic Texts:

Students are recommended to obtain two of the following texts:

Bruce, V. *Dance and Dance Drama in Education*. Sydney: Permagon, 1966.

Cust, J. *Creative Dance*. Sydney: Physical Education Co-operative, 1974.

Lawson, J. *Folk Dance in Europe*. London: Pitman, 1959.

17511 CURRICULUM PHYSICAL EDUCATION IIF—GYMNASTICS IN EDUCATION**Semesters: V and VI**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Physical Education I.

Objective:

To enrich the theoretical and practical experiences of students in the programming and teaching of gymnastics in the Infants and Primary schools.

Content:

Aims and objectives of gymnastics in the Infants and Primary Schools; Mechanical and Physiological principles related to gymnastics; content — organization — planning of units and lessons; method of teaching discovery — explanation — practice; criteria and organization of class, group, and micro-teaching. Individualized teaching; selection, organization of and safety precautions with apparatus. The teachers', pupils' role in its use; gymnastic skills and composition of sequences, dance and gymnastics; the criteria of selection and use of musical accompaniment in gymnastics.

Basic Texts:

Each student is strongly advised to purchase some of the following texts:

Bilbrough, A. and Jones, P. *Physical Education in the Primary School*. London: University of London Press, 1966.

Drury, Blanche and Schmid, Andrea Bodo. *Gymnastics for Women*. California: National Press, 1970.

Schurr, Evelyn. *Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education*. New York: Appleton-Century-Crofts, 1967.

Stirrat, Margaret H. *Introducing Educational Gymnastics in the Primary School*. Sydney: Physical Education in Publication Co-operative, 1972.

17512 PHYSICAL EDUCATION

Semester: I

2 class contact hours
4 week hours
48 semester hours

Objectives:

To introduce to students evidence arising from research and observations (especially of children) concerning the place of physical activity in the lives of the handicapped; to study principles of exercise related to physiological conditioning, perceptual-motor training and acquisition of skill; to introduce specific activities in a practical situation to illustrate the principles dealt with above and suggested methods of organization and teaching.

Content:

The problems of mentally retarded and neurologically impaired children with respect to motor abilities and fitness.

The needs of the atypical child with respect to recreation and exercise.

The principles governing exercise and development of manipulation, locomotion and balance skills.

Methods of teaching atypical children in recreation and physical skills.

Suggested activities illustrated practically concerning fitness training, perceptual motor training and recreative skill development.

The design of appropriate facilities such as adventure playgrounds, suitable for handicapped children.

Basic Texts:

Roach and Kephart. *The Purdue Perceptual Motor Survey*. 1966.

Adams, R., Daniel, A., and Rullman, L. *Games, Sports and Exercises for the Physically Handicapped*. 1972.

17608 PHYSICAL EDUCATION VI**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

A. COMMUNITY RECREATION**Pre-requisite:**

None.

Objectives:

To extend general education in the physical and social environment of man, in his physical, mental and social development, and in the organization and administration of recreation.

Content:

The history and philosophy of recreation; the needs of the individual for leisure; the sociology of leisure; recreational leadership; recreation programmes; the organization and administration of recreation.

Basic Texts:

None.

B. COMMUNITY RECREATION (PRACTICAL)

Pre-requisite:

Proficiency Certificate of the Royal Life Saving Society.

Objectives:

To develop skills in canoeing and sailing; bushcraft skills necessary for the safe pursuit of bushwalking and camping in the outdoors; the ability to carry out the essential tasks of group living.

Content:

Canoe strokes and safety considerations; sailing techniques, sail setting and positioning, rigging, race tactics and safety considerations; skills of bushcraft — planning the trip, techniques during the trip, at the campsite, after the trip.

Basic Texts:

None.

17701 SPORT IN THE SECONDARY SCHOOL

Part II

2 class contact hours
4 week hours
48 semester hours

Objectives:

To help students organize a secondary school sports group; to help students teach varied skills and interesting practices, having regard to appropriate progression in degree of difficulty of activities; to develop a background of knowledge relating to selected sports presented in the secondary schools programme.

Content:

Through practical application to become familiar with patterns of planning and programming a sports session and sequence of "lessons" in the games programme. The actual content within the unit in terms of practical work involves:

Application of these principles of G.M. planning in a practical situation, i.e. in a sport common to the Secondary Schools.

A range of these sports is offered to the students who elect a sport from these.

Emphasis upon: (1) Warm up activities; (ii) Skills practices; (iii) Lead up Games; (iv) Rules and Tactics; (v) Organization.

Basic Texts:

None.

Science

SEQUENCES

A wide choice is available in General Studies sequences in Science, particularly in the Biology area.

Students are advised to consult a member of the Science Staff (initial contact through the secretary in Room 420) before enrolling to ensure that best use is made of the flexibility offered and that the sequence is acceptable. Some examples of sequences, listed by unit numbers only, are:

General Biology: 18235, 18335, 18435, 18535, 18635, 18634.

Environment: 18235, 18333, 18433, 18533, 18633, 18620.

Australian Natural History: 18134, 18234, 18334.

Horticulture: 18232, 18332, 18432.

The unit Breakthrough in Biology (18120) may also be incorporated into a sequence with selected units listed above.

18111 SCIENCE MATHEMATICS—A SERVICE UNIT FOR SCIENCE STUDENTS

Semesters: I, II

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To help students develop certain mathematical concepts and skills which are basic to many of the science courses in this college. There is some overlap with other mathematics units in the college but much of the content is concerned specifically with applications of mathematics to practical problems in science.

It is hoped that by the end of the unit students will feel confident reading science text-books where some understanding of mathematics is assumed.

Content:

Graphical treatment of data; determining empirical laws; basic ideas and applications of differential calculus; statistics — testing the significance of data; fundamentals and applications of integral calculus.

Basic Texts:

Davidson and Marion, *Mathematical Preparation for General Physics with Calculus*. London: Saunders, 1973.

Abbott, P. *Teach Yourself Calculus*. London: English U.P., 1957.

Pollard, A. H. *Introductory Statistics*. London: Pergamon, 1972.

18113 METEOROLOGY—THE MAKING OF THE WEATHER**Semester: I**

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To gain understanding of and interest in the factors controlling the weather and be capable of developing understanding and interest in others.

Content:

Elementary meteorology. This includes such matters as: The nature of the atmosphere, heat energy of the atmosphere, water and water vapour in the atmosphere, clouds and thunderstorms, pressure systems, wind, air masses and fronts, weather analysis and forecasting.

Basic Texts:

None.

18114 ELEMENTARY ASTRONOMY—DESCRIBING THE UNIVERSE**Semester: II**

3 class contact hours
6 week hours
72 semester hours

Objectives:

To gain an insight into the basic concepts of Astronomy, its development, and its role in history; to develop an understanding of, and be able to communicate meaningfully about the Earth, the solar system and the universe of stars and galaxies; to develop interests in this area and be able to develop such interest in others.

Content:

The following topics might find a place in the one-semester unit. Hopefully, all of them will be dealt with to some extent.

Ancient astronomy; Renaissance astronomy; electromagnetic radiation — the source of information; the tools of astronomy; the Earth — its physical properties; the movement of the Earth — time, seasons, the calendar; the moon, eclipses, tides; the solar system, planets, asteroids, comets, meteors; the Sun; the stars, distances, magnitudes, classifications; the evolution of stars; cosmology.

Basic Texts:

Pananiades, N. A. *Introductory Astronomy*. New York: Addison-Wesley, 1973.

18117 CHEMISTRY I—INTRODUCTION TO CHEMISTRY**Semester: I**

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

None.

Objectives

To give students an understanding of the fundamental concepts of chemistry, experience in problem solving and practical competence in the chemistry laboratory.

Content:

The main areas to be studied are: Atomic structure and Valency, Molecules, States of Matter, Bonding, Gas Laws, Mole Concept and Concentration, Energetics, Redox Reactions, Equilibrium, Acids and Bases, Solubility.

Basic Texts:

None.

18118 PHYSICS I—MATTER, ATOMS, ELECTRONS**Semester: I**

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

None.

Objectives:

To arouse interest in the study of physics; allow students to experience some of the methods of physics in its attempts to describe the real world; provide the first course in a sequence or as a single unit course.

Content:

Materials and structure — The variety of mechanical properties of materials, and their uses; Models of the arrangement of atoms in solids. Use of X-rays to investigate the structure of solids (microwave analogue). Bragg's Law. The structure of copper; The Young modulus and tensile strength. Forces between atoms. Interpretation of behaviour of glass, rubber, and copper in terms of structure. Slip in ordered structures: dislocations. Cracks. Design of new materials, composite materials.

Electricity, electrons, and energy levels — Measurement of current and potential difference (puzzle boxes). Resistivity. Temperature effects. Insulators and semiconductors. The transport of electricity by charge carriers. Use of meters to investigate circuits (puzzle boxes). Use of the potentiometer to vary a potential difference. Handling and choosing meters. Meaning of potential difference. Circuits including capacitors. The conservation of charge. Charge measured in ampere seconds. Electrometer. Capacitance. Exponential decay of charge on a capacitor, numerical solution of $dQ/dt = kQ$.

Energy stored in a capacitor. Energy stored in a spring. Revision of work, kinetic energy, potential energy. Review of evidence for the existence of electrons. Electron-atom collisions; ionization. Evidence for energy levels from inelastic collisions. Photography. Use of photographic methods in analysis of motion.

Basic Text:

Wenham, E. J., Dorling, G. W., Snell, J. A. N., Taylor, B. *Physics: concepts and models*. London: Addison-Wesley, 1972.

18120 BREAKTHROUGH IN BIOLOGY—AN HISTORICAL DEVELOPMENT OF MAJOR BIOLOGICAL CONCEPTS

Semester: I or II

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To develop insight into the nature of science through a study of selected scientists and their contributions to biology, and to appreciate the significance of such breakthroughs in their historical contexts and their implications for the future of mankind.

Content:

The Origin of Living Things — The origin of living matter. The 300 years debate — abiogenesis or biogenesis? Redi, Joblot, Spallanzani and Pasteur. The debate reopened — the synthesis of organic molecules. Operin, Urey and Miller; The origin of species — theories of adaptation and speciation. Lamarck, Darwin and Wallace.

The Fight against Disease — The germ theory of disease. Semmelweis, Pasteur, Lister, Koch and Reed; Control and prevention; chemotherapy, bio therapy, immunity. Ehrlich, Domagk, Fleming, Florey, Jenner, Salk, Sabin.

The Unity of Life — Cell theory. Hooke, van Leeuwenhoek, Brown, Schleiden, Schwann; Transfer of traits. Mendel, Muller, Beadle, Tatum, Watson and Crick, Ingram, Kornberg.

Man the Machine — Circulation of the blood and the establishment of experimental method in biology. Vesalius, Harvey, Malbighi, van Leeuwenhoek; Organs and secretions — the hormone theory. Bayliss and Starling, Banting and Best.

Basic Texts:

Asimov, I. *A Short History of Biology*. London: Nelson, 1965.

Baumel, H. B. and Berger, J. J. *Biology—Its People and Its Papers*. Washington, D.C.: National Science Teacher Association, 1973.

18121 EARTH SCIENCE I—THE EARTH: SURFACE PROCESSES**Semester: II**

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

None.

Objectives:

Students should become aware of the processes acting at the Earth's surface and the product of these processes.

Recognise the continuity of such surface processes; the need to relate their products in time and in space; and the economic value of some sedimentary deposits; develop an appreciation of the need for a geological time scale.

They should recognise the necessity of mapping techniques to show spatial and temporal relationships of strata; have acquired an introductory knowledge of modern methods of research in studies of geomorphology and oceanography; by their own initial field work, have seen that field exercises are an essential part of study in this discipline; be encouraged to develop skill in observing and in recording observations as basis for later work.

Content:

Concurrently with a study of physical Geology and modern oceanographic techniques, laboratory study will be made of sediments, soils and sedimentary rocks. Exercises involving simple mapping problems will be extended by use of local geological maps and of stereo pairs of air photographs. Reference to the dating of sedimentary deposits, while introducing concepts of relative age (including a brief introductory reference to a palaeontology) and of absolute age, will concentrate upon establishing the need for a Geological Time Scale. Satisfactory attendance on two field excursions (one half and one full day) is required.

Basic Texts:

Branagan, D. F. X. and Packham, G. H. *Field Geology of N.S.W.* Sydney: Science Press, 1970.

Hamblin, W. K. *The Earth's Dynamic Systems.* Minneapolis: Burgess, 1975.

Olier, C. D. *Earth History in Maps and Diagrams.* Melbourne: Longmans, 1973.

18124 CURRICULUM SCIENCE I (PRIMARY)—THE PROCESSES OF SCIENCE**Semesters: I, II and III**

3 class contact hours
6 week hours
72 semester hours

Objectives:

To develop interest in, desirable attitudes to, and appreciation of science; to help students to develop the process skills and a scientific approach to problem-solving; to provide experience in planning and carrying out science activities suitable for primary grades.

Content:

The unit includes 12 laboratory sessions of two hours each followed by a one-hour tutorial to discuss work carried out in the laboratory and possible applications to the primary classroom.

Making accurate observations; Solving problems by observation; Using measurement to aid observation; Using graphs to organize data and discover trends; Testing hypotheses; Designing experiments; Investigation of a problem (3 weeks); Using the local area in science lesson; Using everyday things in science lessons.

Basic Texts:

None.

18128 CURRICULUM SCIENCE I (SECONDARY)

Semester: I

3 class contact hours
6 week hours
72 semester hours

Objectives:

To consider current trends in curriculum and teaching practice in the primary schools; to provide situations in which students can begin to develop certain skills which contribute to successful classroom teaching; to introduce students to resource material currently used in secondary schools; to stimulate thought about the objectives of teaching Science in secondary schools.

Content:

Developments in primary school curricula — Science, Music, Art, Mathematics, English, Social Science.

Science curriculum developments in the secondary school.

Basic skills — verbal communication, manipulation of apparatus, use of visual aids, questioning, laboratory safety.

Communication using multiple media.

Basic Text:

Collette, Alfred T. *Science Teaching in the Secondary School*. Boston: Allyn and Bacon, 1973.

18134 LOCAL NATURAL COMMUNITIES

Semester: I

4 class contact hours
7 week hours
84 semester hours

Content:

Observation and identification, and a knowledge of various environments in the Sydney region.

Studies will include wind-blown heathland; sclerophyll forest, its rocks, soil and diversity of plants and animals; a fresh-water creek; a mangrove swamp; a marine rock platform.

18210 MUSIC, SOUND AND HI-FI—INVESTIGATING THE NATURE OF SOUND AND MUSIC

Semesters: II, IV and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

To further appreciation of musical sounds and understanding of sound phenomena by investigating these in the laboratory; allow instrumentalists to gain some understanding of the characteristics of their instrument and how it works; give students some skill in handling sound equipment in the classroom and for relaxation.

Content:

Response of the human ear; The nature of sounds — "Fingerprints" of musical instruments; Measuring sounds; The structure of musical sounds — harmony.

The chromatic scale; Comparison of equally tempered and equal beating chromatic scales; Application to tuning of a piano.

Recording and reproducing sounds; Sound systems; Creating new sounds — electronic music.

Other investigations of interest to students in the course.

Basic Text:

Mackenzie, G. W. *Acoustics*. London: Focal Press, 1964.

18217 CHEMISTRY II—ORGANIC CHEMISTRY**Semester: II**

4 class contact hours

7 week hours

84 semester hours

Pre-requisite:

Chemistry I or its equivalent.

Objectives:

To study the content of organic chemistry, and develop general and particular experimental skills relevant to organic chemistry.

Content:

The main areas to be studied include alkanes, alkenes and alkynes, the structure of benzene and the chemistry of aromatic compounds, alcohols and phenols, ethers and epoxides, organic halides, aldehydes and ketones, carbohydrates, carboxylic acids and their derivatives, amines, and amino acids and proteins.

Basic Text:

Monson, R. S. *Fundamentals of Organic Chemistry*. New York: McGraw-Hill, 1974.

18218 PHYSICS II—FIELDS AND WAVES, AND ENERGY

Semester: II

4 class contact hours

7 week hours

84 semester hours

Pre-requisites:

Physics I or its equivalent.

Content:

Field and potential — Electric field, uniform field, $E=V/d$. Field in a capacitor; dependence on charge area, spacing, and potential difference. Value of ϵ_0 . Use of flame probe to investigate potential variations. Fields, and action at a distance. Inverse square law; value of G . Gravitational potential difference (charges in kinetic energy of a coasting spacecraft). Field= dV/dx . The $1/r$ variation of potential. Electric field and potential of point charges (use flame probe). Analogy with gravitation. The constant $1/4\pi\epsilon_0$. Uniform field from a flat sheet of point charges. Mapping fields. Energy of pairs of ions. Energy of an assembly of ions. Forces of repulsion as well as of attraction. Arguments for the variation with distance of the repulsion term. Compressibility of an ionic crystal.

Waves and oscillations — Superposition. Radio waves, microwaves, light, and sound, investigated empirically. The speed of light. The electromagnetic spectrum. Infra-red and ultra-violet radiation. Superposition of pulses on springs and on a wave model. Theoretical prediction of the speed of compression waves. Speed of sound in steel. Review of other mechanical waves. Repetitive events; the idea of time. Simple harmonic motion; period independent of amplitude, dependent on mass and force constant. Construction of a mathematical model for simple harmonic motion. Numerical solution of $\ddot{x} = -(k/m)x$. Uses of $f = \frac{1}{2\pi} \sqrt{k/m}$. Resonance. Standing waves.

Atomic structure — Radiations from radioactive substances, their nature, and their energy. Preliminary study of Rutherford scattering, and of radioactive decay, using reading from books and papers. Rutherford scattering. Test of the Rutherford model. Chance and decay. $dN = -\lambda N dt$. The form $N/N_0 = e^{-\lambda t}$, approached by a numerical integration. Logarithmic graphs. Atomic number and nuclear charge. The nucleus; the neutron; isotopes and their uses; transmutation. Ionization energies of the elements. Photons, the photo-electric effect, $E = hf$; photons and energy levels.

Basic Text:

Wenham, E. J., Dorling, Cr. W., Snell, J. A. W., and Taylor, B. *Physics: Concepts and Models*. London: Addison-Wesley, 1972.

18221 EARTH SCIENCE II—THE RESTLESS EARTH

Semester: III

4 class contact hours

7 week hours

84 semester hours

Pre-requisite:

Earth Science I.

Objectives:

To develop an understanding of the modern theories of earth structure and related concepts, e.g. plate tectonics, continental drift and convection in the mantle; a capacity to apply these theories to an understanding of igneous and metamorphic processes and metalliferous ore formation; an appreciation of the need for an understanding of the nature of rock-forming minerals and igneous and metamorphic rocks.

Content:

Plate tectonics, sea-floor spreading, continental drift and orogenesis; Igneous phenomena and landforms, Bowen's reaction series; Earthquakes, earth structure and seismology; Igneous rocks and their classification.

Metamorphic rocks and their classification; Brief introduction to ore deposits; Rock-forming minerals and their structure and properties; The use of thin sections.

Basic Texts:

Verhoogen, J. *et al. The Earth: An Introduction to Physical Geology*. New York: Holt, Rinehart and Winston, 1970.

Smith, H. G. *Minerals and the Microscope*. London: Thomas Murby, 1956.

18228 CURRICULUM SCIENCE II (SECONDARY)**Semester: II**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science I (Secondary)

Objectives:

To consider current trends in curriculum and teaching practice in the primary schools; to provide situations in which students can begin to develop certain skills which contribute to successful classroom teaching; to introduce students to resource material currently used in secondary schools; to stimulate thought about the objectives of teaching Science in secondary schools.

Content:

Aims and objectives of science teaching.
Choosing resource materials, sequencing.
Types of learning situation appropriate to secondary science.

Lesson planning — developing a model.
Class control and discipline — critical incidents.
Stages in child development and the implications for science teaching.
Use of groups and individual programmes.

Basic Text:

As for Curriculum Science I (Secondary).

18232 PLANTS AND LANDSCAPES

Semester: II

4 class contact hours
7 week hours
84 semester hours

Pre-requisite:

None.

Objectives:

To give interested students a basic understanding of plant reproduction and growth; to provide an opportunity to learn skills and techniques for the propagation of plants, and the rudiments of landscaping. A special emphasis on native plants.

Content:

Introduction to soils and soil types; Plant propagation; Types of plants and their growth requirements — indoor plants, vegetables for homes and units, ornamental plants, native plants.

Basic Texts:

None.

18234 NATIONAL PARK FIELD STUDY

4 class contact hours
7 week hours
84 semester hours

Pre-requisite:

None.

Content:

A detailed study of Ku-ring-gai Chase National Park to include such topics as: The work of the Ranger, function of the Visitor Information Centre, flora of the

sandstone ridges, the mangrove flats and the gullies, one or two walking trails in the Chase.

The Muogamarra Field Studies Centre, fauna of the Chase, Aboriginal relics such as engravings and kitchen middens, landforms of the area, problems of management.

18235 CELLS, ORGANISMS AND POPULATIONS

Semesters: I, II

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

None.

Objectives:

To acquire a knowledge of some basic concepts in the study of living organisms; develop skills in making biological investigations; apply knowledge and skills gained in a variety of areas related to students' own needs.

Content:

This introductory unit examines four areas of biology: Diversity and classification of living organisms; Cells — their structure and function; Micro-organisms as simple cellular organisms; Populations.

Basic Text:

Stephens, G. C. and North, B. B. *Biology*. New York: John Wiley, 1974.

18317 CHEMISTRY III—PERIODICITY AND INSTRUMENTAL TECHNIQUES

Semester: III

4 class contact hours
7 week hours
84 semester hours

Pre-requisite:

Chemistry I or its equivalent.

Objectives:

To provide the minimum of knowledge, skills and attitudes required to teach inorganic chemistry in the Junior High School; and a basic course in inorganic and analytical chemistry on which to build in future semesters, for those interested to continue their studies in these areas.

Content:

The unit will be divided into two parts:

Periodicity — a study of the chemistry of selected groups and periods from the periodic table; Instrumental Techniques — a series of simple analyses using a pH meter, a colorimeter, and I.R. spectroscopy.

Basic Text:

Bell, C. F. and Lott, K. A. K. *Modern Approach to Inorganic Chemistry*, 3rd ed. London: Butterworths, 1972.

18318 PHYSICS III—ELECTRONICS AND MAGNETIC FIELDS**Semester: III**

4 class contact hours
7 week hours
84 semester hours

Pre-requisite:

Physics II or its equivalent.

Objectives:

This unit requires students to examine some of the engineering applications of electronics and electromagnetism. At this stage the student will be required to work with less guidance and structure than in Semester II.

Content:

Electronics and reactive circuits — Investigation of a multi-purpose module (containing one transistor); its input-output properties, switching, amplification, other useful behaviour. Simple combinations of modules, astable and bistable circuits, gates for 'or' and 'and'. Amplifying and feedback. Response of RC circuits to pulses and to sinusoidal inputs. Power in an alternating current circuit. Circuits that differentiate and integrate. Investigation of inductors; mechanical analogy. Oscillations and resonance in a parallel LC circuit. Radio sets.

Magnetic fields — $F = BIL$, measuring a magnetic field. Force on moving charge, $F = Bqv$. Charge to mass ratio for electrons. Motion in a circle. Accelerators and mass spectrometers. Induced voltage in moving wires and in wires in changing fields. Effect of turns, area and rate of change. Energy arguments. The idea of magnetic flux. Transformers, inductors, power transmission. Measurement of fields near various current distributions. Field of a solenoid. Field of a long straight wire. Introduction of and the definition of the ampere. Eddy currents. Induction motors.

Basic Texts:

Brophy, J. J. *Semiconductor Devices*. London: Allen & Unwin, 1966.

Bennett, G. A. G. *Electricity and Modern Physics* (MKS version), London: Edward Arnold.

18321 EARTH SCIENCE III

Semester: IV

5 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Earth Science II.

Objectives:

Students should become acquainted with methods used in stratigraphic studies and should build up a general knowledge of the evolution of the Australian continent, with particular reference to the geology of New South Wales.

They should gain experience in identifying common and significant members of some groups of fossils important in correlation in Australia.

Content:

A study in increased depth of topics related to sedimentation, stratigraphy and palaeontology introduced earlier in Earth Science.

Emphasis will be given to the use of microfossils in correlation and the relevance of such investigations to the search for fossil fuels.

Attendance on a field trip of up to five days may be required.

Basic Texts:

Black, Rhona M. *The Elements of Palaeontology*. London: Cambridge University Press, 1970

Brown, D. A., Campbell, K. S. W. and Crook, K. A. W. *The Geological Evolution of Australia and New Zealand*. Oxford: Pergamon Press, 1968.

18328 CURRICULUM SCIENCE II (SECONDARY)

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science II (Secondary).

Objectives:

To study a variety of resource materials which can be used for teaching science in the secondary school; to develop and apply criteria for the selection of particular resources for use in the classroom; to use these resources in designing meaningful learning experiences for pupils.

Content:

This will involve a study of the N.S.W. junior science syllabus for grades 7 to 10 and a consideration of how various resource materials can be used to implement the aims of the syllabus in particular teaching situations. Use will be made of both real and simulated school experiences.

Basic Texts:

None.

18332 PLANT PROPAGATION AND GROWTH**Semester: III**

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

Plants and Landscapes or Cells, Organisms and Populations or Maintenance of Organisms.

Objectives:

To give a basic understanding of plant types and their management, to improve understanding and development of plant propagation techniques.

Content:

Soil composition and management; Plant growth requirements; Propagation; Plants and their workings; Plant-naming and groupings.

Basic Texts:

None.

18333 TERRESTRIAL ECOSYSTEMS**Semester: III**

4 class contact hours
7 week hours
84 semester hours

Pre-requisite:

Cells, Organisms and Populations or Maintenance of Organisms.

Objectives:

An understanding of the structure and functioning of terrestrial ecosystems; development of certain scientific skills and techniques, e.g. use of sampling techniques, measurement of environmental factors, collection, analysis and

interpretation of data; understanding of some of the factors which shaped the Australian continent.

Content:

A study of the major components of the bush ecosystem around the College, e.g. geology and soils, microclimate, plant and animal communities. Dynamic aspects of the ecosystem, i.e. the interactions of these components, the hydrological cycle, biogeochemical cycles, energy flow and productivity, the response to fire and invasion by weeds. A concurrent tutorial programme will take a broad view of aspects such as landforms, climate, plant and animal communities of the Australian continent and their evolution with geological and historical time.

Basic Texts:

None.

18334 REGIONAL NATURAL COMMUNITIES

4 class contact hours
7 week hours
84 semester hours

Pre-requisite:

National Park Field Study or Local Natural Communities or Cells, Organisms and Populations or Maintenance of Organisms.

Content:

Aspects of the Australian environment not previously encountered. Where possible this will involve field trips, but extensive use will be made of films, Taronga Zoo, The Australian Museum, The Macleay Museum and visiting speakers. Topics will include: the distinctive mammalian fauna of Australia, Australia's most famous birds, Rainforest, The Great Barrier Reef, Life on Australia's high mountains, Life in the desert, Life of the Sea.

Basic Texts:

None.

18335 MAINTENANCE OF ORGANISMS

Semester: II, III

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

None.

Objectives:

To develop a knowledge of the principles involved in the maintenance of organisms; relate the structure of particular organ systems to the function they perform; develop basic skills involved in studying organ systems; explore recent techniques of research on some organ systems.

Content:

A knowledge of the principles involved in the maintenance of organisms, through a study of gas exchange systems, transport mechanisms, digestion and absorption, enzyme activity, hormone regulation, homeostatic mechanisms and photosynthesis.

Basic Text:

Stephens, G. C. and North, B. B. *Biology*. New York: John Wiley, 1974.

18417 CHEMISTRY IV—ENVIRONMENTAL CHEMISTRY (WATER POLLUTION)

Semester: IV

5 class contact hours

8 week hours

96 semester hours

Pre-requisite:

Chemistry I, II and III or their equivalent.

Objectives:

To consolidate and extend students' experience of chemistry by relating it to a study of water pollution and its control; and to encourage informed discussion of environmental problems in terms of their chemistry.

Content:

Sources of water: composition, consequences, buffer systems; Water in industry: treatment, purification, COD, BOD, wastewater treatment; Water pollution: causes, consequences, measurement and control.

Basic Text:

Stoker, H. S. and Seager, S. L. *Environmental Chemistry—Air and Water Pollution*. Glenview, Illinois: Scott Foresman & Co., 1972.

18418 PHYSICS IV—ELECTROMAGNETIC WAVES, CHANGE AND CHANCE

Semester: IV

5 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Physics III.

Content:

Electromagnetic waves — Diffraction of light passing through apertures. Comparison with radio waves. Simple theory of diffraction. Resolution. Radiotelescopes. Diffraction grating $n\Delta = d \sin \Delta$. Observation of spectra. Sharpness of maxima. Radio waves. Observation of the speed of a pulse on a LC line. Speed $c = (\Delta)$ for a pulse on a parallel plate wave guide. Possible description of a propagation of electromagnetic waves in space. Polarization. The constant speed c . Simple argument for time dilation. Possible connection between electric field and magnetic field.

Change and chance — Examples of processes having a definite direction such as mixing and burning, contrasted with those that (nearly) do not. Conservation of energy. The rate of use of fossil fuels. Growth in demand for fuel. The irreversibility of fuel-burning, despite energy conservation. Examples of calculations of the chances favouring random processes. Introduction to the idea of the number of ways in which a state of affairs can arise. Thermal equilibrium, the zero-th law, temperature. A model of thermal equilibrium in a solid based on a simulation game. Computer film of the specific heat capacity of a solid. The Boltzmann constant. Theoretical discussion leading to $T = \Delta Q / K \Delta \ln W$ and the Boltzmann factor. Kelvin temperature. Entropy change $S = k \Delta \ln W$. A selection of one or two uses of the ideas, drawn from: change of vapour pressure with temperature, behaviour in thermistor, rate of reaction, uses of entropy values, chemical equilibrium, inefficiency of engines, cells as energy, cells as energy sources.

Basic Text:

Halliday, D. & Resnick, R. *Physics Vols. I & II*. New York; John Wiley & Sons, 1966.

18421 EARTH SCIENCE IV—RICHES OF THE EARTH

Semester: V

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Earth Science III.

Objectives:

To give students a broad appreciation of the fields of mineralogy, igneous and metamorphic petrology, and an understanding of the formation of economic minerals and deposits in the Earth's crust.

Content:

The first part of the unit will cover detailed structure of the more important rock-forming minerals and their physical and chemical relationships and the origin, structure and field relationships of igneous and metamorphic rocks based, to some extent on physical and chemical principles.

Laboratory work will include petrographic investigation of mineral properties and igneous rocks using the petrological microscope. This work will relate directly to the lecture programme.

The second part of the unit will cover economic deposits, radiometric dating, environmental factors and conservation issues.

Basic Texts:

As for Earth Science II together with—

Park, C. F. and McDiarmid, R. A. *Ore Deposits*. San Francisco: W. A. Freeman, 1964.

18425 CURRICULUM SCIENCE IIE (PRIMARY)—SCIENCE CONCEPT DEVELOPMENT**Semesters: IV and VI**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To develop an awareness and an appreciation of the nature of science and the ways of scientists. Through the study of themes appropriate to a Primary syllabus — to develop a better understanding of selected concepts; gain further experience in using scientific processes; experience different approaches (which could be used in Primary and Infant Schools) to the study of themes, and to make comparisons between these approaches.

Content:

Science and Society — 3 weeks; The Nature of Science: a body of knowledge and a process or a method; cause and effect and probability; theories and hypothesis; the ways of scientists: brief biographical studies of several selected scientists; Science and mankind: a brief survey of the impact on man of certain scientific discoveries past and present and implications for the future; Approaches to concept and skill development through theme study — 9 weeks.

The themes for study will be selected one from each of the following areas: physical sciences, earth sciences, biological or environmental sciences.

A different approach will be adopted for each theme and students will be required to compare the three approaches and assess the achievement of the behavioural objectives for each theme study.

Basic Texts:

None.

18428 CURRICULUM SCIENCE IV (SECONDARY)

Semester: IV

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science III (Secondary).

Objectives:

To study the factors that affect pupil response in given teaching situations; to learn appropriate ways of responding to particular classroom incidents; to develop resources which can be used in a variety of contexts when teaching science.

Content:

This unit will take up particular classroom incidents which have occurred during the student's teaching experience. It will attempt to isolate the factors responsible for these incidents and assist students develop resources to expand their teaching skills in the science classroom.

Basic Texts:

None.

18432 PROBLEMS OF LANDSCAPING AND GARDENS

Semester: IV

4 class contact hours
7 week hours
84 semester hours

Pre-requisites:

Plants and Landscapes or Cells, Organisms and Populations or Plant Propagation and Growth or Maintenance of Organisms.

Objectives:

To develop skills of landscape design for both home and school gardens; to be able to deal with climatic and disease problems in designing and maintaining the landscape; and to obtain experience of landscapes of several climatic regions outside the Sydney Metropolitan region.

Content:

Designing school and/or home gardens for pleasurable living; and for teaching purposes.

Australian landscapes; Problems of landscape design; Problems of plant disease.

Basic Texts:

None.

18433 AQUATIC ECOSYSTEMS

Semester: IV

5 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Cells, Organisms and Populations or Maintenance of Organisms.

Objectives:

To compare the structure and functioning of fresh water and estuarine ecosystems; develop skills in measuring aquatic environment factors, sampling aquatic communities and interpreting data; assess the impact of man on the ecosystems studied.

Content:

A study of the Lane Cove River but with excursions to study other examples of aquatic ecosystems. Content will include a comparison of the physical and biotic components of freshwater and estuarine parts of the river; consideration of trophic levels, energy flow and biogeochemical cycles of these two ecosystems; a study of intertidal estuarine ecosystems selected from the following:— mangrove areas, sand and mud flats, rocky foreshores.

Basic Texts:

None.

18435 GENERAL GENETICS

Semester: IV

5 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Cells, Organisms and Populations or Maintenance of Organisms.

Objectives:

To acquire a body of knowledge of the genetics of a range of common organisms, and to develop laboratory skills involved with genetic investigations of common organisms.

Content:

General principles of genetics at both organism and population level, with necessary reference to cytological studies.

General areas are Mendelism, Sex linkage, Probability, Cytology, Linkage — crossing over, chromosome mapping, Genes and their structure, Population genetics.

Basic Text:

Strickberger, M. W. *Genetics*. New York: Collier-Macmillan, 1968.

18517 CHEMISTRY V—INORGANIC, RADIATION AND NUCLEAR CHEMISTRY

Semester: V

6 class contact hours
9 week hours
108 semester hours

Pre-requisites:

Chemistry I, II and III or their equivalent.

Objectives:

To broaden and deepen the knowledge and skills of inorganic chemistry developed in Chemistry III and to introduce students to the techniques and theory of radiation and nuclear chemistry.

Content:

Part I

Inorganic Chemistry — The distribution and extraction of the chemical elements,

solvent extraction and ion exchange processes, co-ordination chemistry and the comparative chemistry of the transition elements.

Part II

Radiation and Nuclear Chemistry — Elements of Nuclear Chemistry; Properties of Radiations; Radioisotopes; Particle detectors, counting techniques; interaction of radiation with matter and in particular with living tissue; health hazards; Radiation protection; Chemical and biological uses of radioisotopes and radiation.

Basic Texts:

Bell, C. F. and Lott, K. A. K. *Modern Approach to Inorganic Chemistry*. London: Butterworths, 1972.

Carswell, D. G. *Introduction to Nuclear Chemistry*. Amsterdam: Elsevier, 1967.

18518 PHYSICS V—WAVES AND PARTICLES

Semester: V

6 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Physics IV.

Objectives:

This unit will make a special attempt to prepare students for the major project they will attempt in Semester VI.

Content:

Waves, particles and atoms — The dual description of light. Spectra and energy levels. The energy levels of hydrogen. The dual description of electrons. Electron diffraction $mv = h/\Delta$. Atoms as boxes confining a particle, described by a standing wave. Reasons for the existence and magnitude of energy levels. The Balmer rule ($1/n^2$) for the hydrogen levels. The Schrodinger equation in a simple form; numerical solution of the equation for the ground state of hydrogen. Computer film of other solutions. Selection of one or two uses of wave mechanical ideas from: the helium spectrum, X-ray spectra, comparison of He and Li, the Periodic Table, oscillating molecules, molecular bonding, the water molecule, alpha decay.

Metrology and Fundamental Physics — Josephson effect, the caesium clock, lasers and length measurements.

Relativity — The Lorentz transformation, 4-space, energy considerations.

Quantum Mechanics — Basic rules, the uncertainty principle, interference of

electron waves, probability amplitudes.

Cosmology — Applications of fundamental physics to such phenomena as stellar energy, neutron stars, black holes, models of the universe.

Basic Texts:

Feynman, R. P., Leighton, R. B., Sands, M. *The Feynman Lectures on Physics Vol. 1*. Reading MA: Addison-Wesley.

Halliday, D. and Resnick, R. *Physics Vol. II*. New York: Wiley, 1966.

Churchman, C., West and Ratoosh, Philburn. *Measurement*. New York: John Wiley & Sons, 1959.

18521 EARTH SCIENCE VA

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Pre-requisites:

Earth Science IV.

Objectives:

Students should: Increase their ability to formulate and test hypotheses regarding palaeo environments; recognise the importance of in-depth studies of present-day sedimentary processes in interpreting such environments; become acquainted with techniques used to study the detailed morphology and relationships of selected macro and micro-fossils; recognise the practical use of such investigations in stratigraphic studies.

Content:

Topics include the characteristics of shield, fold belts and continental basins, the geological history of selected areas of Australia and the identification and significance of some important index fossil organisms.

Practical exercises will include experience in modern mapping techniques and interpretation of geological maps as well as study of specimens of fossil organisms.

Attendance on a field trip of up to five days may be required.

Basic Texts:

Raup, D. M. and Stanley, S. M. *Principles of Paleontology*. San Francisco: W. H. Freeman, 1971.

18522 EARTH SCIENCE VB

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Earth Science IV.

Objectives:

To give students an opportunity to apply their previous learning in a modest piece of research.

Content:

Students will select a problem under the guidance of the lecturer from one of the fields of study previously covered, and will be expected to carry out their own field, laboratory and library work under guidance.

At the end of the study they will be expected to present a comprehensive report covering all aspects of work.

Basic Texts:

Joplin, G. A. *A Petrography of Australian Igneous Rocks*. Sydney: Angus & Robertson, 1964.

Development of Scientific Ideas: see Biological Projects.

18523 ENVIRONMENTAL SCIENCE V—AIR AND WATER POLLUTION

Semester: V

5 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Environmental Science IV or its equivalent.

Objectives:

To focus on the major areas of environmental deterioration to enable students to make informed, objective evaluations of the problems involved in pollution control, conservation and planning; to supplement previously acquired skills in the measurement of environmental parameters, especially as they relate to pollution and its control.

Content:

Air Pollution: Sources, methods of analysis, effects, controls; Water Pollution:

Sources, methods of analysis, effects, controls; Social, medical, economic and legislative aspects of pollution problems; Principles of planning in relation to environmental pollution; siting of industry, growth centres, natural areas, etc.

Basic Text:

Stoker, H. S. and Seager, S. L. *Environmental Chemistry (Air and Water Pollution)*. Glenview, Illinois: Scott, Foresman, 1971.

18524 CURRICULUM SCIENCE IIA (PRIMARY)—SCIENCE FOR MIDDLE CHILDHOOD

Semester: V

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

Curriculum Science I (Primary).

Objectives

To enable students to develop further their own science skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches at the primary school level.

Content:

Science — a process and a product; A survey of current curriculum programmes developed in the U.S.A. (e.g. SCIS, S-APA, ESS), and the Western Australian TPS; The British Nuffield Junior Science Project and Science 5/13. The Victorian Primary Science Curriculum; Planning excursions and field studies; Bush excursion: each student will conduct his excursion with a small group of primary children. A detailed report will be submitted; Environmental education for primary grades; Classroom organization: science corner; techniques for keeping living things; aids and resource materials; Theme development in one selected content area from each of the 3 major strands in the N.S.W. Primary Science curriculum.

Basic Texts:

None.

18525 CURRICULUM SCIENCE IIB (PRIMARY)—SCIENCE FOR EARLY CHILDHOOD

Semester: V

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own science skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches suitable for the early childhood stage.

Content:

Science — a process and a product; A survey of current curriculum programmes developed in the U.S.A. (e.g. SCIS, S-APA, ESS), and the Western Australian TPS; The British Nuffield Junior Science Project and Science 5/13. The Victorian Practical Science Curriculum; Planning excursions and field studies; Bush excursion: each student will conduct his excursion with a small group of second grade children. A detailed report will be submitted; Environmental education for infants grades; Classroom organization: Science corner; techniques for keeping living things; aids and resource materials; Theme development in one selected content area from each of the 3 major strands in the N.S.W. Primary Science curriculum (Infants Section). This will involve sequential practical activities for concept and skill development; the use of everyday things and construction of apparatus; reference material; recording and evaluation.

Basic Texts:

None.

18526 CURRICULUM SCIENCE IIC (PRIMARY)—SCIENCE FOR SPECIAL EDUCATION**Semester: V**

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches suitable for slow learners in primary grades.

Content:

Science — a process and a product. General aims and principles in teaching science to atypical children in primary grades. Practical activities involving the process skills; A survey of current curriculum programmes developed in the U.S.A. (e.g. SCIS, S-APA, ESS), and the Western Australian TPS; The British

Nuffield Junior Science Project and Science 5/13. The Victorian Primary Science Curriculum; Planning excursions and field studies; Bush excursion: Each student will conduct his excursion with a small group of atypical children. A detailed report will be submitted.

Environmental education for slow learners; Classroom organization: Science corner, techniques for keeping living things; aids and resource materials; Theme development in one selected content area suitable for atypical children from each of the 3 major strands in the N.S.W. Primary Science curriculum. This will involve sequential practical activities for concept and skill development; the use of everyday things and construction of apparatus; reference materials; recording and evaluation.

Basic Texts:

None.

18527 CURRICULUM SCIENCE IID (PRIMARY)—ENVIRONMENTAL STUDIES

Semesters: IV and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Science I (Primary).

Objectives:

To develop an understanding of some aspects of man's interaction with and impact on his environment; an awareness of and active concern for the quality of the environment; to plan and develop an environmental studies programme for use in schools.

Content:

Two contrasting environmental investigations will be carried out to give students experience in participation in such investigations. These experiences will be analysed in terms of their objectives and their contribution to the broader aims of environmental education.

Studies will be made of resource materials for environmental education and of ways of using the school and local environment.

Students will work together to develop a proposal for an environmental studies programme from kindergarten to sixth grade. This will be followed by individual planning of selected units.

Basic Texts:

None.

18528 CURRICULUM SCIENCE VA (SECONDARY)—GROUP PROCESSES IN THE CLASSROOM

Semester: I

2 class contact hours
4 week hours
48 semester hours

Pre-requisite:

Curriculum Science IV (Secondary).

Objectives:

To apply communication skills to the practical classroom situation; study and experience group processes and their application to the science classroom, staff room and community; consider the role of a teacher during a class discussion of a controversial issue; devise learning strategies for the social implications of science and technology.

Content:

Communication skills; Concepts of leadership in groups; Types of groups; Diagnosing and solving problems in groups; Social issues of science and technology.

Basic Texts:

None.

18529 CURRICULUM SCIENCE VB (SECONDARY)—LEARNING EXPERIENCES IN CHEMISTRY

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Chemistry III and Curriculum Science IV (Secondary).

Objectives:

To build on the basic concepts and skills gained from Science I to IV (Secondary) and in particular to examine the special science method techniques appropriate to teaching chemistry to the Higher School Certificate.

Content:

A close examination of the chemistry content and skills contained in the N.S.W. Science Syllabuses for School Certificate and Higher School Certificate.

An examination of the difficulties to be encountered and the special knowledge

and skill required to teach the following topics:

Pure substances, elements, compounds, mixtures, separation of mixtures and isolation of elements and compounds; Chemical representation: Symbols, formulae, equations; Operational and conceptual definition in chemistry; Chemical reactions: Fast or slow; Exothermic or endothermic; Chemical equilibrium: Acid/base, electro-chemical, etc.; The use of models in chemistry.

Basic Texts:

None.

18530 CURRICULUM SCIENCE VC (SECONDARY)—LEARNING EXPERIENCES IN GEOLOGY

Semester: V

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Earth Science III and Curriculum Science IV (Secondary).

Objectives:

To prepare students for the teaching of geology so that they may develop an awareness of the needs of pupils, encourage the development of a spirit of inquiry in pupils, relate teaching approaches to their needs, select subject matter appropriate to pupils' needs, motivate their pupils towards a deepening interest in the discipline, delineate the contributions of geology to scientific achievement in general and the needs of man in particular.

Content:

The unit will cover possible teaching approaches to such topics as geological mapping and the use of air photos, geological time, mineralogy and crystallography, igneous activity, igneous rocks, metamorphism, sedimentation processes, stratigraphy, and correlation, palaeontology, Earth history, physical processes at the Earth's surface, structure of the Earth, modern ideas on surface and sub-surface processes, ores and natural resources. The unit will also provide experience and demonstrations in the preparation of teaching aids and will consider the effective planning and conduct of fieldwork.

Basic Text:

Heller, R. L. (ed.). *Geology and Earth Sciences Sourcebook*. New York: Holt, Rinehart and Winston, 1970.

18531 SCIENCE

Semester: II

2 class contact hours
4 week hours
48 semester hours

Objectives:

To work out effective ways of teaching science at the classroom level in order to provide interesting and meaningful experiences for the children; to increase teachers' own knowledge and interest in science; to enable teachers to realise the potentialities and values of science for the handicapped child.

Content:

Looking at ourselves or "me now"; The food we eat; Animal studies; Plant studies; Keeping living things at school and reference collections: bush studies and excursions; Colour; Air and Water; Effects of heat; Magnetism and Electricity; Trends in Science teaching; Science kits, aids and resource materials.

Basic Texts:

None.

18533 THE URBAN ENVIRONMENT

Semester: V

5 class contact hours
9 week hours
108 semester hours

Pre-requisites:

Terrestrial Ecosystems or Aquatic Ecosystems or Geography III or Regional National Communities.

Objectives:

To relate environmental studies to that of the city as an ecosystem; develop skills in the collection and interpretation of data; assess the impact of man on both local and remote environments.

Content:

Land usage related to geology: consequences for natural environment; Water: collection, treatment, distribution, use, modification of hydrological cycle; Food processing: effects on local and distant environments; Energy supplies: needs, production distribution, consequences; Wastes: production, management and mis-management; Environmental impact: dominance of human population, natural and self-imposed controls.

Basic Texts:

None.

18535 HUMAN BIOCHEMISTRY

Semester: V

6 class hours
9 week hours
108 semester hours

Pre-requisites:

Maintenance of Organisms or General Genetics.

Objectives:

To develop an understanding of the basic biochemical processes in the human body; relate human diet and nutrition to biochemical processes; develop a knowledge of drug action through a study of a limited range of drugs used by man.

Content:

The biochemical processes by which the body handles introduced materials; the concepts of biochemical pathways, enzyme systems and energy production and utilization introduced through a consideration of the fate of various food types. This will lead to diet and nutrition.

Drugs will be discussed as examples of foreign chemicals which modify body functions. Topics include:

Detoxification through metabolic modification; Elements of pharmacokinetics — to explain variations in duration and intensity of drug action; Modifiers of perception and performance (sedatives, stimulants, hallucinogens, tranquilizers).

Basic Text:

Jevons, F. R. *The Biochemical Approach to Life*. London: George Allen and Unwin, 1968.

18617 CHEMISTRY VI

Semester: VI

Pre-requisites:

Chemistry I, II, III, IV and V or their equivalent.

Chemistry VI will consist of two units, Chemistry VIA and VIB.

Chemistry VIA will be chosen from one of the following: Applied Chemistry; Biological Chemistry; Environmental Chemistry (Air Pollution); Mathematical Models in Chemistry.

Chemistry VIB will consist of two parts: an individual project of 4 hours per week; and a study of the development of science — one hour per week.

CHEMISTRY VIA—APPLIED CHEMISTRY

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Objectives:

To study in depth some specific areas involving the application of a number of chemical principles.

Content:

Areas of study will be chosen from polymer chemistry, geochemistry, ore extraction, biochemistry, radiochemistry, pharmaceuticals, chemical standards, chemical analysis, food chemistry, agriculture, natural products, environmental studies, astro chemistry and industrial chemistry.

Basic Texts:

None.

CHEMISTRY VIA—BIOLOGICAL CHEMISTRY

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Objectives:

To develop a specialized knowledge of biological chemistry; provide an insight into biochemical processes; provide experience in more specialized experimental skills.

Content:

The following topics will be dealt with at varying depth — The chemistry and occurrence of carbohydrates and carbohydrate metabolism; Chemistry of amino acids, peptides and proteins, introduction to steroids; Chemistry and occurrence of lipids. Heterocyclic compounds.

Basic Text:

Student Kit, Framework Molecular Models—Prentice-Hall.

CHEMISTRY VIA—ENVIRONMENTAL CHEMISTRY (AIR POLLUTION)

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Objectives:

To enable students to apply chemical knowledge and methods to environmental problems, so that they might have a scientific basis for the assessment of such problems.

Content:

Composition and structure of atmosphere; Atmospheric pollutants: particulates, hydrocarbons and the oxides of carbon, sulphur and nitrogen; Sources, identification, effects and control of above pollutants.

Basic Text:

Stoker, H. S. and Seager, S. L. *Environmental Chemistry—Air and Water Pollution*. Glenview, Illinois: Scott, Foresman & Co., 1972.

CHEMISTRY VIA—MATHEMATICAL MODELS IN CHEMISTRY**Semester: VI**

5 class contact hours
9 week hours
108 semester hours

Pre-requisites:

Chemistry I, II, III, IV, V or their equivalent and successful completion of Science Mathematics unit.

Objectives:

An understanding of the use of mathematics as a tool in chemistry and the role played by mathematical models.

Content:

The areas to be studied with an emphasis on a mathematical viewpoint are: Atomic orbitals, wave-mechanical principles, comparison of molecular orbital and valence-bond theories, polyatomic molecules, hybridisation. Schrodinger equation: energy, statistical mechanics, the first law of thermodynamics, entropy, the second law of thermodynamics, free energy, closed and open systems — chemical potential, change of state — the Clausius Clapeyron equation, the law of mass action, equilibria systems, the perfect gas model, principles of simple programming for chemistry problems.

Basic Texts:

None.

CHEMISTRY VIB—CHEMISTRY PROJECT AND DEVELOPMENT OF SCIENTIFIC IDEAS

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Objectives:

To follow a special interest at some depth; help develop skill in surveying journals and other scientific literature; give opportunity to exercise initiative and original thinking in following a project; experience some of the features of research work and to develop an appreciation of the research situation.

Content:

A laboratory based project to give experience in and greater understanding of a selected area of chemistry. The area will be chosen after consultation with a lecturer.

Development of Scientific Ideas:

See Biological Projects.

Basic Texts:

None.

18618 PHYSICS VIA

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

Physics V.

Objectives:

To give students experience in aspects of the frontiers of physics; to treat aspects of physics in sufficient depth to give students confidence and competence in physics; to develop skills in the mathematical methods of physics; to consider the applications of physics to technology.

Content:

Electromagnetic Radiation — Models of radiation; Transmitters and absorbers; Technology of receiving and transmitting radio astronomy and spectroscopy; Maxwells equations and implications; Physical optics; polarized light, doppler effect, interference phenomena.

Chemical Physics — Models of the atom and bonding theories. Schrodinger's equation; Thermodynamics and equilibrium; Statistical mechanics, equations of state; Reaction rate theory and kinetics; Molecular structure determination using X-rays and other physical methods.

Physics and the Engineer — Modern electric motor technology; Microelectronics and LSI circuits; Nuclear reactors and thermonuclear fusion; Composite materials and applications; Problems of space travel.

Mathematical Models in Physics — Complex numbers and the harmonic oscillator; Quantum mechanics and wave models; Statistical mechanics and its relationships with classical thermodynamics; Vector methods in physics; General relativity — application of tensors; Computer methods in problem solving; basic programming.

18619 PHYSICS VIB

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Objectives:

To allow students to follow a special interest at some depth; to help develop skill in surveying journals and other scientific literature; to exercise initiative and original thinking in following a project; to experience some of the features of research work and to develop an appreciation of the research situation.

Content:

The unit consists of a laboratory based project to give experience in and greater understanding of a selected area of Physics. The area will be chosen after consultation with a lecturer.

Development of Scientific Ideas:

See Biological Projects.

18620 ENVIRONMENTAL RESEARCH PROJECT

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

The Urban Environment.

Co-requisite:

Environmental Pollution Control.

Objectives:

To apply the knowledge and skills developed in previous units to an in-depth study of an environmental problem of one's own choosing.

Content:

To be determined in consultation with the supervising lecturer.

Basic Texts:

None.

18623 ENVIRONMENTAL SCIENCE VI—RESEARCH PROJECT**Semester: VI**

5 class contact hours
9 week hours
108 semester hours

Pre-requisites:

Environmental Science V or its equivalent.

Objectives:

To apply the knowledge and skills developed in previous units to an in-depth study of an environmental problem of one's own choosing.

Content:

The project must be of a practical nature that requires full-time laboratory and/or field investigation for at least nine weeks of the unit. Each student is to keep a log book of all activities associated with the project.

Basic Texts:

None.

18628 CURRICULUM SCIENCE VIC (SECONDARY)—EVALUATION IN SCIENCE AND LABORATORY TECHNIQUES**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

None.

EVALUATION IN SCIENCE**Objectives:**

This unit should enable the student to discuss critically the relevance of evaluation of learning in science; devise appropriate evaluation items for a given purpose; perceive the need for evaluation at various stages of the learning process; analyse and interpret data from tests; have a critical attitude towards prepared items and curriculum materials.

Content:

Consideration of aspects of validity and reliability with application to practical examples; statistical analysis of evaluation items. Consideration of examiners' reports; discussion of criteria for validity and reliability of psychomotor items; evaluation and Piaget's stages of intellectual development; evaluation in the cognitive area; tests; peer evaluation; assessment in the affective area.

Basic Texts:

None.

LABORATORY TECHNIQUES**Objectives:**

To enable students to acquire some basic skills, knowledge, and avoidances of importance for successful working in a school laboratory.

Content:

Glass cutting and bending, cork boring, fitting, cleaning and maintenance of glass apparatus; stock maintenance and storing, including live materials; laboratory organization; duties of school laboratory attendants; safety — dangerous chemicals, wiring, use of fire extinguishers, safety equipment, disposal of wastes; repairing science equipment; model making; soldering, welding, brazing; tool sharpening; use of drill and attachments.

Use of skills in constructing a piece of equipment; making up common solutions; concentrations of stock chemicals; storage of limewater; sodium hydroxide solution, etc.; economical use of materials; purity standards; materials purchased locally, e.g., methylated spirit, calcium hypochlorite; techniques in using photographic films; care of gas cylinders, accumulators; uses of display boards, showcases; special purpose laboratories — Geology, Biology, Physics, Chemistry.

Basic Texts:

None.

18629 CURRICULUM SCIENCE VIA (SECONDARY)—LEARNING EXPERIENCES IN BIOLOGY

Semester: VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

13 Biology II and Curriculum Science IV (Secondary).

Objectives:

To study biology in the whole context of science, education and its place in the school curriculum; to examine a variety of resource materials that can be used in teaching biology; to explore ways of introducing pupils to some of the major generalizations of biological science.

Content:

The laboratory in school biology, including care, maintenance and use of living organisms; field studies; resource materials for teaching biology; integration of biology with other sciences; major generalizations in biological science, e.g., cell theory, evolution, interrelationships of living things.

Basic Texts:

None.

18630 CURRICULUM SCIENCE VIB (SECONDARY)—LEARNING EXPERIENCES IN PHYSICS

Semester: VI

2 class contact hours
4 week hours
48 semester hours

Pre-requisites:

Physics IV and Curriculum Science IV (Secondary).

Objectives:

To re-examine the aims of science teaching in the secondary school; examine the contribution which the learning of physics can make to the growth and development of adolescents; familiarise students with physics curriculum materials and the criteria by which they might be selected; provide an opportunity for the student to collect resource material which will be valuable in the design of worthwhile learning experiences; investigate some physics resources outside the

classroom; study how the growth of physics has been the product of human endeavour and how physics has interacted with society.

Content:

Based on the relevant portions of the Junior and Senior Science Syllabuses of the N.S.W. Department of Education and other physics curriculum materials relevant to the secondary school.

The function of lecture, discussion, seminar, demonstrations, invitations to inquiry, structured and unstructured laboratory investigations, case histories, films, simulation techniques, and problems will be studied.

Basic Texts:

None.

18633 ENVIRONMENTAL POLLUTION CONTROL

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

The Urban Environment.

Objectives:

To investigate the major areas of environmental deterioration, and to evaluate the problems involved in pollution control, conservation and planning.

Content:

Water pollution: sources, methods of analysis, effects, controls; Air pollution: sources, detection, effects, controls; Social, medical, economic and legislative aspects of pollution problems; Principles of planning in relation to environmental pollution: siting of industry, growth centres and natural areas.

Basic Texts:

None.

18634 BIOLOGICAL PROJECTS

Semester: VI

5 class contact hours
9 week hours
108 semester hours

Pre-requisites:

General Genetics or Human Biochemistry.

Objectives:

To follow a special interest at some depth; develop skill in surveying journals and other scientific literature; exercise initiative and original thinking in following a project; experience some of the features of research work and develop an appreciation of the research situation.

Content:

It is anticipated that students will be able to select topics related to some biology units already studied, as well as other areas of biology which may be of particular interest. The actual topics selected for study in any one semester will vary according to staff availability as well as students' interests.

Basic Texts:

None.

18635 DISTRIBUTION OF ORGANISMS**Semester: VI**

5 class contact hours
9 week hours
108 semester hours

Pre-requisite:

General Genetics or Human Biochemistry.

Objectives:

To study the distribution and abundance of organisms experimentally; explain and use ecological methods; build up a body of knowledge of ecological principles.

Content:

The distribution and abundance of Australian plant species, with some work on other organisms. The unit will centre on field and laboratory investigations in an attempt to gain insight into the methods of measuring distribution and abundance of species; the physical, chemical and biological factors that are active in determining the distribution and abundance of Australian species.

Basic Texts:

None.

In addition to these projects, students will be required to complete a separate strand:

DEVELOPMENT OF SCIENTIFIC IDEAS

Objectives:

To make an overview of the development of science; discuss some of the philosophical bases of the sciences; understand the relationship between the sciences; develop an appreciation of the interrelationships between science and other areas of human endeavour.

Content:

The nature of science and of discovery in science. The meaning of Laws of Nature and Theory; ideas on uniformity in nature and determinism; a selected group of major achievements in science to illustrate the development of scientific ideas; a case history approach in at least one of these to illustrate what Conant calls the "Tactics and Strategy of Science", e.g., Copernican theory, Air Pressure, Geology between 1780-1850, Wave Theory of Light, Rise of Organic Chemistry, Evolutionary Thought, Atomic theory, The Structure of the Atom.

Basic Texts:

None.

18702 SCIENCE METHOD I

Part I

6 class contact hours
10 week hours
120 semester hours

Pre-requisites:

First degree level or its equivalent in at least one of the science subjects: biology, chemistry, geology, physics.

Objectives:

To provide experiences which will assist the student in developing the basic skills of science teaching; and foster positive attitudes towards teaching children science.

Content:

Aims and objectives of school science; The techniques of teaching science; lesson planning, conducting a science lesson, managing a laboratory class, laboratory safety, discipline, discussion and questioning; Laboratory techniques and procedures; Science curriculum development; The N.S.W. School Certificate Science Syllabus; Principles of programming; Sequencing a unit of work; Evaluation in science: cognitive domain.

Basic Text:

Sund, R. B. and Trowbridge, L. W. *Teaching Science by Inquiry in the Secondary School*, 2nd ed., Columbus, Ohio: C. E. Merrill, 1973.

18706 ADVANCED SCIENCE METHOD IA—BIOLOGY

Part I

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

This is a one semester unit which will examine the teaching of biology in schools. While the main emphasis of the unit will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

Objectives:

During this unit students should develop the ability to—

Justify the teaching of this subject in terms of the stated aims of teaching science in the senior years.

Evaluate and select resource materials which could be used in developing curricula.

Evaluate and apply different teaching methods suited in various aspects of the subject.

Formulate a teaching sequence for sections of the syllabus and plan suitable time allocations.

Work co-operatively in developing teaching aids and other resources that could be used in teaching.

Integrate biology with other sciences and disciplines of the curriculum.

Content:

Laboratory work in biology-organization, 'trouble-shooting' with particular experiments, laboratory techniques, obtaining biological supplies, maintaining living organisms.

Field studies in biology: use of local environment, special study areas such as field centres, wilderness areas, museums.

Resource materials for teaching biology: selection of materials based on certain criteria and their use in achieving aims.

Multimedia approaches in teaching biology: use of structured materials and self-instructional devices to individualize learning.

Evaluating learning in biology: evaluation as a continuous process, methods of assessing behavioural changes in pupils. Use of diagnostic tests, achievement tests, etc.

A consideration of different ways of introducing pupils to some of the major

generalizations of biological science, e.g. the cell as a functional unit, evolution, the interrelationships of living things, etc.

Basic Texts:

None.

18707 ADVANCED SCIENCE METHOD IB—GEOLOGY

Part I

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

The course is designed to prepare students for teaching Geology to senior high school classes.

During this course the students should develop the ability to justify the teaching of Geology in a Senior Science course; become aware of, able to evaluate and to apply a variety of teaching methods suitable for different approaches to each of the various aspects of this subject; formulate a teaching sequence for any section of the syllabus and plan suitable time allocations; present content at a level appropriate to the aims of the Higher School Certificate Science Syllabus in suitable teaching sequence and in accordance with the ability level of pupils whom they will be teaching in senior school classes; prepare teaching aids relevant to senior school geology courses.

Content:

Building up the concept of Geological Time. Use of State Geological maps, air photographs and of examples of fossil common in N.S.W. The role of field studies and simulated field studies.

Inquiry methods of investigating surface processes.

Resource materials suitable for school use in the study of mineralogy and petrology and of earth materials of economic use.

One full day field trip will be required.

Basic Text:

Heller, Robert L. (ed.). *Geology and Earth Science Sourcebook for Elementary and Secondary Schools*. New York: Holt, Rinehart and Winston, 2nd ed., 1970.

18708 ADVANCED SCIENCE METHOD IC—CHEMISTRY

Part II

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

This is a course to prepare students to teach Chemistry at the senior level in secondary schools. The design of the course is based upon the assumptions that at the end of this course students should have an appreciation of the aims of teaching senior chemistry; an understanding of various teaching methods suitable for senior chemistry and the psychological background of such methods; an appreciation of the major conceptual areas which might be studied in a senior chemistry course and how these concepts may be meaningfully developed in the school situation; the ability to organize and manage practical classes in senior chemistry; an overview of current resource materials and curricula appropriate to senior chemistry and the ability to develop their own resource materials.

Content:

The areas studied are aims of teaching senior chemistry; teaching methods in senior chemistry and the psychological and educational philosophies underlying these methods (Lecture, Case History Approach, Inquiry, Process, Heuristic, Inductive/Deductive Teaching); concept development; laboratory organization and management for senior chemistry classes; evaluation of practical work; examination of resource materials (especially C.H.E.M.S. Nuffield "A" level); development of resource materials.

Basic Texts:

None.

18709 ADVANCED SCIENCE METHOD ID—PHYSICS

Part II

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

None.

Objectives:

This unit aims to—

Re-examine the aims of science teaching in the secondary school.

Examine the contribution which the learning of physics can make to the growth and development of adolescents.

Familiarise students with physics curriculum materials and the criteria by which they might be selected.

Provide an opportunity for the student to collect resource material which will be valuable in the design of worthwhile learning experiences.

Investigate some physics resources outside the classroom.

Study how the growth of physics has been the product of human endeavour and how physics has interacted with society.

Content:

The content of the unit includes: the nature of physics and philosophy of physics education in relation to the aims documents of the Board of Senior School Studies; types of learning experiences such as investigations, case histories, invitations to enquiry, demonstrations, visits, reading of papers and peer evaluation; resource materials such as A-V materials, curriculum materials, apparatus; the hierarchy of physics concepts; the implications of interdisciplinary interaction, e.g., with biology or social science; evaluation.

Basic Texts:

None.

18802 SCIENCE METHOD II

Part II

6 class contact hours
10 week hours
120 semester hours

Pre-requisites:

Science Method I.

Objectives:

To assist students in the application of their educational studies to the teaching of science.

To help students explore and develop their abilities in the design, organization and evaluation of methods and materials in science teaching.

Content:

Learning theories and their implication for science teaching; expository-teaching/discovery-learning spectrum in science education; creativity and problem solving in the science classroom; teaching for individual differences:

the slow learner; evaluation in the affective and psychomotor domains in science.

Use of educational technology in science education; treatment of ethical and social issues in science courses; laboratory management; development of laboratory skills; science excursions; professional growth of a science teacher; the N.S.W. Higher School Certificate 2 unit A Science Course.

Basic Text:

Sund, R. B. and Trowbridge, L. W. *Teaching Science by Inquiry in the Secondary School*, 2nd ed. Columbus, Ohio: C. E. Merrill, 1973.

Social Science

19113 HISTORY IA—AUSTRALIAN HISTORY

Semesters: I and II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

None.

Objectives:

The unit introduces the student to conflicting interpretations and the use of source material. It seeks to use the approaches and methods of History as a discipline to examine the historical foundations of Australian society.

Content:

The culture of Aboriginal Australia with some emphasis on social organization and spiritual beliefs.

The Colonial Period: the 18th Century British background; the First Settlement and the spread of colonies; the convict system; John MacArthur; Macquarie and the Bigge Reports; the culture clash with the aborigines; the squatters; impact of the gold rushes; the Eureka uprising; Darling and the freedom of the press; constitutional development.

Colonial particularism and the search of growth; unlocking the land; protection in Victoria; immigration issues; trade union movement; growth in urbanization; the Nineties and the Federal Movement.

Australia as a Commonwealth; internal development; economic growth and the impact of World War I; effects of the economic depression; impact of World War II; growth of the welfare state; post-war immigration.

Australia's External Policies; the Imperial connection up to 1931; the effect of the Pacific War; post-World War II external policies.

Basic Texts:

None.

19114 HISTORY IB—AUSTRALIAN SOCIETY: THEMATIC STUDIES

Semester: I

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

None.

Objectives:

To introduce students to the history and structure of Australian society through the study of a number of significant themes.

The themes chosen will be traced within the framework of Australian history in order to supply a means for understanding and evaluating the contemporary problems to which they relate.

Content:

Six of the following themes will be treated:

The Australian Aborigines — An examination of the nature of Aboriginal culture before European settlement and of the impact of European policies and attitudes upon that culture during the nineteenth and twentieth centuries.

Women in Australian Society — The social, economic and political role of women in Australian society from the foundation of the colony to the present.

Decision-Making in Australia — An examination of the distinction between private decision-making and political decision-making, as well as the processes by which and the levels at which political decisions are made.

The Role of the Individual — The way in which individuals may operate within a social setting through the study of a number of individuals who have made a significant contribution to the development of Australian society.

The Peopling of Australia — The nature, extent and effects of migration into Australia since the beginnings of settlement to the present and the ways in which attitudes towards immigration both official and unofficial, have reflected Australian hopes and fears.

Australian National Identity — An examination of those aspects of Australian historical development which may have contributed to the formation of a distinctive Australian society and national character.

Australia and the Outside World — The ways in which Australian external relationships have been patterned by both our history and international changes.

Basic Text:

Tutorial Papers in Australian History, K.C.A.E., 1975.

19115 GEOGRAPHY I—MAN AND HIS ENVIRONMENT

Semesters: I and II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

None.

Objectives:

To introduce the student to the study of the philosophy and content of modern geography. The student will subsequently be able to pursue courses in the individual branches of geography.

Content:

This unit is an introduction to the nature and scope on Geography through the study of the structure and interaction of two systems: man and his physical-biotic environment and the complex interchange within them. Studies will commence with a consideration of the origin of man and the environment in which he developed. The inter-relationship between the human population, the physical-biotic environment, the nature of social organization and the level of technology and their variations in time and space will be examined.

The rationale of this approach is the essentially integrated nature of Geography. Detailed studies of branches of this subject will lead out from the basic units.

Basic Texts:

Will be indicated at the beginning of the unit.

19120 CURRICULUM SOCIAL STUDIES I

Semesters: I and II and III

3 class contact hours
6 week hours
72 semester hours

Objectives:

To introduce students to the purposes and procedures of contemporary social studies through an assessment of objectives, scope and purpose and selected introductory strategies; and the development of an integrated study centring on selected focus questions.

Content:

A general introduction to the objectives, structure and scope of elementary social studies, that is processes, concepts and generalizations and values; a consideration of areas of inquiry and focus questions as a frame of reference for content selection and planning; outlining the unit structure; study of selected introductory strategies for classroom implementation (expository).

Topics — A selection from such focus questions as: To what extent does the environment influence the way people live? Sydney Cove and change. How do societies change when they come in contact with other societies? What

features of our society are changing? What do people believe? Why is it that people live in different ways in similar environments? Why do people live in cities? How are decisions made in Australia? What are important institutions and organizations in Australian society?

Basic Texts:

None.

19213 HISTORY IIA—STUDIES IN EUROPEAN HISTORY

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

History I.

Objectives:

To supply a foundation in historical studies by examining some of the major forces which have shaped the world during the last centuries. Important aspects of modern European History will be considered in depth, but the continuity and interrelatedness of European developments will also receive attention. Students will be introduced to varying interpretations and, as a part of the unit, information will be offered on the nature of History and on its methodology as a discipline.

Through lectures, participation in tutorials and independent reading, students should be assisted to realise that the study of history often involves differing interpretations of complex issues and that informed historical judgements must rely on the critical evaluation of evidence.

Content:

This unit will be concerned mainly with the study of the Nineteenth Century and aspects of the following topics will be treated.

The Great Transformations—

The French Revolution: origins, development; impact on Europe.

The Industrial Revolution: origins, in Britain; economic and social aspects, e.g. Chartism; some contemporary and present-day evaluations.

The New Politics. Liberalism and Nationalism—

Studies will be made of these movements in Britain, France and Germany; the 1848 Revolutions; the unification of Germany.

The Wider Context of the New Politics: People and Ideas in the Nineteenth Century—

Social classes; urbanization and the industrial city; religion in the nineteenth century.

Imperialism: the Expansion of Europe Overseas—

Explanations of imperialist expansion; the British in India; the European powers in Africa.

The Convulsion of Europe: the First World War—

Investigating causes and the question of "responsibility"; the course of the War; the peace settlements and post-war Europe.

Basic Texts:

None.

19214 HISTORY IIB—NEW GUINEA: AN EMERGING SOCIETY

Semester: II

3 class contact hours

6 week hours

72 semester hours

Pre-requisite:

History I.

Objectives:

To study New Guinea society in its broader context as the society of "under-developed" countries — to come to conclusions about the reasons for under-development on the basis of the state of political dependency in colonial countries.

Content:

The South Pacific region — geography, population, ethnic movements and "racial" distribution; New Guinea — the indigenous people — New Guinea archaeology — ethnic movements related to South Pacific; New Guinea and European penetration — European navigators, European shipping routes — culture contact between Europeans and indigenes.

The entry of Christian missions in 19th Century — nature of contact European governments in New Guinea — German New Guinea, British New Guinea; Australian administration in Papua after 1914 and in New Guinea. Contrast in administrations. The "colonial condition" in New Guinea and in Papua; Dr. Hahl in German New Guinea, Sir Hubert Murray in Papua — colonial policy.

World War II in New Guinea — effects — post-war reconstruction — the move towards self-governing; Contemporary New Guinea as an underdeveloped emerging state — economic, social, political problems. The colonial legacy.

Basic Texts:

Biskup, P., Jinks, B. and Nelson, H. *A Short History of New Guinea*. Sydney: Angus and Robertson, 1969.

Hastings, P. *New Guinea, Problems and Prospects*. Melbourne: Cheshire, 1969.

19215 GEOGRAPHY II—THE PHYSICAL WORLD

Semester: II

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Geography I.

Objectives:

To provide the student with an insight into the nature of the environment of the living world, using a number of basic principles drawn from the natural sciences.

Content:

The Physical Environment: a systematic approach.

The composition, nature and movements of the earth's atmosphere; The composition, nature, distribution and movements of the oceans; A general outline of the composition and structure of the earth and the major forces shaping the crust from below and modifying it from above; The interaction between atmosphere, hydrosphere and lithosphere; The nature, distribution and relationships of plant and animal life on the earth.

Basic Texts:

Will be indicated at the beginning of the unit.

19313 HISTORY IIIA—STUDIES IN EUROPEAN HISTORY B

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

History I.

Objectives:

To supply a foundation in historical studies by examining some of the major forces which have shaped the world during the last centuries. Important aspects of modern European History will be considered in depth, but the continuity and interrelatedness of European developments will also receive attention. Students will be introduced to varying interpretations and, as a part of the unit, information will be offered on the nature of History and on its methodology as a discipline.

Content:

The study of the twentieth century and aspects of the following topics:

The New Leviathans—

Russia in revolution: nineteenth century forces; the collapse of the autocracy; the two revolutions of 1917; the implementation of communism in the Soviet Union to 1936.

The Growth of the Welfare State: antecedents in the nineteenth century; twentieth century development in Britain.

The Totalitarian Experience: Nazi Germany—

The problems and failure of the Weimar Republic; the origins and ideology of the Nazi party; the Nazi rise to power; Nazism in practice: internal and external policies.

The Eclipse of Europe: the Second World War—

Origins: the course of the war; post-war Europe; the effects on European empires.

War and Peace: the Development of International Organization—

Nineteenth century forerunners, e.g. the Concert of Europe; The League of Nations; the United Nations; regional arrangements, e.g. N.A.T.O. and the E.E.C.

Creativity and Chaos: European Civilization—

In this topic a selection will be made of significant scientific, philosophical and cultural developments of both the nineteenth and twentieth centuries. Their contribution to the vitality of European civilization and their disturbing influence upon that civilization will be examined.

19315 GEOGRAPHY III—HUMAN GEOGRAPHY

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Geography I.

Objectives:

To develop and build on ideas considered in Geography I and Geography II relating to human activity; to give students an understanding of the nature, cause, size and space time distribution of significant aspects of human activity.

Content:

The economic environment: spatial components involved in man's allocation of scarce resources among alternative uses; patterns in primary and secondary production and in the size, function and distribution of settlements; location in a simplified economic landscape; empirical evidence of spatial order; spatial variations in resource quality and availability and in transport and production costs; the scale of human activity; the processes of decision making; human activity in space and time.

Case studies: inter-relationships between the components of human activity; and social consequences of man's economic decision will be considered.

Basic Texts:

Will be indicated at the beginning of the unit.

**19322 HISTORY IIIC—HISTORY OF SOUTH-EAST ASIA FROM
EARLIEST TIMES TO 1800**

Semester: III

3 class contact hours
6 week hours
72 semester hours

Pre-requisites:

History I.

Objectives:

To stimulate interest in the formation and development of the classical Indian and Chinese influenced societies of ancient South-East Asia.

Content:

The physical and geographical environment and the importance of rivers with a special study of the Mekong. The racial origins and population movements of the indigenous inhabitants in early historical times. The influence of India and China. The early civilizations of Angkor, Burma, Thailand. The religious development of the area with particular emphasis on the influence of Hinduism, Theravada, Buddhism and Islam.

Basic Texts:

Hall, D. G. E. *A History of South-East Asia*. London: Macmillan, 1968.

19409 GEOGRAPHY IVB—MANUFACTURING GEOGRAPHY

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Geography I, II and III.

Objectives:

To develop an understanding of the nature, patterns and processes of manufacturing industries and of the locational forces at work in the distribution of industries both at the national level and within cities.

Content:

Types of industries and the nature of processing (materials-oriented, market-oriented, labour-oriented industries).

The distribution of manufacturing in the Western world. Locational factors influencing distribution — raw materials, market influence, transport costs, power supplies, producing costs.

The role of the government in industrial location.

Manufacturing location within specific cities — the importance of both economic and non-economic factors. Consideration of the main factors causing relocation such as high land values and lack of space.

Aspects of Australia's industrial growth and manufacturing distribution. Main types of Australian industries, problems in decentralization.

Relocation of industry — forces promoting changes in the patterns of location. Relevant case studies will be selected from Australia and from overseas.

Basic Text:

Will be indicated at the beginning of the unit.

19410 HISTORY IVC—HISTORY OF SOUTH-EAST ASIA FROM 1800 TO THE PRESENT**Semester: IV**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

History I, History II and History IIIB.

Objectives:

To stimulate interest in the history of modern South-East Asia from the penetration of European influences to the growth of nationalist movements and the formation of independent nations.

Content:

The European impact with a general comparative treatment of the colonial policies of the Dutch, French, Spanish and British. The effects of the Japanese interregnum. The rise of nation states and the problems of economic underdevelopment, political instability and the establishment of national identities. A comparative study of leadership styles and the influence of ideologies through the areas.

Basic Texts:

Tilman, R. O. (ed.). *Man, State and Society in Contemporary South-East Asia*. London: Pall Mall, 1969.

19413 HISTORY IVA—THE RENAISSANCE

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

History I, II, III

Objectives:

To enable students to examine in some depth the European renaissance of the 13th, 14th, 15th and 16th centuries, and to assess the influence on that movement of the civilizations of mediaeval Europe and the ancient world.

Content:

The renaissance debate: was there a renaissance? historiography; political, economic and social background; the course of the Italian renaissance: Florence, Milan, Rome, Venice; the diffusion of the renaissance; the renaissance as shown in literature, philosophy and political theory, education, painting, sculpture, architecture, music, science, medicine, recapitulation and conclusion.

Basic Texts:

Burke, P. *The Renaissance*. London: Longmans, 1964.

Mead, R. D. (ed.). *Europe Re-born*. New York: Mentor, 1975.

Plumb, J. H. *The Penguin Book of the Renaissance*. Harmondsworth: Penguin, 1964.

**19414 HISTORY IVB—STUDIES IN CIVILIZATION A:
THE ANCIENT WORLD**

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

History I, II, III.

Objectives:

To study the concept of Western Civilization in some of its ancient aspects. Greece and Rome will be the major studies undertaken and the aim will be to consider not only the nature of their particular civilizations but also their enduring legacy to the tradition commonly called Western Civilization.

While the unit will be mainly of a survey nature, students will be required to pursue in depth particular topics largely of their own choosing. The periods will be surveyed for their great achievements and also for the more everyday life of the time.

Content:

The Concept of the West: Greece: The genesis of Greece, the life of the city-states, fifth century Athens, the cultural and intellectual achievements of Greece; Alexander and the Hellenistic Kingdoms: The extension of the Greek world to the east, the fusion of cultures; Rome: The republic and the empire, Roman political forms, life in the Roman empire, the cultural and intellectual achievements of Rome.

Basic Texts:

None.

19415 GEOGRAPHY IVA—URBAN GEOGRAPHY**Semester: IV**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Geography I, II and III.

Objectives:

To develop an understanding of the nature, focus and distribution of urban settlement, and to give students a basis for investigating the problems and opportunities of modern urban life.

Content:

The origins of urban settlement with reference to the forces (physical, cultural, technological, etc.) involved in its development; the nature, pattern and significance of urban settlement; the growth of the western city: the impact of industrialization; urban forms and functions, and patterns within towns and cities; problems of 20th century urbanization: planning for better communities, size, growth and decentralization, the role of the city in social change and development; cities and the human scale; the aesthetics of the urban environment.

Basic Texts:

Will be indicated at the beginning of the unit.

19420 CURRICULUM SOCIAL STUDIES IIA**Semesters:** IV and V

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Social Studies I.

Objectives:

To examine the structure of contemporary social studies in the primary school through a study of its development and the theories of its leading researchers; and to produce complete social studies units containing a wide variety of teaching strategies and activities.

Content:

An examination of the development, aims and rationale of modern social studies curricula; the historical background to the growth of social studies courses; the theories of Jerome Bruner and Hilda Taba in the field of curriculum development.

A study of the role of social studies in the integration of primary education.

The design and construction of complete social studies units, involving the development of focus questions; the setting of detailed objectives in the areas of concept formation, learning processes and values development; investigation of available resources; the use of inquiry-centred teaching strategies such as field studies, surveys, simulation and role play, individual and group research; the development of evaluation techniques.

Inter-cultural studies: rationale and strategies.

Basic Texts:

None.

19421 SOCIAL SCIENCE (INTERDISCIPLINARY) IA—STUDIES IN ASIAN SOCIETIES A**Semester:** IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To bring students to an informed understanding of three Asian societies; to bring students to an understanding of the interrelationships between political, social and cultural systems of these societies; to provide some understanding of how these societies developed to their present stage through an overview which will elucidate the intercultural perspective.

Content:

Three Asian societies, China, Indonesia and India, and their historical and cultural heritage; an overview of Asia: ethnic movements in history, the peopling of Asia and their resultant cultural interaction; the influence of the geographical setting on man and his activities, with particular reference to the selected case studies; for each of the case studies, the significant links between social and cultural heritages will be examined.

Basic Texts:

Wilson, D. *Asia Awakes: a Continent in Transition*. London: Weidenfeld and Nicholson, 1970.

19422 SOCIAL SCIENCE (INTERDISCIPLINARY) IB—RACE RELATIONS IN AUSTRALIA

Semester: IV

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Content:

Race prejudice — its sociology and psychology and its application to contemporary Australian society; race relations as a political factor in international relations in the contemporary world; racial and ethnic groups in contemporary Australia — historical origins. In particular the position of the Aborigines as a minority group.

The indigenous culture of the Aborigines; the Aboriginal concept of land; family and community; time; giving and taking; of the white man. The Aboriginal attitude to material things; work; employer; wages.

The legal status of the Aborigines under State and Australian government law; the economic situation of Aborigines; private charity and government welfare;

Aborigines and the social order; education and job opportunity; the state of race relations in contemporary Australia related to the foregoing.

Basic Texts:

Rowley, C. *Aboriginal Policy and Practice*. Canberra: A.N.U. Press, 1970, 3 volumes.

Stevens, F. S. (ed.). *Racism: the Australian Experience. A Study of Race Prejudice in Australia*, 3 volumes. Sydney: Aust. and N.Z. Book Co., 1971-2.

19423 CURRICULUM SOCIAL STUDIES IIB

Semesters: IV and V

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Social Studies I.

Objectives:

To examine the teaching of Social Studies in Early Childhood education. The objectives of Social Studies will be re-examined in terms of their particular significance to the teacher of young children, and students will be required to plan an appropriate learning environment and experiences to implement these objectives.

Content:

Social Studies and the Young Child: The significance of Social Studies with reference to the developmental stages; Social Studies objectives related to the intellectual, psycho-social and moral stages of development; teacher expectations and setting of objectives for the particular age group defined.

Indirect Methods: The teacher's role as an indirect agent for promoting the objectives of Social Studies; the provision of a secure environment and activities conducive to encouraging the socialization of children, thereby reducing ego-centric patterns of behaviour and thinking, and developing appropriate attitudes and feelings.

Directed Lessons, Units of Instruction: Each objective analysed and formulated in terms of content and learning experiences. A variety of teaching techniques — discussion, role playing, open-ended stories, and correlation of work in other subject areas. Emphasis on activity and experience and full use of teaching aids and audio-visual equipment. Methods of assessment and evaluation.

Resource Material: Students will compile a resource book of ideas and aids relevant to their needs. Sources: Social Studies syllabuses, commercial projects and kits including pictures, and their personal contributions from workshops.

Basic Texts:

None.

19502 SOCIAL SCIENCE

Semester: II

2 class contact hours
4 week hours
48 semester hours

Objectives:

To examine the functions and purposes of social studies, emphasising the particular problems and opportunities involved in the planning and implementation of social studies in the education of atypical children.

Content:

The unit will study the rationale behind current trends in social studies curriculum development and the application of these ideas in the field of special education.

Investigation of the integrating role of social studies in the special education course, with particular emphasis on social competency and social interaction.

Principles of structuring a social studies unit to the needs and capabilities of the learner in special education.

Students will design and partially develop units suitable for use with atypical children.

Appropriate teaching/learning activities will be examined, including such strategies as field trips, questioning and discussion, role playing and simulation games, environment boards, narrative and expository techniques.

Basic Texts:

None.

19513 HISTORY VA—THE REFORMATION

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

History I, II, III.

Objectives:

To enable students to examine in some depth the religious reformation in 16th century Europe and to assess the influence of the renaissance upon it.

Content:

The nature of the 16th century; Doctrinal, moral and social roots of the religious

upheaval, Christian humanism, Erasmus; the crisis in Germany; the crisis in Switzerland; the radicals; extension to Scandinavia, Netherlands, France, Spain, Eastern Europe; the English reformation; the New World: Spanish, Portuguese, French, British and Dutch expansion; influence of the reformation; the legacy of the reformation; recapitulation and conclusion.

Basic Texts:

Bainton, R. H. *The Age of the Reformation*. New York: Van Nostrand, 1956.

Grimm, H. J. *The Reformation Era, 1500-1650*. New York: Macmillan, 1965.

**19514 HISTORY VB—STUDIES IN CIVILIZATION B:
THE MEDIEVAL WORLD**

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

History I, II, III.

Objectives:

As for History IVB, except that the emphasis will be on the concept of Western Civilization in some of its medieval aspects.

Content:

The Foundations of the Medieval World — The Roman inheritance; barbarian migrations and settlement; Christianity; feudalism.

The Medieval Community — The medieval manor; the medieval town; the medieval monastery.

The Universal Ideal — Church and Empire; the concepts of sacerdotium and regnum; relations between the two; the Investiture Dispute.

A Medieval Panorama — The Crusades; Chivalry; the Black Death, trade and travel; architecture and the arts.

The Emergence of Europe as an Idea — The transition from the concept of Christendom to that of Europe; images of Europe as a civilization.

Basic Texts:

None.

19515 GEOGRAPHY V—GEOMORPHOLOGY

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Geography I, II, III.

Objectives:

To familiarise the student with modern theories and research methods in geomorphology, shown in selected topics.

Content:

An examination of the formulation and application of modern theories of landform development, and modern research methods; the investigation of landform development and the processes associated with their formation in three specific areas: Coastal Geomorphology with special emphasis on depositional features; Fluvial Geomorphology with an emphasis on the quantitative studies of catchment hydrology and river channel processes; Glacial Landforms and periglacial in the Australian Alps.

Basic Texts:

Will be indicated at the beginning of the unit.

19520 CURRICULUM SOCIAL STUDIES IIIA

Semesters: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Social Studies I and II.

Objectives:

To develop an understanding of the functions and purpose of Social Studies with particular reference to problems and opportunities in planning and implementing Social Studies in Special Education.

Content:

Examination of the rationale behind current thought in Social Studies curriculum development and the application of these principles in the field of Special Education.

Analysis of the role of Social Studies as an integrating factor in the Special Education course, with particular stress on social competency and social interaction.

Principles and practice of structuring a Social Studies unit to the capabilities and needs of the learner in Special Education, with particular reference to field trips, questioning and discussion, simulation games and role playing.

Basic Texts:

None.

19521 SOCIAL SCIENCE (INTERDISCIPLINARY) IIA—STUDIES IN ASIAN SOCIETIES B

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Social Science IA or History IVB.

Objective:

To develop the general concepts and issues raised in Asian Studies A by more detailed examination of their political, social and cultural interrelationships.

Content:

For the three countries India, China and Indonesia, detailed studies are to be made of the traditional societal organization and the influence of change; the urban — rural dichotomy and its implications for modernization and development; their specific regional influences and their emergence to prominence in world affairs.

Basic Texts:

None.

19522 SOCIAL SCIENCE (INTERDISCIPLINARY) IIB—RACE RELATIONS IN PAPUA NEW GUINEA

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisite:

Social Science IB.

Contents:

The indigenous culture of New Guinea; Pre-European government culture contact; the division of New Guinea between Dutch, Germans and British. Scope of European administration in German and British New Guinea to 1914; the Australian military administration of German New Guinea 1914 to 1921. Native policy. The question of corporal punishment; Australian Papua 1906 to 1942. Native policy of Sir Hubert Murray; Christian mission activity in Papua and New Guinea 1872-1942; the colonial legacy.

Basic Texts:

Stevens, F. S. (ed.). *Racism: The Australian Experience (Study of Race Prejudice in Australia)*, Vol. 3, "Colonialism". Sydney: Aust. and N.Z. Book Co., 1972.

Whittaker, et al. *Documents and Readings in New Guinea History*. Brisbane: Jacaranda, 1975.

19523 CURRICULUM SOCIAL STUDIES IIIB

Semesters: V and VI

3 class contact hours
6 week hours
72 semester hours

Pre-requisite:

Curriculum Social Studies I and II.

Objectives:

To examine in detail the rationale and aims of Jerome S. Bruner's curriculum "Man: A Course of Study"; and to enable students to become sufficiently familiar with the concepts, methods and materials of the course to qualify them as accredited teachers of M.A.C.O.S.

Content:

Using the nine teachers' resource text books and the complete range of "Man: A Course of Study" and other supplementary materials, the course will examine the theory and developmental research involved in the evolution of M.A.C.O.S.; develop techniques of discussion; study methods of categorization; study the life cycles of salmon, herring gulls and baboons to see how such concepts as life cycle, behaviour patterns, natural/selection, territoriality, dominance and aggression may be transmitted to children; examine in detail the life style and culture of the Netsilik eskimos to establish, by comparison with our own society, the essentials of human civilization, including such concepts as adaptation to environment, tool-making, kinship systems, continuity of culture.

By the above, to seek answers to Bruner's broad questions:

"What is human about human beings?

How did they get that way?

How can they be made more so?"

Basic Texts:

Included in M.A.C.O.S. kit.

19609 GEOGRAPHY VIB—HISTORICAL GEOGRAPHY

Semesters: IV and VI

4 class contact hours

8 week hours

96 semester hours

Pre-requisites:

Geography I, II and III.

Objectives:

To consider the nature and role of historical geography and to provide the student with approaches and techniques for the reconstruction of the geography of the past.

Content:

The concept and uses of historical geography; evidence for reconstructing the past; uses, limitations and problems of evidence and methods; the geographies of past periods will be looked at by selecting examples from Australia and overseas; changes in human occupancy will be studied in relation to changes in the physical and human environments, with particular reference to changes in technology; the evolution of patterns of economic activity, including settlement in Australia will be considered in relation to the concept of the frontier, and the changing political ways of the continent.

Basic Texts:

Andrews, J. (ed.). *Frontiers and Men*. Melbourne: Cheshire, 1966.

Jeanes, D. N. *An Historical Geography of N.S.W. to 1901*. Sydney: Reed Education, 1972.

Mitchell, J. B. *Historical Geography*. London: English Universities Press, 1960.

Thomas, W. L. (ed.). *Man's Role in Changing The Face of The Earth*. Chicago: University of Chicago Press, 1970.

19613 HISTORY VI—CULTURE CONTACT IN THE PACIFIC

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

History I, II, III.

Objectives:

To examine tradition and change in the Pacific Islands. Students will look first at pre-contact Pacific Island cultures. This will be followed by a detailed study of culture contact and culture change in the area brought about through contact with alien cultures.

Content:

An attempt to reconstruct the origins, development and segmentation of the Pacific Island communities from the time of first settlement; a comparison and contrast of the nature of indigenous societies at the time of their initial contact with European influence.

An attempt to trace their gradual transformation as acculturative pressures from without, and sometimes innovative pressures from within, new ideas, commodities, economic procedures and political systems; an attempt to compare the various reactions of the island communities to European domination.

Basic Texts:

Oliver, D. L. *The Pacific Islands*. New York: Doubleday, 1961.

19615 GEOGRAPHY VIA—AGRICULTURAL GEOGRAPHY

Semester: VI

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

Geography I, II, III.

Objectives:

To consider the relative economic importance of agricultural production and the factors that influence the type, character and distribution of agricultural activities, especially in technically advanced countries.

Content:

This unit will examine the following aspects of agricultural geography in technically advanced western nations. Some comparison will be made with agricultural systems in underdeveloped countries.

The relationship of agriculture to the wider economic environment; relationship of systems of agriculture to the different levels of economic development; a real organization of agricultural specialization into types-of-farming regions; links between the farm, the region and the world; interacting factors influencing the physical production possibilities for farming; economic and social factors influencing farming; the structural attributes of agriculture and their change over time, e.g. development of new agricultural products; new farming techniques; increasing importance of trade; Importance of the principles of comparative advantage in commercial farming systems; the problems and future of agricultural activities will be considered.

Basic Texts:

Will be indicated at the beginning of the unit.

19621 SOCIAL SCIENCE (INTERDISCIPLINARY) IIIA—CONTINUITY AND CHANGE IN JAPAN**Semester: VI**

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To enable students to assess the extent to which social continuity may modify rapid but controlled social change, as in Japan since 1867.

Content:

The theme will be *Continuity and Change*, as manifested in the deliberate modernization of Japan. This will be used as a way of looking at the process of change in this society and at its beneficial or detrimental effects.

The following areas will be investigated — Japan: the physical setting; Traditional Japanese society; the arts, language, education, government, religion, science, economy; the Meiji revolution.

Selective borrowing and controlled change: government, education, industry, science, economy; the rise of the military, and its effects; World War I, depression and World War II: the Japanese performance; occupation and further controlled change: government, economy, industry, agriculture, education.

Post-occupation adjustments and economic development; Japan today: government, education, science, religion, the arts.

Basic Texts:

None.

19622 SOCIAL SCIENCE (INTERDISCIPLINARY) IIIB—THE IDEA OF PROGRESS IN U.S.A.

Semester: V

4 class contact hours
8 week hours
96 semester hours

Pre-requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To enable students to assess the dichotomy between a particular social theory, i.e., the idea of progress, and its application in a particular society, the United States of America.

Content:

The theme will be *The Idea of Progress*, in its application to the United States of America, the first society officially to adopt this concept. The theme will be used as a way of looking at the process of change in this society, at the assumptions concerning the nature of the change, and at its beneficial or detrimental effects.

The following areas will be investigated — the 18th century origins of the idea of progress; America: the physical setting; the special nature of 18th century American society; Independence and the Constitution; the expanding frontier; the impact of the Civil War.

The growth of Industrialization, massive immigration and big business; the politics of progress; progress in American science, technology and medicine; the urbanization of America; the social manifestations of the idea of progress: religion; progressive education in America; changing life styles; the assumption of world leadership; persistent problems; minorities; dissident groups; the tradition of violence; political pressures.

Basic Texts:

None.

19702 SOCIAL SCIENCE METHOD IB—HISTORY METHOD

Part I

5 class contact hours
10 week hours
120 semester hours

Objectives:

This unit is designed for graduates who intend to specialize in the teaching of History. It will examine the unique claims of History as a discipline and its relationship to the interdisciplinary studies of man in society now being practised in the junior school.

In particular, the course aims at developing competence in and enthusiasm for the teaching of History through an understanding of the aims and organization of the syllabi; an awareness of specialized problems related to the nature of the History at the junior level of the secondary school; the development of the ability to organize a well sequenced programme of work suitable for students of differing interests and abilities; the development of a variety of strategies which make use of a wide range of teaching materials.

Content:

Introductory Concerns: The curriculum process; aims and objectives; content; organization; learning experiences. Social science in the primary school: inquiry approach; objectives, concepts and generalizations; resource development; the primary experience as a viable foundation for secondary schooling.

History in the Junior Secondary School: its unique attributes as a discipline; outline of course; necessity for clear structure: philosophy behind the syllabus; diverse means of implementing the syllabus; the crucial problems of concept development in the junior school.

Techniques in History for low-ability pupils: the concrete approach; structured reading tasks; work-cards; non-verbal stimulus material as learning aids.

Social Sciences in the Junior Secondary School: the courses in outline; curriculum organization; disciplines and their interdisciplinary aims and objectives of the courses; integration; relevance.

Classroom Practice and History: (a) Teaching Skills — Class management, questioning, reinforcement, explanation, variability, introductory procedures, closure, evaluation. (b) Class Organization — The traditional approach, group work, open classrooms, individualization, flexibility, team teaching.

Planning and Preparation: Programming; unit and theme preparation; lesson planning; timetable; kinds of lessons.

Activities: Role-play; socio-drama; debates; case studies; historical models; simulation game construction.

Development of Resources: Teaching kits; the mini-library; films, slides; pictures; videotapes; bibliographies; copying machines; projectors; overhead projectors and transparencies; the library period and how to use it; pupil developed resource cards; the local area and other excursions; developing a History room library.

Relevant teaching skills: the reading crisis and its effects on History; listening and speaking; skills development relating to location, recording and transmission of information; the need to develop note-making skills; alternatives to traditional note-making.

Basic Texts:

New South Wales Department of Education for the Board of Secondary School Studies: (1) *History Syllabus, Forms II-IV* (Advanced, Ordinary and Modified Levels); (2) *Notes on the Syllabus* (including Bibliography); (3) *Syllabus in Asian School Studies, Forms I-IV*; (4) *Social Science Syllabus, Forms I-IV*.

Barcan, A., *Social Science, History and the New Curriculum*. Sydney: Hicks Smith & Sons for the W.E.A. of New South Wales.

Burston, W. H. *Principles of History Teaching*. London: Methuen, 1971.

Walshe, R. D. and N. A. (eds.). *Ways We Teach History* (Articles on the teaching of History in secondary schools, based on selections from the publications of the History Teachers' Association of N.S.W.). Parramatta: History Teachers' Association of New South Wales, 1972.

19801 SOCIAL SCIENCE METHOD II

Part II

5 class contact hours
10 week hours
120 semester hours

Note:

Students will select one out of the following teaching methods: Economics, Geography and History. At least one undergraduate course successfully completed in the subject chosen is a pre-requisite. The Objectives stated apply to all three methods. In 1976-77 only the History strand is available.

Objectives:

These units aim to develop competency in and enthusiasm for the teaching of Economics and/or Geography and/or History. In Senior classes in New South Wales secondary schools through an understanding of the aims and organization of the particular syllabi relevant to the methods chosen; an awareness of specialized problems related to the nature of the subject at the senior level; the development of the ability to organize a well sequenced programme of work suitable for students of differing interests and abilities; and the development of a variety of strategies which make use of a wide range of teaching materials.

Content:

1. Economics Method:

Consideration of the aims and objectives of the N.S.W. Economics Syllabus.

Programme planning: approaches to the selection and organization of syllabus

content will be discussed and principles to deal with individual differences in interests and abilities will be determined.

Planning a unit or topic — importance of specific objectives, key concepts, lesson sequence, references, resources.

Development of appropriate teaching strategies which provide a variety of learning experiences suitable for senior students, e.g., seminars, study guides, individual or group assignments, use of models, case studies, use of real-world issues/problems, simulation, fieldwork.

Practice in the selection and use of a variety of resources, e.g., textbooks, tapes, film, multi-media kits, simulation games, journals/newspapers dealing with current events, radio and television programmes.

Evaluation and assessments as on-going and summative procedures, related to the general aims of the syllabus. Particular emphasis will be placed on the testing of economic concepts and skills.

Preparation of a variety of test type, e.g., multi-choice, matching, true/false, essay. Problems of reliability and validity will be discussed.

II. Geography Method:

The following aspects will be considered during the course:

Analysis of the aims and structure of the senior Geography syllabus.

Development of general principles of programming — systematic approach; selection and use of regional examples; development of skills; allocation of time; catering for individual differences in ability and interest; practical work, including fieldwork as an integral part of the seminar programme.

Application of the general principles of programming to the specific sections of the Geography syllabus.

Planning a unit or topic — specific objectives, selection of content, lesson sequence, references, resources.

Development of appropriate teaching strategies which provide a variety of learning experiences suitable for senior students.

Evaluation and selection of appropriate teaching aids and practice in their use (and construction where applicable). Awareness of the range of resources available to the Geography teacher.

Practice in the preparation of study guides, fieldwork sheets and base maps, etc.

Assessment and evaluation in senior Geography: Preparation, validity and reliability of text types.

Practice in preparation of essay questions, their evaluation and marking.

III. History Method:

The following topics will be considered:

The aims and content of the Senior History Syllabi; content in relation to interpretation.

Unit courses and organization: Theme studies and particular countries; history programmes and the History Syllabi; special requirements for 3 Unit Course students.

Terminology and the handling of historical concepts: terms used and the extent of their use; building up a meaningful historical vocabulary in the student; teaching abstractions (e.g., liberalism, nationalism, teaching basic concepts, e.g., change).

Using source materials: primary and secondary sources; the value of sources; using source materials in the classroom; collections of sources appropriate to senior studies.

The history textbook: differences between a textbook and reference books; the uses of the textbook; abuses of the textbook; the qualities of a good text; an examination of those texts most used at present; the need for wider reading (e.g., knowing the library's resources, articles, magazines, journals, recommending books); the teacher's role in extending the range of the text.

The history essay: the purposes of the history essay; requirements of senior essay work; types of essays; malpractices; choosing a topic and planning the essay; essay style; the essay-classwork or homework?; improving essay work.

Aids and other approaches: sources, study-guides, note-making, diagrams, films, film-strips, models, charts, tapes, recordings, time-lines, maps, historical atlases, journals, overhead transparencies, historical novels, the history room, current affairs.

Questioning and discussion techniques: the qualities of good questioning; memory questions, reasoning questions, judgement questions, creative thinking questions; preparation for and organization of discussion; follow-up activities.

Evaluation and assessment: types of tests; the objective test and senior work; marking scales; external examinations and the syllabus.

The history teacher: some qualities that help; extra-curricular ideas and activities.

Basic Texts:

I. Economics Method:

Board of Senior School Studies, *Syllabus in Economics*, Forms V and VI, all courses, Dept. of Education, N.S.W.

II. Geography Method:

Board of Senior School Studies, *Geography Syllabus*, Forms V and VI, all courses, Dept. of Education, N.S.W.

Board of Senior School Studies, *Notes on the Syllabus in Geography*, Forms V and VI, Dept. of Education, N.S.W.

Australian Geography Teachers' Association, *Geographical Education*. Relevant journals will be nominated during the course.

Ball, J. M. *et al.* (Eds.). *The Social Sciences and Geographic Education: A Reader*. New York: John Wiley & Sons, 1971.

Biddle, D. S. and Hurtle (Eds.). *Programme Planning in Geography*. Sydney: Martindale Press, 1969.

The Geography Teachers' Assoc. of N.S.W. *Geography Bulletin*, Relevant bulletins will be referred to during the course.

Unesco, *Source Book for Geography Teaching*. London: Longmans, 1965.

III. History Method:

Modern History Syllabus. Forms V and VI, all courses. Issued by the New South Wales Dept. of Education for the Board of Senior School Studies.

Modern History, Higher School Certificate Examination—Selection of Primary Sources, 3 Unit Course—Section VI.

Ancient History Syllabus, Forms V and VI.

Notes on the Syllabus in Ancient History.

Bibliography for the Syllabus in Ancient History.

Financial and Quantitative Studies

The Department of Financial and Quantitative Studies offers a major sequence in Accounting, as follows:

Financial Accounting I	31101
Financial Accounting II	31201
Managerial Decision Making	31301
Managerial Accounting	31401
Contemporary Professional Issues in Accounting	31302
Contemporary Theoretical Issues in Accounting	31303

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes.

31101 FINANCIAL ACCOUNTING I

Semester: I

4 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To introduce students to the social context, to the functions and to specific uses of accounting information, and to ways of thinking about accounting phenomena, and of evaluating the accounting literature; to examine and practise students in applying the concepts and asset measures of traditional accounting practice; to practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record; to develop an appreciation of the minimal modifications necessary to convert traditional accounting practice to a system of continuously contemporary accounting.

To examine, compare and evaluate the formal and substantive content of theories descriptive of traditional accounting practice and a system of continuously contemporary accounting; to examine (certain) contemporary anomalies in, or issues relevant to accounting practice; to describe briefly the evolution of attempts to describe or explain certain accounting phenomena.

Content:

Accounting — a social phenomenon: company Annual Reports; investment and accountability; management and organizations; economy and law; choice and organizational participation; information, freedom and choice; professions in society; accounting reports — function and regulation; accountability and audit; present problems of the accounting profession; accounting as a social phenomenon.

Accounting Reports — uses: relating performance and prospects, risk and return; corporate and managerial accountability; company performance and share prices; the Stock Exchange investment service; security analyst's evaluations; the financial press; prices justification; government statistics.

Thinking about Accounting: accounting and the accounting phenomenon; investigating the accounting phenomenon; the accounting literature; evaluating the accounting literature — symbolic criteria (informal and formal fallacies) and empirical criteria (falsifiability and corroboration); models — formally (argument and conclusions) and substantively (descriptions and explanations); models of the accounting process and the accounting phenomenon; accounting as a discipline, in relation to other social science disciplines.

The Accounting Context — elaborated. Process of choice: considered in specified contexts; uncertainty of future; use of knowledge of past occurrences in efforts to predict future; relevance of knowledge of present position; relevance of anticipatory calculations; comparison of expected gains with expected sacrifices; ranking of opportunities; monetary and non-monetary considerations; introduction to techniques of formal anticipatory calculation.

Individuals as actors; motivation; ends and means; constraints upon action in markets; adaptation and adaptability.

Environment of action; individual differences, specialization; co-operative action; legal system; transactions, markets and prices; money; forms of business organization; procurement of resources.

Communication and information: process of communication; information; knowledge; specialization and information processing; information systems and adaptive behaviour.

A model of the accounting process: accounting as an information system. Outputs of accounting system; financial statement: Output concepts; 'financial position'; concepts of 'asset', 'liability', 'residual equity'; changes in financial position; concept of 'income'.

Accounting inputs; transactions, transformations, events, input processing rules; rules of selection, classification, measurement, recording communication.

Recording of accounting data; successive recording in statements of financial position and statements of change in financial position. Continuous recording: double entry book-keeping; classification and the chart of accounts; ledger recording; recording of transactions; trial balance; journal recording; events and adjustments to records; closing entries and summary accounts.

Accounting Reports: function; classification in accounting reports; introduction to analysis and interpretation of accounting reports — in relation to uses of ac-

counting reports.

Expansion of the Recording System. Evidence and control: information processing; inputs and evidence; documentary evidence; documents — the basis of accounting record; management control; internal control; breakdown of internal controls. Design of accounting records; journal expansion and design; ledger expansion and design. The audit trial.

Evolution of the idea of “double-entry” book-keeping.

Valuation and asset measurement. Valuation and discounting of future cash flows. Asset measurement possibilities — past and present measures; the respective arguments for each possibility. Asset measures — on acquisition and at balance date; at current cash equivalent and traditional measures (professional recommendations); specific asset measures — cash receivables, inventories, investments, leases, durable assets, other assets, recording of, and controls over these assets.

Asset measurement: traditional and continuously contemporary accounting — a summary. Rationale underlying traditional and continuously contemporary accounting measures. A critique of traditional asset measurement rules. Asset measurement at current cash equivalent — an assessment; quality in argument; the need for evidence.

Texts:

Chambers, J. *Financial Management*, Law Book Co., 1967.

Chambers, R. J. *Accounting for Inflation*, University of Sydney, 1975.

Institute of Chartered Accountants in Australia, *Statements on Accounting Principles and Recommendations on Accounting Practice* (latest edition).

The Australian Financial Review.

31102 STOCK EXCHANGE PROCEDURES

Semester: I

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To inform students about, and practise them in typical dealings on and common procedures of Australian Stock Exchanges; to practise students in common procedures used in brokers' offices; to introduce students to the legal context in which securities market trading is conducted.

Content:

Introduction to the Securities Industry and Stock Exchange Operations: Public

Companies and Securities Markets. Role of Stock Exchanges in the modern economy. Organization and administration of Stock Exchanges in Australia. Types of securities traded. How new securities are brought to the market. Listing requirements. The role of the underwriter. Research, statistical and other services of the Stock Exchange. Computer usage. Securities markets and money markets. Money market operation in Australia briefly described.

The broker's office: Research and advice; orders and sales; bookings; contract notes. Clients records. Interstate and international transactions; odd lots. Operating. The Scrip Department; records, share certificates and transfer forms; checking and recording of documents inwards; scrip cards — mechanics of recording; micro-film recording, allocation to buyer; broker's stamps; delivery and settlement; registration; lost documents; dividends; buying in; capital issues; calls; capital reconstructions. Stock options; bonds, semi-government issues.

Transaction and stamp duty. Exchange control. Put and call options. Share registry practice — relevant legislation. Broker's accounts: books of record — day book, trust accounts, general ledger accounts; account categories; audit requirements; client ledger supervision; account and scrip union; credit control — account classification. Broker accounting — local, interstate and overseas brokers.

Trading: Description of transaction from contract to completion; oral trading floor contracts; significance of contract note; delivery — buying in, sellers certification.

Legal Context: Relevant bodies of law — contracts, agency, taxation, negligence and liability for advice given. Legal relationships involved. Broker/client legal relationship. The Broker's Indemnity. Remedies on default of client. The Broker's Lien. Lumping, crossing, interstate dealings. Short selling. Principal selling — and possible conflict of interest.

Texts:

Materials to be supplied by lecturers.

31201 FINANCIAL ACCOUNTING II

Semester: II

4 class contact hours
6 week hours
90 semester hours

Pre-requisite:

Financial Accounting I.

Objectives:

To introduce students to the functions and to specific uses of accounting information in a corporate context; to reinforce, extend and further apply the skills developed during Financial Accounting I in thinking about accounting phenomena.

ana and evaluating the accounting literature; to examine and practise students in applying the concepts, and equity and income measures of traditional accounting practice; to further practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record; to further develop in students an appreciation of the minimal modifications necessary to convert traditional accounting practice to a system of continuously contemporary accounting; to further examine, compare and evaluate the formal and substantive content of theories descriptive of traditional accounting practice and a system of continuously contemporary accounting; to examine (certain) contemporary anomalies in, or issues relevant to, accounting practice or extant modes of financing; to examine the question: "what's wrong with traditional Accounting Reports?" and assess the advantages of continuously contemporary Accounting Reports as an alternative.

Content:

Finance, financing, equities: the need for finance; borrowing and lending; financing: equating expected risks and expected returns; the development of structured markets; the 'cost of financing' as a linkage between decisions on *how to use* funds and *how to finance* the use of funds; selection of a 'cost of financing' — capitalizing expected earnings, trading on the equity, average and marginal rates of interest, borrowing and lending rates of interest. Equities: the outcome of financing — creation of legal rights and claims; legal and accounting use of the term 'equities'.

Equities and liabilities: types of equities; 'liabilities' and 'residual equity' as classes; problems of differentiation. Liabilities: types described; accounting record; measurement — on incurrence and at balance date. Measurement of liabilities at balance date — traditional accounting; problems; the 'bond discount' problem as an example. Measurement of liabilities at balance date — continuously contemporary accounting.

Entities and equities: legal personality, legal names and the accounting entity; sole traders, partnerships, companies, groups of companies — identification of the accounting entity. Partnerships and the structure of the 'residual equity'; companies and the structure of the 'residual equity'; additional recording needs.

Company finance and accounting: types of companies; company law. Shares: types of shares; "par" and "no par value" shares — the international debate. Recording of share issues; forfeited shares; bonus issues; share splits; premium or discount issues; share transfers. Other forms of securities; debentures, unsecured notes, convertible notes — their use in Australia and abroad. Methods of issuing securities; direct public offers, underwriting, the prospectus; share swaps, right issues, placements — contemporary practices and problems. Australian Stock Exchanges; their operation and regulations; current listings. Dividends; rules governing payment; interim dividends. The Profit and Loss Appropriation Account. Professional recommendations. Company Law and Stock Exchange Regulations — their content and relation.

Measuring the 'residual equity' of companies: traditional accounting — procedures and problems; reserves and provisions; current anomalies. con-

tinuously contemporary accounting.

Income determination. Income concepts and income measurement. 'Cash' accounting. Traditional accounting; realization; the 'matching' concept; conservatism; current practices and anomalies. Continuously contemporary accounting; general price level changes and the capital maintenance adjustment. Traditional accounting and continuously contemporary accounting compared. Cash flow and income determination distinguished.

Accounting Reports forms — Balance Sheets, Income Statements, Fund Statements, Consolidated Statements (briefly); preparation and professionally recommended presentation; comparison of traditional and continuously contemporary Accounting Reports. Analysis of Accounting Reports: relation of performance of prospects; analytic techniques — applied to assessment of returns and risk, to performance overtime and between companies, to traditional and continuously contemporary Accounting Reports. Interpretability: rules; the non-interpretability of traditional Accounting Reports. What's wrong with traditional Accounting Reports?

Issues and controversies in Financial Accounting: an overview. Accountability, resource allocation and accounting information; comparability and uniformity; the case for reform in Chambers' *Securities and Obscurities* considered; other arguments for reform in accounting practice. Professional adaptation; past and likely future. Legal reform; possibilities. The role of research; quality in argument; the need for evidence.

Preliminary Reading:

Paish, F. W. *Business Finance*, Pitman (latest edition).

Texts:

Chambers, R. J. *Financial Management*, Law Book Co., 1967.

Chambers, R. J. *Accounting for Inflation*, University of Sydney, 1975.

Chambers, R. J. *Accounting for Inflation—Methods and Problems: A Work Book*. University of Sydney, 1975.

Institute of Chartered Accountants of Australia, *Statements on Accounting Principles and Recommendations on Accounting Practice* (latest ed.).

The Australian Financial Review, Association of Australian Stock Exchanges, *Listing Requirements* (latest ed.).

31301 MANAGERIAL DECISION-MAKING

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Financial Accounting II, Economy and Society II, Quantitative Methods II.

Objectives:

To introduce students to factors involved in choice generally, and in managerial choices particularly; to introduce students to techniques of financial analysis and anticipatory calculation; to practise students in detailed analyses of typical managerial decision situations.

To develop a financial model of the dynamics of managerial choice, and assess the literature generally in terms of this model.

Content:

Choice — a simple model. Problems — initiation and identification; search — means/end chains, courses of action; evaluation — predictability, preferability, feasibility; choice criteria — rationality; knowledge and choice.

Complex choices: Sources of complexity — uncertainty, individual differences, complex values and multi-valued choices, the fragmentation of problems, complex courses of action, organization complexity and the social context.

Managerial choice: The organizational context; participation, inducements and contributions, bargaining, organizational equilibrium. Management; functions; effectiveness; 'balance' as a constraint on choice.

Financial dimensions of managerial choice; balancing of cash inflows and outflows — sufficiency and timing as criteria. Profitability and solvency as conditions of organizational survival. Financial position; its management as the economic problem of managers; changes in financial position as a function of the timing and rate of cash conversion; financial position as a result of adaptation and as an indicator of adaptability. Decisions affecting financial position; investment decisions; financing decisions; combined investment/financing decisions.

Techniques of analysis and anticipatory calculation. Problem definition and operations research, types of problem — allocation, search, sequencing and scheduling, replacement, inventory, co-ordination, competition. Search — cost estimation; cost and value of information. Prediction — profitability assignment; sensitivity analysis.

Evaluation — cost-volume-profit analysis; cost-benefit analysis; cost-effectiveness analysis; value analysis; economic order quantities. Allocation — linear programming; transportation problems. Sequencing and scheduling — network analysis; CPM; PERT. Dealing with complexity — decision trees; simulation; modelling. Limitations of the techniques.

Decisions affecting financial position — the techniques applied. Decisions without market action. Investment decisions — decisions affecting cash, receivables, inventory; durables. Financing decisions — sources of finance; optimum debt/equity combinations; the cost of capital. Combined investment/financing decisions; leasing. Pricing decisions.

Budgeting. Financial modelling and the budget as an analytic tool; flexible budgeting.

Dynamics of managerial choice; a financial model. The process. The relevant financial variables. The relevant financial measures.

Deficiencies in the literature. Exaggerated claims about techniques; failure to integrate variables; failure to recognize some variables; failure to recognize relevance of some variables and measures.

Preliminary Reading:

Carsberg, B. *Economics of Business Decisions*. Penguin, 1975.

Texts:

Horngren, C. T. *Cost Accounting: A Managerial Emphasis*. Prentice-Hall, 1972.

Pierson, G., and Bird, R. *Business Finance*. McGraw-Hill, 1972.

Shackle, G. L. S. *Expectation, Enterprise and Profit: The Theory of The Firm*. Allen & Unwin, 1970.

31302 CONTEMPORARY PROFESSIONAL ISSUES IN ACCOUNTING

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Financial Accounting II.

Objectives:

To develop in students some appreciation of the traditions of the accounting profession, and of the changing social contexts and problem situations faced in attaining professional status; to compare evidence identifying particular problems in accounting with the problems recognized from time to time by the accounting profession as warranting attention, and to attempt to account for any discrepancies by identifying the social and organizational factors significant in professional recognition of problems.

To examine the theoretical and practical dimensions of leading contemporary professional issues in accounting, while concurrently extending the students' recording competences and their knowledge of professionally recommended practice; to examine the nature of the accounting profession's response to problems it has recognized, thus developing some appreciation of the processes of professional policy formation; to examine the 'conventional wisdom' which has constrained both the accounting profession's view of, and response to, its problems.

To consider the accounting profession's approach to problems and evolving organizational patterns in relation to the broader social changes in the phenomenon of professionalism; to distinguish the political processes through which professions adapt from the social and other processes through which knowledge is developed.

Content:

Issues and controversies in accounting — a revision; assets and asset measures; liabilities and liability measures; measuring residual equity; income determination; classification rules; communication and interpretability; uniformity and comparability. The theoretical rationale of traditional accounting practice.

Historical and institutional background to problems confronting the accounting profession: United Kingdom, United States, Australia. Major empirical and other demonstrations of professional problems; institutional problems distinguished from accounting problems.

Current concerns of the profession examined in detail. Issues considered will be drawn from the following: consolidated statements and group accounts — are consolidated statements really necessary?; equity accounting; accounting for company mergers and takeovers; purchase/pooling/goodwill; accounting in the extractive industries; land for development; depreciation; inventories; investments; leases and accounting for future commitments; tax allocation; prior period adjustments and extra-ordinary items; pension plans; price level adjustments; international transactions; funds statements; disclosure of accounting policies; materiality; multi-column accounting; projected accounting data; conglomerates and segment reporting. Reports of official studies, opinions, statements, recommendations, etc. Bookkeeping and output utility.

Professional response to problems: generally — Australia, United States, United Kingdom; to specific problems; problems and pseudo-problems; organizational and ideological constraints; unintended consequences of professional responses.

Modes of formulating accounting "principles" and their rationale — defects of method and conclusion; political and scientific determination of principles; inquiry and policy; the old chestnuts — 'art' or 'science'? and 'pure' or 'applied' research? Professional determination of 'accounting principles'.

Professionalism and the accounting profession. Professional organizations — their *modus operandi*, goals, functions; myths and realities; professional self-discipline or legal regulation or both; the control of professionally deviant behaviour; the meaning of a professional ethic; independence — material and intellectual. Professionalism and increasing bureaucratization; research, practice and teaching — their distinct but inter-related functions.

Texts:

Australian Society of Accountants, *Accounting Principles and Practices Discussed in Reports on Company Failures*, 1966.

Briloff, A. J. *Unaccountable Accounting*, Harper and Row, 1972.

Chambers, R. J. *Securities and Obscurities*, Gower, 1973.

Keller, T. F., and Zeff, S. A. *Financial Accounting Theory II: Issues and Controversies*, McGraw-Hill, 1969.

Sterling, R. (ed.). *Institutional Issues in Public Accounting*, Scholars Book Co., 1974.

Zeffer, S. A. *Forging Accounting Principles in Five Countries*, Stipes, 1972.

Zeffer, S. A. *Forging Accounting Principles in Australia*, Australian Society of Accountants, 1973.

31303 CONTEMPORARY THEORETICAL ISSUES IN ACCOUNTING

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Financial Accounting II.

Objectives:

To reinforce and further develop skills in analyzing and evaluating the accounting literature; to deepen insights into the nature of theorizing and the uses of theory; to describe, analyze and evaluate the leading theoretical models presently in dispute in the accounting literature, while concurrently developing students' recording competences; to examine the problem of corroboration of theories in social science generally, and of theories in accounting particularly; to consider the process by which theoretical disputes in accounting may be resolved and theories developed, by reference to general scientific procedures for resolving problems and to the social mechanisms by which the scientific community reaches a consensus about the reliability of particular bodies of ideas.

Content:

Accounting thought and the accounting literature. Evaluating the literature — quality in argument and evidential support. Models — their use and evaluation; models and 'theories'.

Theories and theorizing. Accounting illustrations (e.g. attempts to explain 'double-entry'; or to determining 'functions of accounting'). Prescriptive, descriptive and explanatory theories. Particular and general theories (e.g. theories of 'inventory' measurement contrasted with theories of 'asset' measurement). Evolution of attempts to theorize about accounting — briefly; some leading persons and some leading ideas. "Income theorizing" — a recurrent theme.

The social context and formal framework of accounting revised. Economic and legal postulates; representation, measurement and monetary calculation; abstraction and the process of representation; anticipatory and retrospective calculation. Towards criteria for evaluating alternative theories. Terminological problems.

Five leading accounting models compared: initial price accounting system, initial price-price level adjusted accounting system, replacement (entry) price ac-

counting system, present (discounted) value accounting system, market selling (exit) price accounting system. Recording under each system. Deriving inputs for each system; the nature and quality of inputs. The issues in dispute; arguments *pro* and *con*.

Modifications and variants on the five models. Traditional accounting and its variety; continuously contemporary accounting. Varieties of price level adjustment. Varieties of replacement price accounting. The issues in dispute: arguments *pro* and *con*.

Relative assessment of the five models and their variants; in terms of their likely solution to contemporary professional problems in accounting; in terms of the relative quality of argument; in terms of the realism of their assumptions; in terms of direct evidential support; in terms of coherence with ideas of other social science disciplines; in terms of simulated general output tests — utility, objectivity, etc.; in terms of simulated specific output tests — rate of return, solvency, etc. The problem of 'testing' output tests.

Resolution of theoretical disputes: the process-psychological, intellectual and social dimensions. Testability and falsifiability; evidence and 'corroboration'; degrees of testability. Paradigms and scientific revolutions. The 'path of science'; tentative truths.

Texts:

A.I.C.P.A. *Reporting the Financial Effects of Price Level Changes*, A.I.C.P.A., 1963.

Berkeley Symposium on *The Foundations of Financial Accounting*. U. of California, 1967.

Gynther, R. S. *Accounting for Price Level Changes: Theory and Procedures*. Pergamon, 1966.

Kafer, K. *Theory of Accounts in Double-Entry Bookkeeping*. U. of Illinois, 1966.

Revsine, L. *Replacement Cost Accounting*. Prentice-Hall, 1973.

Sands, J. E. *Wealth, Income and Intangibles*. U. of Toronto, 1963.

Sterling, R. R. (ed.). *Asset Valuation and Income Measurement*, Scholars Book Co., 1971.

Ziman, J. *Public Knowledge*. Cambridge U.P., 1968.

31304 DEVELOPMENT OF ACCOUNTING THOUGHT

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Co-requisite:

Contemporary Theoretical Issues in Accounting.

Objectives:

To focus on the question: "What is meant by 'development' in accounting thought?"; to attempt to identify factors or persons which appear to have influenced substantive changes in accounting thought, new modes of analysis or new methodologies; to briefly contrast historical changes in the context and practice of accounting with development in modes of thinking about these phenomena; to evaluate the relative contributions of professional or academic bodies and individual researchers to accounting thought; to analyze certain persistent themes or controversies in the body of accounting thought; to briefly relate historical development in accounting thought to historical development in scientific thought generally.

Content:

Because of the short duration of the course, one or more of the topics below may be selected for thorough examination. The course will be selective rather than comprehensive.

Accounting thought before 1900. Paciolo and his imitators. Early texts and authors — United Kingdom and the United States. Major historical developments in the context and practice of accounting since 1900. Developments in accounting thought since 1900 outlined: Gilman's and Hendrikson's compendia compared; local or international development? Influential personalities and institutional pressures as elements in the development of accounting thought; substantive and methodological changes.

Individual researchers: attempts both by academics (e.g. Chambers, Paton, Littleton, Mattesich, Sterling, etc.) and non-academics (e.g. May, McNeal, Sweeney, Ross, etc.) to develop a coherent body of accounting theory; a comparative analysis of selected works; their contribution to the *development* of accounting thought assessed.

Professional or academic bodies: pronouncements, etc. issued by various bodies on particular aspects of accounting theory — foundations, principles, definitions, rules, etc.; a comparative analysis of selected works; their contribution to the *development* of accounting thought assessed; comparison with the contributions of individual researchers — criteria for relative assessment?

Persistent themes (e.g. historical cost, income determination, etc.) and persistent controversies (e.g. price level adjustments, measurement in accounting, etc.) in accounting thought analyzed.

Accounting thought and scientific thought compared; parallel or isolated development? What is meant by 'development' in scientific thought? Has accounting thought 'developed' or merely changed.

Texts:

Because of the approach taken in conducting the course, allowing for different emphasis or for different directions to be taken, texts cannot be prescribed in advance.

31401 MANAGERIAL ACCOUNTING (ORGANIZATION, MANAGEMENT AND ACCOUNTING)

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Managerial Decision-Making; Economy and Society II; Organization Behaviour.

Objectives:

To practise students in certain techniques of organization analysis; to familiarize students with the body of theory and empirical evidence about the dynamics of organization adaptation and managerial control; to practise students in techniques of anticipatory and retrospective financial calculation; to consider systems of financial analysis and calculation within the broader organizational and social context of managerial choice and action; to demonstrate the futility of traditional cost accounting systems, and the utility of an alternative system; to show the fallacy in forming conclusions about accounting principles or practices, in isolation from facts about organization processes and the conditions of organization survival.

Content:

Description and explanation of phenomena: the use of models; 'cybernetic system' models; 'information system' models.

Organizations: participation, inducements and contributions, bargaining, organization 'equilibrium'. Role structures and organization structures. Organization function and maintenance; conflict and system maintenance; conditions of system maintenance — attainment of function, maintenance of participation; role integration.

Organizations as 'cybernetic systems'. Self maintenance or survival. Cybernetic sub-systems — receptor, effector, selector; their respective functions. Communication processes. Environment and feedback. System adaptation and system control. Threats to system survival. Adaptation and adaptability. Organizations "in control".

Management: functions and organization control. The management process. Decision-making: the political, legal, economic and behavioural context of management decision; adaptation and adaptability in this context. Management structure: line and staff; 'levels' of management; functional divisions; structure and cybernetic sub-systems — decision, information and action specialisms. Management "effectiveness"; political, economic, technical and behavioural dimensions; organizational "balance".

Managerial decision-making: formal models and financial models. Allocative and integrative decisions. Planning — of objectives, policies, organization structure. Evolution of standards — technical, political, economic.

Budgeting: as an analytical and an operational tool; as a planning process which integrates the political, technical and economic aspects of complexes of decisions; as a rational process of securing the optimum Financial Position *ex ante*; as a behavioural process — coalitions, bargaining and conflict resolution; external and internal confrontation. Effects of behavioural variables on budget formulation — inconsistency of objectives, stability and instability, organization slack, sub-optimization, bounded rationality. The dynamics of budgeting. Budgets as objectives and standards; effect on motivation and performance — contrary views; speculation and empirical evidence.

Cybernetic systems and communication. A general model of the communication process. Human communication. Conditions of effective communication — semiosis. Messages and information. The receptor sub-system as an information system. Properties of information systems. Assessment of information systems — interference and noise. Feedback and system closure.

Accounting as an information system. Accounting systems analyzed in terms of the necessary properties of information systems. Processing rules — selection, classification, measurement, recording, reclassification, aggregation, communication. Accounting inputs — transactions, transformations, events. Accounting outputs — financial statements. Qualities of information — interpretability, relevance, reliability, contemporaneity.

Accounting and the management structure; line and staff; advice and information; accountants and accounting; neutrality and bias — the conditions under which each is desirable; rules for securing neutrality; standards of objectivity and completeness.

Accounting as part of the receptor sub-system of a cybernetic system. Overall requirements — information output to represent the environmental situation at the time of the output; the processing of 'noise' to be reduced to a minimum; feedback of information to be to the manager responsible for a particular decision. Development of an accounting system consistent with these and other requirements; representation of Financial Position and recording of changes in Financial Position at market prices; reclassification of this data in terms of managerial responsibility (responsibility accounting); maintenance of a basic pecuniary record; use of interpretable concepts.

Traditional accounting — full cost, direct cost, absorption cost; historical and standard; transfer pricing. Critique in terms of — relevance for decision-making, relation to assigned responsibilities, and the production of 'noise'. Empirical evidence. Found to be irrelevant, unrelated, uninterpretable and to produce 'noise'.

Organization, Management and Accounting. Accounting as an integral element in the control and adaptation of organizations. Rejection of pseudo-justifications of traditional accounting — inventory valuation and income measurement. Fallacy of considering accounting isolated from facts of organization existence and conditions of organization survival. Necessity of the study of organizations in the study of accounting. The necessity of argument and evidence for the resolution of accounting issues.

Preliminary Reading:

Thompson, V. A. *Decision Theory: Pure and Applied*. General Learning Press, 1972.

Vickers, G. *The Art of Judgement*. Methuen, 1968.

Texts:

Chamberlain, N. W. *The Firm: Micro-Economic Planning and Action*. McGraw-Hill, 1962.

Horngren, C. T. *Cost Accounting: A Managerial Emphasis*. Prentice-Hall, 1972.

31402 AUDITING

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Contemporary Professional Issues in Accounting.

Objectives:

To demonstrate the necessary relation between audit and systems of accountability, both historically and for different types of organization; to trace the concurrent development of the corporate form of organization and independent professional audit; to trace the development and codification of professional auditing standards in Australia and abroad; to examine present anomalies and leading issues in modern auditing practice, in relation to avenues and possibilities of their resolution; to introduce students to modern audit procedures and techniques, and develop in them some limited expertise in conducting an audit; to consider the present difficulties of the accounting profession in relation to both its own adaptive mechanisms and the difficulties being experienced by professions generally in modern society.

Content:

Accountability, accounting, audit. Ancient systems of accountability; English estate audits; public audits in England; audit of City and household accounts; guild audits; audit — and the development of the corporation in the nineteenth century. Audit today: trusts, governments, partnerships, companies, etc. The function and necessity of audit.

Elements of an audit. Accounts. Verification, evidence and criteria (or standards) of verification. The auditor; independence and competence as qualities.

The process of verification. Verifiable statements; types and qualities of evidence — evidence of what?; information processing and evidence; statistical sampling; evidence in law. The question of verification criteria again.

The development of professional audits of public companies. Legal and quasi-

legal influences — statutes, case law, common law, pronouncements and actions of such bodies as Stock Exchanges and the S.E.C. The development of professional accounting bodies — in the United Kingdom, United States and Australia. Pronouncements by these bodies. The codification of auditing standards. Standards applicable to the auditor — independence, competence, due care (and negligence). Standards applicable to the audit — 'true and fair'; 'generally accepted accounting principles'. Generally accepted auditing standards today; their authoritative basis.

The modern audit: techniques of an audit; the procedures necessary to support the report that an audit has been conducted; pro-forma audit programmes; organization diagnosis; internal control evaluation and the internal auditor; sampling and other tests; post balance-day events; particular problems in the audit trail raised by the accounting system employed — hand written, machine and computer based. Simulated audits.

The audit report: origins and modern version — significant changes during evolution. The message conveyed — literal or technical; to whom?; the debate reflected in legal cases. Qualified audit reports ambiguities about the nature of 'qualified'; technical and factual qualification. The present controversy in Australia. Overview: anomalies in the modern audit process.

Professionalism. Ethics and etiquette — their respective functions; codification and non-codification; existing statements; sanctions; enforcement and non-enforcement. Present difficulties: independence, management services and the large firm; competence and continuing or specialized education; negligence and legal liability. Bureaucratic instead of professional standard setting and enforcement; is it likely? would it make any difference? Professions generally and the accounting profession.

So-called new perspectives. Operational audits. The audit of management, the audit of forecasts.

Texts:

Irish, R. A. *Auditing*. Law Book Co., (latest edition).

Mautz, R. K., and Sharaf, H. A. *The Philosophy of Auditing*. A.A.A., 1961.

Russell, B. *An Inquiry into Meaning and Truth*. Pelican, 1962.

Pronouncements of professional bodies on Auditing.

31403 GOVERNMENT BUDGETING AND ACCOUNTING

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Managerial Decision-Making; Political Behaviour.

Objectives:

To describe the systems of government budgeting and accounting in Australia at different levels, making comparisons with overseas procedures and institutions where appropriate; to familiarize students with Australian budgetary papers, Auditor-General, Grants Commission and other Reports and the accounts of municipal governments, public institutions and business enterprises; to practise students in fund accounting procedures; to examine major contemporary issues in public financial administration and accounting in Australia and overseas.

Content:

The following subjects will be considered in the Australian context with comparisons to procedures and the institutions in other countries where appropriate.

The functions and structure of government. The nature of government; central and regional government. Structure of government in Australia; administrative divisions of public authorities: Ministerial Departments: Statutory authorities: Government business enterprises: Municipal and local government.

Public Finance: Sources of finance: Taxation, public borrowing, income from business undertakings: Federal-State financial relations: Commonwealth and State revenue and expenditure: Local government finance: The Australian banking system.

Financial control and accounting principles: Accountability and the control of public funds: Machinery of financial control; Budgetary and appropriation systems: Treasury: Auditor-General: Public Accounts Committee: Public Service Boards: Principles and purposes of government accounting: Cash and accrual systems: Statutory and internal controls: Evaluation of expenditure: Fund accounting: Central Government funds and accounting procedures: Shortcomings of the central government fund system.

Budgeting: The budget and the budgetary system: General objectives of budgeting: Methods of budget preparation: Principles of comprehensiveness and unity: Formulation, authorization, execution and review of the budget plan: The form and content of government budgets: State and federal budgets in Australia: The budget and the national economy: Programme budgeting: Budgeting of government business enterprises: Weaknesses in the budgetary process.

Financial administration of the Commonwealth Government: Legal and constitutional basis of the Commonwealth financial system: The Commonwealth Public Accounts: Consolidated Revenue Fund: Loan Fund: Trust Fund: The federal budgetary process: The federal Treasury: Accounts of the Commonwealth government: Banking procedures: Accounting for expenditure: Automatic data processing: Audit of Commonwealth departments and instrumentalities: The Auditor-General: The Joint Committee of Public Accounts: Accounting and internal control within the departments: Financial documents of the Commonwealth government: Statutory authorities and departmental business undertakings.

State Government financial administration: Constitutional basis of State financial

administration: The fund system of New South Wales: The office of Auditor-General: Public Accounts Committee: Statutory authority for expenditure: The budget — formulation, authorization and review: The Appropriation Act: The public accounts: State public debt: Treasury and departmental accounting.

Municipal and Local Government finance and accounts: Sources of revenue: Local government "funds": Rates and rating: Budgetary procedures: Control of expenditure: Accounting procedures and financial reports: Depreciation, borrowing and debt redemption: Costing of works and services.

Public Business enterprises: Nature of government business undertakings: Reasons underlying public ownership and control: Organizational structure of undertakings: Financial structure and relationship with Treasury: Pricing policies: Subsidies and tax exemption: Borrowing and debt redemption: Accounting procedures and financial reports: Personnel management.

Public institutions: The nature of public institutions: Financial and accounting characteristics: Institutional fund accounting: Hospitals in Australia: Sources of hospital finance: Hospital "funds": Books of account: Accounting procedures: Hospital statistics, budgeting and accounting reports: Universities of Australia: Government aid to universities: University "funds": Budgeting procedures: Accounting for depreciation: Accounting for investments: Financial statements of universities.

National Accounting: Economic fluctuations and the national economy: Economic analysis: Sectors of the economy: Economic terms and concepts: National income accounts: Input-output analysis: Flow-of-fund analysis.

Major issues to be considered include:

Consideration of the merits and demerits of the cash and accrual methods in central government accounting; advocacy of functionally classified budgets giving effect to performance (or programmed) objectives in lieu of purely "financial" budgets which allocate funds on the basis of departmental requirements; suggestions for the modification (or even abolition) of the fund system in favour of a more fluent system of accounting and control; advocacy of greater emphasis on forward planning by governments giving recognition to the commitment principle in budgeting; extension of commercial accounting practices, wherever considered appropriate especially for public business enterprises; more extensive application of cost analysis and the costing of services; modification of audit procedures by increased utilization of sample check audits.

Preliminary Reading:

Brittan, S. *Steering the Economy*. Pelican, 1971.

Burkhead, J. *Budgeting and Planning*. General Learning Press, 1971.

Levy, V. M. *Public Financial Administration*. Law Book Co., 1972.

Texts:

Hercok, A. V. V., and Maloy, N. G. *Fund Accounting*. Butterworths, 1974.

Normanton, E. L. *The Accountability and Audit of Governments*. Praeger, 1966.

Reid, G. *The Politics of Financial Control*. Hutchinson, 1966.

31501 SECURITIES MARKET REGULATION

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Managerial Decision-Making; Company Law; Financial Institutions and Markets.

Objectives:

To develop an understanding of the role of the securities market in the mobilization of resources and their allocation to productive uses within the economy; to consider the need for regulation of the securities market in the light of conflicts of interest between market participants and in view of the significance to contemporary society of encouraging and maintaining individual investment in corporate ventures; to develop an understanding of the haphazard introduction of various forms of regulation, a knowledge of main features of contemporary regulations, and a sense of how well these regulations facilitate the maintenance of a "fair" and "efficient" market.

Content:

The course will examine modes of securities market regulation in a number of countries (chiefly the regulations adopted in Australia, U.K., Canada and the U.S.A., but examples will be drawn from other countries where relevant). The examination will be in terms of how well these regulations contribute to the maintenance of a "Fair" and "efficient" market. Particular regulatory devices will be considered in relation to the abuses or anomalies which led to their introduction in different contexts, and in terms of whether the solutions adopted are still relevant to contemporary conditions. The analysis of regulatory devices will not only encompass statutory enactments and the rules and practices of various regulatory agencies, but also the extent to which particular "packages" of laws and regulations have relied upon the codes and procedures developed by various professions or occupational groups.

Issues to be considered include:

"Barriers" to entry: which securities should be listed or otherwise traded?; qualifications of brokers; the relative roles of brokers, floor traders and specialists; minimum orders; regional or national markets?

Regulation of securities market transactions: Is speculation harmful?; margin trading, pools and corners, short selling, brokers as principals. The case for intervention in volatile markets; NYSE rules for dampening stock price movements. Underwriting of new issues and attendant conflict of interests; vendor shares, etc. Distribution of primary and secondary issues. Off-market transactions.

Regulation of the flow of information to the market place: interim reports, annual reports, "insider" trading. New issues: prospectus rules, the investigation of prospectuses by auditors, investigating accountants, government or non-government agencies. The role of underwriters. Takeover and merger arrange-

ments: disclosure of negotiations and reports on financial position and performance. Profit forecasts. Backdoor listings, new ventures, spin-offs. Withering of the doctrine of *caveat emptor*.

Regulation of the conduct of corporations: shifts in views about intervention (e.g. requirements that takeover offers be extended to all shareholders, and that earlier acceptors be offered additional consideration). Share "swaps", and share placements? Spin-offs and dealings between related companies? Functions of official investigations — U.K., Australia, U.S.A., Canada.

Institutional arrangements for regulation of the securities market: Corporate affairs commission, Stock Exchange regulations, the Board of Trade, City of London panel on takeovers and mergers. Securities and Exchange Commission (U.S.A.), National Association of Security Dealers (U.S.A.). The role of the press in maintaining an "informed" market. Effectiveness of sanctions — suspension or delisting of securities, repayment of profits, fines and the enforcement of remedies. The need for a national Australian Companies Act? A national code for stock market conduct? An Australian S.E.C.?

Texts:

Australian Associated Stock Exchange, *Listing Requirements* (latest edition).

Brooks, J. *Once in Golconda*. Golloncz, 1970.

Chatov, Robert. *Corporate Financial Reporting: Public or Private Control?* Free Press, 1975.

Gower, L. C. B. *Modern Company Law*. Stevens, 3rd edition.

Manne, H. G. (ed.). *Economic Policy and the Regulations of Corporate Securities*. American Enterprise, 1967.

N.S.W. *Companies Act*, 1961 (as amended).

N.S.W. *Securities Industry Act*.

31502 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Managerial Decision-Making, Financial Institutions and Markets.

Objectives:

To develop students' understanding of the usefulness, limitations and applications of techniques for the evaluation of investment opportunities and the management of portfolios.

Content:

Types of securities; distinctive features of the trade in securities; distinctive features of the trade in securities *vis a vis* the trade in commodities.

Choice of courses of action — simple model: purchase decisions, sell or hold decisions with respect to single securities. Risk and return; assessment of combinations of risk and return for different time horizons. Information available for the formation of expectations.

'Technical' analysis: history, types of charts, configuration in price movements of individual stocks. Evidence available from empirical tests of efficacy of charting: serial dependency (the random walk hypothesis); filter tests. Tests of volatility.

'Fundamental' analysis. The key indicators — earnings per share, net asset backing, dividend yield, gearing. Review of effect of choice of accounting techniques on representations of position and performance. Examination of stock exchange practice in the adjustment of accounting data in some respects but not in others; effect of these adjustments on indicators. Other tools and methods of fundamental analysis. Review of evidence from empirical studies re relationships between market prices and financial factors; limitations of these studies. Techniques for ranking stocks for purchase or sale; price-earnings ratios, profit forecasts, rates of return on assets or funds employed. Use of formal models of the 'value' of securities. Empirical tests of "fundamental" analysis (the effective market hypothesis).

Choice of courses of action: more complex model — portfolios. Risk-return combinations — 'diversification'. Covariance as a test of risk aversion. Empirical tests of portfolio performance.

Preliminary Reading:

Smith, Adam. *The Money Game*. Pan, 1970.

Texts:

Brealey, R. A. *An Introduction to Risk and Return from Common Stocks*. MIT Press, 1969.

Francis, J. C. *Investments: analysis and management*. McGraw-Hill, 1972.

Graham, B., Dodd, D. L. and Cottle, S. *Security Analysis*. McGraw-Hill, 1962.

37101 QUANTITATIVE METHODS I and

37201 QUANTITATIVE METHODS II

Semesters: I and II

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

Quantitative Methods I — none; Quantitative Methods II — Quantitative Methods I.

Objectives:

To develop an understanding of methods of quantitative analysis essential in the social, political and economic environment in general and the administrative environment in particular.

In conjunction with communication courses, to develop: an awareness of how numerical data can be used to convey an impression that is either untrue or less than the whole truth; a realisation that individual occurrences cannot be viewed in isolation, since they are part of a probabilistic world; an ability to convey numerical information in a meaningful way.

To develop a positive attitude to the use of quantitative methods and an appreciation of their increasingly important contribution to administration and research; to provide a basic service sequence in quantitative techniques for other disciplines in the School; to provide a basis for advanced elective courses in quantitative methods.

Content:

Sections numbered one to three form the basis of study in Quantitative Methods I, while the remaining topics are covered in Quantitative Methods II.

1. Numerical Reasonableness: The necessity for checking the “reasonable-ness” of numerical quantities; the development of skills in estimating orders of magnitude.
2. Application of Quantitative Methods to Choice Situations: Identification of a conceptual choice model for anticipatory calculation of projected cash flows; three elements of choice model — purchasing power considerations, time value of money, and probability or likelihood of occurrence; construction and use of index numbers in the economic and social environment; basic probability theory and introduction to probability distributions.
3. Mathematics of Finance: Compound interest as the fundamental tool of the financial community; simple interest; compound interest applied to a single principle; compound interest applied to repeated payments of constant amounts; the use of interest tables and of financially-oriented calculating equipment; determination of effective rates of interest; present and future values; loans repayable by instalments; preparation of repayment schedules; compound interest applied to other common financial operations.
4. Statistics of Administrators: Introduction to administrative statistics; mathematics review; basic probability theory; basic probability distributions; an examination of common distributions, with emphasis on the *shape* of distribution often encountered and *not* on their mathematical properties; tabular and graphic presentation of empirical data; numerical description of empirical data; measures of location and dispersion with an emphasis on the principles behind choice of such measures; the normal curve and statistical estimates; use of normal tables.
5. Further Statistics for Administrators: Distribution of averages; the central limit property, sampling distributions; basic principles of statistical inference, demonstrated by inference based on averages; hypothesis testing; common types of statistical test — an awareness of the purposes served by *t*, Chi-square, and *F*

tests; a simple discussion of analysis of variance procedures; statistical prediction, elements of regression and correlation, with emphasis on the statistical nature of any such study and on the risks of misuse; construction and use of index numbers in the economic and social environment; non-parametric statistics: Wilcoxon test, Spearman rank order correlation, Wilcoxon matched pairs signed ranks test.

6. An introduction to Social Research Methodology: Levels of research; the use of quantitative techniques in historical, descriptive and experimental research; research models sampling techniques; questionnaire design and survey methods; the role of electronic data processing in social research; an overall view of research design; criteria for evaluating research; research studies selected for detailed analysis will be drawn from major disciplinary areas within the School of Financial and Administrative Studies Programmes.

7. Demographic Processes: A brief account of common demographic measures necessary for the understanding of population data — ratio measures, life tables.

Texts:

Ayres, F. *Mathematics of Finance*. Schaum Outline Series, McGraw-Hill, 1963.

Jedamus, P., Frame, R., and Taylor, R. *Statistical Analysis for Business Decision*. McGraw-Hill, 1976.

37301 ADVANCED QUANTITATIVE METHODS

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Quantitative Methods II; Economy and Society II; Financial Accounting II; or permission of Head of Department.

Objectives:

To provide further quantitative methods necessary for effective interpretation of the financial and economic environment; to consider basic techniques of econometrics and their application; to develop further the mathematical skills required for advanced financial analysis; to enable students to comprehend the strengths and limitations of quantitative economic analysis.

Content:

Advanced Mathematics of Finance: a continuation of studies in compound interest.

Simple Functions and Economic Relationships: algebraic functions and economic relationships, representation of simple functions, models based on linear functions, non-linear economic relationships.

The Application of Calculus to Economics: the derivative of a function, the economic significance of derivatives, maximization and minimization, the use of simple derivatives in economic optimization.

Functions of Several Variables in Economic Analysis: functions of several variables, partial derivatives, homogenous functions and Euler's theorem, optimization of functions of several variables.

Linear Economic Models and Matrix Algebra: linear models in matrix form, matrix multiplication, economic equilibrium and the matrix inverse, multiplier analysis, input-output analysis, linear programming.

Elementary Econometric Method: econometric method and simple regression, assumptions and significance of the simple regression model.

Multivariate Regression: multiple linear regression, stepwise linear regression, polynomial regression, non-linear regression.

Texts:

Ayres, F. *Mathematics of Finance*. Schaum Outline Series. McGraw-Hill, 1963.

James, D., and Throsby, C. *Quantitative Methods in Economics*. John Wiley and Sons, 1973.

37302 BUSINESS DATA PROCESSING SYSTEMS

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Quantitative Methods II; or permission of Head of Department.

Objectives:

To develop an awareness of the diverse applications of data processing systems in the social, political and economic environment in general and the administrative environment in particular; and a positive attitude to the use of computer-based data processing methods and an appreciation of their increasingly important contribution to administrative decision-making procedures.

To provide a basic service course in data processing techniques for other disciplines within the School's programmes; and an elementary knowledge of the FORTRAN programming language.

To allow students, via a major assignment, to study in depth one particular aspect of data processing application appropriate to their own interests and requirements; to provide a basis for advanced elective courses in quantitative methods and management applications of computers.

Content:

Fundamentals of Computers and Data Processing: Introduction to Data Processing, Computer Fundamentals, Fundamentals of Electronic Data Processing.

Computer Hardware, Software, Overview of Programming: Types of computers, components of a computer system — basic input-output devices, magnetic tape input-output, mass storage devices, special purpose input-output devices, mini-computers, small medium and large installations.

Business Information Systems: Development, systems analysis and design.

Applying the Computer to Business Management: Management information systems, computer applications in business:— sales order processing, inventory control, billing and sales analysis, accounts receivable, accounts payable, payroll and labour analysis, general accounting, marketing, production/operations, finance, personnel.

Managing the Computer: Acquiring and managing computer resources; computers, management and society.

Fundamentals of Computer Programming: A brief overview of the essential features of FORTRAN, COBOL, BASIC, PL/1 and RPG.

Graded Sequence of Programming Exercises: Students will complete a graded sequence of programming languages designed to illustrate the essential features of the FORTRAN language.

Texts:

Burch, J. G., and Strater, F. R. *Information Systems: Theory and Practice*. Wiley International Edition, 1974.

Burch, J. G., and Hod, N. *Information Systems: A Case-Workbook*. Wiley/Hamilton, 1975.

Eliason, A. L., and Kitts, K. D. *Business Computer Systems and Applications*. Science Research Associates, 1974.

37401 MANAGEMENT APPLICATIONS OF COMPUTERS

Semesters: IV or V

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Business Data Processing Systems, Managerial Decision-Making or permission of Head of Department.

Objectives:

to provide an opportunity for students to undertake in-depth study of selected application of computer-based data processing systems.

To provide students with experience in the use of computer software packages

designed for managerial application.

To acquire a deeper understanding of the managerial implications of computer usage.

To provide students with *either* further experience in the FORTRAN programming language *or* an introduction to the COBOL programming language.

To enable students to share their learning experiences in their selected in-depth application area with fellow students in a regular seminar environment.

Content:

In-Depth Study of a Computer Application: Students will elect to undertake directed study in an area of management application of computers either singly or as a member of a small team. It is intended that this intensive study would involve *either* the development of a set of programmes *or* the application of software packages *or both* in order to meaningfully examine *one* of the following areas of application outlined in 37302 Business Data Processing Systems: sales order processing, inventory control, billing and sale analysis, accounts receivable, accounts payable, payroll and labour analysis, general accounting, marketing, production/operations, finance, personnel.

Management and Computers: Management information systems, the information processing revolution, management functions, planning a computer installation:— the feasibility study, organization of a computer installation, staffing a computer installation, computer control and security issues, future developments.

Further FORTRAN programming exercises *or* introductory COBOL exercises (students may choose either one of these options).

Texts:

Davis, G. B. *Management Information Systems*. McGraw-Hill, 1974 (International Students Edition).

Trent, R. H., and Wheeler, T. L. *Developments in Management Information Systems*. Dickenson, 1974.

Lucas, H. C., and Gibson, C. F. *A Casebook for Management Information Systems*. McGraw-Hill, 1976.

37402 RESEARCH PROJECT

Semesters: IV, V or VI

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Quantitative Methods II *and* permission of Head of School of Financial and Administrative Studies.

Objectives:

To provide an opportunity of students to undertake a research project individually or as a member of a small group; to identify, analyze and evaluate the research literature in the student's chosen project area; to study further the research methodologies appropriate to the project interests of the individual student and of the total group; to develop an understanding of selected advanced statistical procedures necessary for analysis of empirical data; and a positive attitude to the use of research in the administrative and social environments; to provide a forum in which students may share their research experiences.

Content:

Selected students with suitable background in earlier courses in quantitative methods or equivalent professional background will be given the opportunity in this project-based course to undertake an approved research study in an area of interest to them. The topic for the project will be drawn from any major disciplinary area within the school.

The supervision of an individual student's research project would be the responsibility of two appropriate members of staff. For example, a student whose research project centred in an aspect of political science would be jointly supervised by a member of the political science staff and a member of the quantitative methods staff. Where appropriate several students may be given approval to research different aspects of a single problem and to present a joint research report or to work jointly on a single research problem.

The research project may be computer-based and may be developmental in nature. There is no requirement that the project be experimental. In certain disciplinary areas the research project will commonly be descriptive and/or historical in nature. Students will be given ample opportunity to refine their project topic in consultation with their supervisors.

Further studies in research methodologies will be undertaken in the following content areas: (a) Non-parametric techniques for the social scientist; (b) Data analysis by computer — including an examination of appropriate software packages; (c) Research procedures: literature review, overall research design, methods of investigation, including observation, questionnaire, interview, survey, and sampling techniques; bibliographic methods; preparation of research report; (d) Selected techniques appropriate to the research interests of the class and its members.

Texts and References:

There is no text as such for this course. Students will be expected to read widely in their chosen area and to prepare seminar papers which demonstrate their use of extensive library resources.

Students will however require access to the following text for the treatment of non-parametric statistics.

Siegel, S. *Non-parametric Statistics*. McGraw-Hill, 1956.

37501 ADVANCED RESEARCH PROJECT

Semester: V or VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Research Project *and* permission of Head of School of Financial and Administrative Studies.

Objective:

To provide an opportunity for students to extend the research begun in 37402 Research Project.

Content:

Students who consider their performance in the Research Project course warrants this opportunity to further their research should consult with relevant staff. It is emphasised that admission to this course is only granted by the Head of the School on the recommendation of the relevant Head of Department. Details of assessment and learning experiences are as for the Research Project course. Acceptability for publication is an additional criterion of performance in this *advanced* research project course.

37502 OPERATIONS RESEARCH FOR MANAGERS

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Advanced Quantitative Methods *or* Management Applications of Computers, *or* permission of Head of Department.

Objectives:

To establish well a managerial awareness of Operations Research, its philosophy, areas of application, and a working knowledge of some of its techniques; to provide a basis for understanding the growing body of interdisciplinary literature on Operations Research applications in business and government.

Content:

The following major representative areas will be surveyed in order to illustrate the range of application of Operations Research techniques. Individual students will, in conjunction with the lecturing staff, select two areas for more intensive study. One of these areas will normally be linear programming. Use will be made of relevant computer software packages.

Introductory: the nature of Operations Research — sample problems; problem formulation and patterns.

Linear programming: general form and formulation procedure; graphical solution; features from the geometry — flow chart of solution procedure, extreme point solution is basic solution, relation between adjacent basic solutions, optimality test; complexities — initial solutions, solution spaces, solution changes and degeneracy; duality — dual variables; sensitivity; LP package — input and output; matrix generator — functions and language.

Simulation: role of simulation — application examples; random number generation, serial correlation testing, sampling from continuous distributions; output analysis; experimental designs; the interface between simulation experiments and real world experiments.

Scheduling: network description of projects; CPM; time charts; β distribution for job times; PERT; cost-duration relationships and resource allocation.

Routing: transportation algorithm (Simplex); Ford-Fulkerson transshipment algorithm.

Inventory Analysis: single item static (EOQ); single item static with price breaks; multiple item static with storage limitations; N-period dynamic production scheduling — (Transportation algorithm); single period, instantaneous demand, no set-up; single period, uniform demand, no set-up; single period, instantaneous demand, set-up; continuous review model.

Sequencing and assignment: tractable machine sequencing problems and their solution; the assignment problem; travelling salesman problem.

Replacement: replacement schedules; reliability and maintenance; leasing or buying; optimal financing.

Texts:

Thierauf, R. J., and Klekamp, R. C. *Decision Making Through Operations Research* Second Ed., Wiley, 1975.

Harris, R. D., Maggard, M. J., Lesso, W. G. *Computer Models in Operations Research*. Harper & Row, 1974.

37601 ADVANCED OPERATIONS RESEARCH

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Operations Research for Managers and permission of Head of Department.

Objective:

To provide an opportunity for students to extend the study begun in 37502 Operations Research for Managers.

Content:

Students who consider their performance in the Operations Research for Managers course warrants this opportunity to further their individual study and research should consult with relevant staff. It is emphasised that admission to this course is only granted by the Head of Department to students who have shown the necessary ability in earlier courses in quantitative studies.

Economic Studies

The Department of Economic Studies offers a major strand of studies in economics. The sequence is as follows:

32101	Economy and Society I
32201	Economy and Society II
32301	Economy and Society III
32402	Financial Institutions and Markets
32502	Competition and Welfare
32602	International Economics

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes.

32101 ECONOMY AND SOCIETY I

Semester: I

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To confront students with economic phenomena, and the ways in which they may be patterned; to introduce students to basic concepts used by economists to describe and analyze patterns of economic behaviour; to develop an appreciation of the effect of particular social and political structures on the patterning of economic behaviour; to describe the structural characteristics of the Australian economy and its social and cultural determinants; to examine certain contemporary social problems as consequences of the structure and functioning of the Australian economy; to develop in students recognition of different methodological approaches to the study of economic phenomena, of the cultural and historical origins of these approaches, and an awareness that each approach may lead to different interpretations of the same phenomena.

Content:

Economic phenomena, as reported in the contemporary press: (a) economic events, such as reports of consumer price index changes; national wage decisions, overseas reserve changes, strikes, etc.; (b) government policy decisions — taxation, interest rates, restrictions on overseas capital inflow and

outflow, budget, revaluations, etc.; (c) decisions by individual firms such as price changes, new products, expansion programmes, closures of plants, etc.

What is the significance of these phenomena? What causes them? Are they related? How?

Economics and economies; relation of economics to other disciplines, e.g. sociology, political science.

Economic concepts and their use: economic behaviour, economic systems, economic policy; consumption, production, exchange, distribution, investment, technology, institutions.

Economy and society: the association of varying social and political structures with different arrangements of economic behaviour and with different economic systems, such as those typically labelled primitive, undeveloped, capitalist, socialist, and international; contemporary illustrations.

The Australian economy described: structural features and economic institutions; international relations.

Cultural and political determinants of the Australian economic system; cultural origins, social stratification, derivative institutional structures, social and political philosophies.

Contemporary social problems in Australia as a consequence of economic arrangements: (a) problems of equity, e.g., poverty, education, discrimination; (b) problems of the system, e.g., unemployment, inflation; (c) problems of allocative efficiency, e.g., monopolies, subsidies.

Economic methodologies: classical marxist, neo-classical, institutionalist. Their application to selected problems.

Texts:

There are no texts which sufficiently cover this course, however, it will be necessary to purchase the following books:

Heyne, Paul T. *The Economic Way of Thinking*. S.R.A., 1973.

Hunt, E. K., and Sherman, H. J. *Economics*. Harper & Row, 1972.

Samuelson, P. A., Hancock, K., and Wallace, R. *Economics*, 2nd Aust. Edition. McGraw-Hill, 1975.

32201 ECONOMY AND SOCIETY II—THE MODERN CORPORATION

Semester: II

3 class contact hours
6 week hours
90 semester hours

Pre-requisite:

Economy and Society I.

Objectives:

To describe the dominant roles of, and the interrelations between, corporations and organized labour in modern western societies; to develop an understanding of the corporation as an uneasy coalition of competing interest groups and of the different dimensions in the relations between these groups; to examine in some detail the economic dimensions of corporate activity, using the analytic tools and models of micro-economics; to examine the social and economic determinants of the supply and demand for labour in the Australian institutional setting, using conventional tools of economic analysis; to assess the performance of the modern corporation on the basis of both corporate and social criteria, using conventional techniques of economic analysis where applicable.

Content:

Corporate and non-corporate business; their relative social importance in terms of their command over resources.

Corporations as organizations involving relations between coalitions of competing interest groups — owners, employees, customers, financiers, suppliers, the government, the public, and managers; control of the corporation; management and managerial discretion; analysis of the dimensions of relations between these groups — social, political, legal, economic.

Economic dimensions of corporate activity; competitive structure of industries and competitive strategies of firms. Strategic variables: product and product mix, scale of output, price, product promotion — constraints on their use: resource inputs, combinations, pricing, efficiency of production — technical and economic: technical change — investment and growth.

Labour: as a social class and as controller of a major economic resource. Stratification and occupational mobility, labour organizations — goals, structures, strategies; identification of social, political, legal and economic dimensions of their activity; labour/corporation conflicts.

Labour — economic dimensions; determinants of labour supply; determinants of the demand for labour; wage determination; economic theory; the Australian institutional framework.

The corporation in modern society; evaluation of its performance; corporate criteria — profitability, efficiency and growth; conventional financial statements as deficient measures; social criteria — allocative efficiency, distributive shares, externalities; conventional financial statements as deficient measures; contemporary anomalies in corporate performance described. Government intervention; its rationale and its difficulties.

Texts:

Davidson, F. G., Stewardson, B. R. *Economics and Australian Industry*. Longman, 1974.

Gilbert, M. (ed.). *The Modern Business Enterprise*. Penguin, 1972.

Koch, J. V. *Industrial Organisation and Markets*. Prentice-Hall, 1975.

Niland, J. R., and Isaac, J. E. (ed.). *Australian Labour Economics Readings*. Sun, 1975.

Samuelson, P. A., Hancock, K., and Wallace, R. *Economics*, 2nd Aust. Edition. McGraw Hill, 1975.

32301 ECONOMY AND SOCIETY III—GOVERNMENT AND ECONOMY

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Economy and Society II.

Objectives:

To develop an understanding of the role and significance of government activity in the economy; to develop an understanding of the structure and working of the economic system so that students may appreciate the need for and the effect of government economic policy; to develop an understanding of the analytical tools and the models appropriate to economic policy decisions; to briefly consider the evolution of economic ideas and their influence on policy making.

Content:

Function and responsibilities of government in the modern economy: considered in the context of their historical evolution. The choice between private and public goods. The management function of government. (a) Management of the system as a whole: macro-models of the system; policy objectives — growth, stability, full employment, distributive justice; range and characteristics of policy instruments available to the government. (b) Management of parts of the system: the theory of allocative efficiency; objectives of micro-policy — correcting market failures; instruments of micro-policy — tariffs and subsidies, anti-monopoly laws, prices justification, environmental protection regulations, adjustment assistance to industry. An introduction to the process of policy making: the relation between ideas and policies; who makes policies? Consideration of the above will be mainly in the Australian context.

Texts:

Dernberg, T. F., and McDougall, D. M. *Macro-economics*. McGraw-Hill, 1969.

or:

Shapiro, E. *Macro-economic Analysis*. Harcourt, Brace & Janovich, 1974.

Neville, J. W. *Fiscal Policy in Australia, Theory and Practice*. Cheshire, 1975.

Perkins, J. O. N. *Macro-economic Policy in Australia*. Melbourne U.P., 1975.

There are no satisfactory text books for the micro-economic section of this unit, and comprehensive lecture notes will be issued. However, students may wish to consult:

Bator, F. M. "The Simple Analytics of Welfare Maximisation", *American Economic Review*, March, 1957.

Bhagwati, J. N., and Ramaswami, V. K., "Domestic Distortions, Tariffs and The Theory of Optimum Subsidy", *Journal of Political Economy*, Vol. 71.

32401 REGIONAL AND URBAN ECONOMIES

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Economy and Society III.

Objectives:

To examine contemporary social problems as consequences of the structure and functioning of urban economies in Australia and abroad; to increase students' abilities in applied economic analysis through the consideration of economic activity and problems of sub-national areas; to assess the efficacy of policies proposed for the amelioration of urban problems against both economic and social criteria.

Content:

The nature of economic systems in a spatial context: the city; general trends in urban and regional development; national economic policies and regional economies; conceptual difficulties; problem areas.

Urban and regional growth; analysis of the role of urbanization in regional development; analysis of the alternative models which may be used; the forces which give rise to problems of inefficiency, inequity and environmental deterioration within regional economies.

Urban structure: analysis of the internal form of urban areas, in terms of both physical and social structure.

Urban problems: a welfare-oriented analysis of socio-economic features of urban areas, with particular reference to the problems of (a) urban poverty, (b) housing, (c) urban transportation and (d) the quality of the urban environment.

Urban policy: the role of the public sector in relation to urban problems; conservative, liberal and radical views; inter-regional policies (e.g., decentralization) intra-regional policies (e.g., urban renewal) and non-spatial policies (e.g., road

pricing, income redistribution) for urban problems.

Regional planning; approaches in Australia and overseas. Planning regions and political units; contemporary Australian developments and issues.

Texts:

Gordon, D. M. *Problems in Political Economy: An Urban Perspective*. D. C. Heath & Co. (Mass.), 1971.

Neutze, G. M. *Economic Policy and the Size of Cities*. A.N.U. Press, 1965.

Richardson, H. W. *Urban Economics*. Penguin, 1972.

Richardson, H. W. *Regional Economics*. Weidenfield and Nicholson, 1969.

Stewart, M. (ed.). *The City: Problems of Planning*. Penguin, 1972.

Stilwell, F. J. B. *Australian Urban and Regional Development*. Aust. & N.Z. Book Co., 1974.

32402 FINANCIAL INSTITUTIONS AND MARKETS

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Economy and Society III.

Objectives:

To develop an understanding of the functioning of financial institutions and markets and the ways in which they influence the financial management decisions of governments and firms; to describe sources of finance within the Australian institutional setting and internationally; and the economic relations that hold between domestic and international sources of finance; to examine the role and functioning of government monetary policy; to practise students in financial analysis and in the selection of financial strategies, by simulating the type and range of decisions that would be made by government and semi-government institutions and private firms.

Contents:

Functions of financial systems — mobilization of investment funds from individual savings; allocation of investment funds among competing uses; allocation of consumption and investment expenditure over time; as a means of government control of aggregate spending.

Financial institutions. Money and credit as social institutions; the banking system: trading banks financial intermediaries; the special role of the Reserve Bank; the operation of monetary policy in Australia and limits on its effectiveness; control of money supply, interest rates and debt management; the working of financial institutions and monetary policies in selected overseas countries compared with the Australian system.

Financial markets — domestic. The securities market — government and corporate; short term money market — official and unofficial; the long term capital market.

International financial institutions and markets. Financing international trade and investment; foreign exchange markets; forward markets; the Euro dollar and Euro bond markets; fixed or flexible exchange rates? recent changes in the international monetary system.

Exercises in financing forecasting. Case studies in financial strategy in the Australian and international setting — from perspectives of governments, semi-government institutions and corporations.

Texts:

Wrightsmann, D. *An Introduction to Monetary Theory and Policy*. Free Press, 1976.

Scammell, W. M. *International Monetary Policy: Bretton Woods and After*. Macmillan, 1975.

More extensive lists of reference material are issued during semester.

32403 PUBLIC POLICY

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Economy and Society I.

Objectives:

To develop in students an understanding of the dimensions of public policy issues; give some insights into how economic policy is made in the public sector, using contemporary Australian problems and issues as case studies; develop an understanding of the social and political context in which economic policy is formulated and implemented; give an understanding of the analytical tools and models relevant to public policy problems.

Content:

Social choices, individual values and the public interest. Public policy issues and problems—their social, political, economic, technological and ideological dimen-

sions. The social specification of problems, the fragmentation of problems; alternative means and conflicting objectives; multi-valued choices; uncertainty and time; criteria for social choices. "Welfare" economics; meliorative comparisons; the problem of distribution.

The process of public policy formulation: Who makes policy?; the social and political context; 'rational' choice and the strategy of 'disjointed incrementalism', partisan mutual adjustment — naturally occurring and manipulated. Economic and political theories of policy formation contrasted. The study of policy formation. Studies of policy formation in Australia and abroad.

Implementation of public policies; the problem of co-ordination, hierarchial control and central co-ordination; co-ordination through mutual adjustments; other possible modes of co-ordination; feedback and the effectiveness of policies; policy revisions — in theory and in practice.

Techniques and models of policy analysis and evaluation. Cost-benefit analyses; difficulties in problem specification; costs and benefits — concept and measurement problems; opportunity costs; externalities; investment criteria; risk assessment and time preference; testing feasibility; portfolios of investment projects; unresolved questions; choice among policy making methods and procedures; the relation of value selection to choice of evaluation method.

Application of analytical techniques to selected economic policy areas at both macro — and micro — levels.

Preliminary Reading:

Shaw, G. K. *Introduction to the Theory of Economic Policy*. Martin Robertson, 1971.

Texts:

Chamberlain, N. W. *Private and Public Planning*. McGraw-Hill, 1965.

Culyer, A. J. *The Economics of Social Policy*. Martin Robertson, 1973.

Lindblom, C. E. *The Policy Making Process*. Prentice-Hall, 1968.

Mitchell, J. M., and Mitchell, W. C. *Political Analysis and Public Policy*. Rand McNally, 1969.

Winch, D. M. *Analytical Welfare Economics*. Penguin, 1971.

32404 THE UNDERDEVELOPED ECONOMY

Semester: VI

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Economy and Society III.

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to different economic systems in the process of development; develop an understanding of the characteristics and problems of developing countries as a major part of the world economy; to increase proficiency in applied economic analysis.

Content:

The phenomenon of underdevelopment; reasons for concern — moral questions and economic interdependence; the magnitude of the problem and its manifestation in living standards.

Structural characteristics of 'underdeveloped' economies (including their social and political systems).

Behavioural relationships in the development process.

The development experience; performance indicators; success or failures.

Population growth and unemployment.

Industrialization.

Development of agriculture; the Green Revolution; land tenure systems and land reform.

Foreign trade, investment and aid.

The public sector and policy reform — the changing role of government; planning and administrative institutions; 'growth'; dictatorships; opportunities for policy reform in the light of experience.

Texts:

Black, C. E. *The Dynamics of Modernization*. Harper Torchbook, 1967.

Bernstein, H. (ed.). *Underdevelopment and Development: The Third World Today*. Penguin, 1973.

Jolly, R. et al (ed.). *Third World Employment—Problems of Strategy*. Penguin, 1973.

Maddison, A. *Economic Progress and Policy in Developing Countries*. Geo. Allen & Unwin, 1970.

Myrt, H. *Southeast Asia's Economy*. Penguin, 1972.

Myrdal, G. *The Challenge of World Poverty*. Pelican, 1971.

Myrdal, G. *Asian Drama*. Pantheon, 1972.

Seers, D., and Joy, L. *Development in a Divided World*. Pelican, 1971.

Wilber, C. K. *Political Economy of Development and Underdevelopment*. Random House, 1973.

32405 SOCIALIST ECONOMIC SYSTEMS

Semester: VI

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Economy and Society III.

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to socialist economic systems; develop an understanding of the principles of socialist economics and the workings of socialist economic systems in practice; increase proficiency in applied economic analysis, particularly in the field of economic planning.

Content:

The ideological basis of socialism; theoretical principles of socialist economics; introduction to Marxist economics; types of socialist systems in practice — historical development and current trends; the 'convergence thesis'; the Process of Economic Planning: (a) plan formulation and implementation; (b) planning and the market — labour, price systems; (c) financial planning; (d) planning economic growth; (e) international economies and central planning.

Texts:

Donithorne, A. *China's Economic System*. Geo. Allen & Unwin, 1967.

Feivel, G. R. *New Currents in Soviet Type Economics: A Reader*. International Textbook Co., 1968.

Nove, A. *The Soviet Economy*. Geo. Allen & Unwin, 1968.

Rejovich, S. *The Market-Planned Economy of Yugoslavia*. Uni. of Minnesota, 1970.

Ward, P. *The Socialist Economy*. Random House, 1967.

Wheelwright, E. L., and McFarlane, B. *The Chinese Road to Socialism*. Monthly Review Press, 1971.

Wiles, P. J. D. *The Political Economy of Communism*. Blackwell, 1964.

32406 TOPICS IN ECONOMIC STUDIES

0 class contact hours
8 week hours
120 semester hours

Pre-requisites:

A superior performance in Economy and Society III, and permission of the Head of the Department of Economic Studies.

Objectives:

To provide students with an opportunity to undertake a course of study whereby they can, during the long vacation:

Further their understanding of economics by making an in-depth study of specific topics in economics which are not rigorously treated in existing economics units.

Develop their familiarity with the sources of economic literature and statistics by undertaking a literature search.

Improve their facility with economics by making a critical evaluation and assessment of the literature.

Content:

The content of the unit will depend upon the specific topic chosen. Students may nominate their own topic, but to gain permission to enrol in the unit, the required course of study should:

Cover a substantive area of economics.

Extend the student's knowledge of the theory and methodology of economics;

Facilitate the development of the student's analytical skills and, where appropriate, competence in applied economics.

Learning Experiences:

Students wishing to enrol in the unit must contact the Head of the Department of Economic Studies with their proposed topic by the end of the thirteenth week of the second semester. Subject to permission being granted, students will enrol in the unit in the last week of that semester, and be allocated a supervisor from the Department.

Early in the vacation, students will be expected to make a preliminary search of the literature, and to devise a tentative programme for vacation study. This programme must be submitted to the supervisor for approval within the first two weeks of the vacation. Occasional consultation with supervisors will be available during the vacation, but the study will be largely student-initiated.

Assessment:

Students will be required to submit an extensive analytical report on their studies early in the first semester of the following year.

Assessment will be made by the Head of the Department, the Supervisor, and at least one other member of the economics staff, on the basis of the written report, and a "viva voce".

Students will be notified of grade awarded in the assessment (Pass, Credit, Distinction or Fail) before the end of the fourth week of the following year semester. Their result will be officially notified at the end of the first semester of the following year in the normal way.

32502 COMPETITION AND WELFARE

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Financial Institutions and Markets.

Objectives:

To *further* examine the bases of consumer behaviour and market demand, the theory of production and costs, the firm in different market structures, the theory of distribution and the achievement of economic welfare; to investigate the theory of social goods and criteria for public expenditure, public utility pricing policy; to enquire into the use of tax base in relation to equity and efficiency; to enquire into the principles of multi-unit finance (fiscal federalism).

Content:

A *further* examination of the theory of consumer behaviour and the characteristics of market demand; production and optimal input with variable inputs; the theory of cost in the short run and long run; the theory of price and the theory of distribution under different market structures; conditions for maximizing social welfare. The theory of social goods; institutional considerations in effective expenditure policies; cost-benefit and cost-effectiveness analysis; project design and evaluation with multiple objectives, choice of discount rates, treatment of risk and uncertainty, use of shadow prices. Planning-Programming-Budgeting systems, a critique. Public utility pricing policies. Types of taxes and their incidence: individual income tax, company income tax, sales taxes, property and wealth taxes, payroll tax. Excess burden and economic efficiency. The trade-off between equity and efficiency. Problems of co-ordinating and planning public investments under fiscal federalism. Fiscal imbalance (vertical equity) in a federal State. Fiscal imbalance between states and equalization methods. Trade-offs between equity and efficiency in a multi-unit State.

Texts:

Dixon, J. (ed.). *The Public Sector*. Pelican, 1972.

Ferguson, C. E., and Gould, J. B. *Micro-economic Theory*. Irwin, 1975.

Haveman, R., and Margolis, J. *Public Expenditures and Policy Analysis*. Markham, 1970.

Houghton, R. W. (ed.). *Public Finance*. Penguin, 1973.

Musgrave, R. A., and Musgrave, M. B. *Public Finance in Theory and Practice*. McGraw-Hill, 1973.

Stillwell, F. J. B. *Normative Economics*. Pergamon, 1975.

32602 INTERNATIONAL ECONOMICS

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Competition and Welfare.

Objectives:

To provide students with a basic understanding of the principal theories of international trade and capital movements; to examine the causes and effects of international trade on the Australian economy and indicate in general terms those areas in which Australia might/might not be able to compete in the international market place; to examine the effects of international direct investment on host countries and attempts to assess the likely gains or losses incurred by the host country.

Content:

The theory of comparative advantage revised in relation to international trade — the labour theory of value; the Heckscher-Ohlin Theory of international trade; relative factor endowments as indicators of comparative advantage. The implication for relative factor prices, real wages, and changing technological conditions within trading countries; free trade versus protection; a critical examination of tariffs, subsidies and other forms of protection. The empirical evidence and static theories of trade — what factor endowments are relevant? New theories of international trade and direct investment. The possible reconciliation with Heckscher-Ohlin; The causes of direct foreign investment and its effects on host countries. Is capital mobility a substitute for trade? Customs unions and the theory of the second best.

Texts:

Bhagwati, J. *International Trade*. Penguin, 1972.

Staley, C. E. *International Economics*. Prentice-Hall, 1970.

or:

Sodersten, B. *International Economics*. MacMillan, 1970.

Selected Journal Articles.

Legal Studies

The Department of Legal Studies offers a major sequence in law. The sequence is intended to give a person, who does not intend to practice law as a result of this study, a solid overview of the role of law in society through the study of the major bodies of law.

The sequence is composed of six units. Two units must be taken in each year, commencing with Law & Society.

Law and Society	34101
Judicial Process	34205
Foundations of Law I	34305
Foundations of Law II	34405
Foundations of Law III	34505
Law and Justice	34605

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes.

34101 LAW AND SOCIETY

Semesters: I and II

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To familiarize students with the Australian legal framework, the sources of law in Australia and the techniques of legal research and reasoning; explore the nature and function of law by reference to the relationship between the law and the (Australian) society in which the law develops, is applied and changes; serve as an introduction to subsequent legal courses.

Content:

Finding the law: use of primary and secondary sources. Using the law: legal research and legal reasoning.

The Australian Constitutional Framework; the nature of a Federal System; Federations and Constitutions; Australia's Federal Constitutional Framework — Law and Politics; Sovereignty — Power in the Legal Framework; The Organs of

Government — (a) the Legislature — Australian and New South Wales; composition; powers, limitations on power (express or implied). (b) The Executive — Australia and New South Wales; composition; powers; limitations on powers; Local Government — powers and functions. Police — enforcement and discretion. Administrative Tribunals — public policy; natural justice. (c) The Judiciary — High Court; State Supreme Court; District Court; Petty Sessions; the Legal Profession; role of the Judiciary; General Law; Common Law; methods of the Judiciary; Precedent; Judicial Law making.

The Law and Interpersonal Conduct — (a) Criminal Law: crime at common law; criminal law and social regulation. (b) The Law of Torts: the nature of tort; loss compensation; insurance; fault; social functions of the law of torts; Universal No-fault Insurance. (c) The Law of Contract: private law making; contracts and public policy. The interaction of Crime, Tort and Contract.

The Law and Property — (a) The meaning of property; (b) creation, possession and assignment of interests in land, objects and ideas; (c) The National Estate; competing public and private interests in the use and enjoyment of land.

The Law and Interpersonal Relationships — (a) Family: marriage, divorce; adoption. (b) Employment: Master/Servant; conditions of employment; termination of employment.

The Law and Business Enterprise — (a) business entities; persons; unincorporated bodies; companies; (b) Business Behaviour; Unfair practices; defective goods and services; monopolization and mergers.

Issues to be considered: the legalism engendered by the Australian Federal Constitution and its effects on government; the legal relationships between the States and the Australian Government and the political consequences thereof; the significance of the function of the High Court in Constitutional interpretation; the inadequacy of the protection afforded the individual by the traditional common law rights and the dangers inherent in the growth of executive government and delegated law making powers; the effectiveness of the judiciary's use of precedent as a means of legal change, given the accelerated rate of social change, considered by reference to issues such as abortion, pot and pornography.

Texts:

Chisholm, R. and Nettheim, G. *Understanding Law*. Butterworth, 1974.

34201 COMMERCIAL LAW

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Law and Society.

Objectives:

To familiarize students with the more important legal concepts and rules governing the conduct of business; familiarize students with legal techniques; serve as an introduction to subsequent legal courses.

Content:

The law of contract: What kind of transactions will the person in business, industry, public administration or the social services come across? How does the common law of contract affect those transactions and how does that accord with the general expectations of the community?

Agency: Agency as a type of contract with special characteristics regarding the relationship between the principal and the agent, the principal and the third party, and the agent and the third party.

Partnership: Creation of the relation of partnership, legal relations between the partners and outsiders and between the partners themselves, and the mechanisms for resolving disputes within a partnership.

Sale of Goods: Sale of goods legislation; contracts for the sale of goods as a specific type of contract with special characteristics; consumer protection aspects.

Hire-Purchase agreements; the legislation and its effectiveness; consumer protection; proposals for reform.

Insurance: Common law relating to contracts of insurance; legislation affecting insurance and assurance.

Property: Ownership and possession, real property and personal property, the torrens system and the strata title system, joint tenancy, tenancy in common, choses in action, legal and equitable interests.

Negotiable instruments: The parties to a negotiable instrument; the legislation affecting negotiable instruments; cheques; promissory notes; bills of exchange.

Commercial Arbitration; discussion of arbitration as a mode of dispute settlement; the legislation; the common law.

Restrictive Trade Practices: Consumer sales; contracts in restraint of trade; solus agreements.

Preliminary Reading:

Shtein, B. J. L., and Lindgren, K. E. *An Introduction to Business Law*, 2nd edition. Law Book Company, 1973.

Text:

Vermeesch, R. B., and Lindgren, K. E. *Business Law of Australia*, 2nd edition. Butterworths, 1972.

34202 ADMINISTRATIVE LAW

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Law and Society.

Objectives:

This course is aimed at giving students who are to become administrators in government and large organizations a background to the legal problems and issues associated with the exercise of power and the administration of rules as a result of delegation of authority from law making bodies.

The administrator will be made aware of: the limits of his role as an administrator of a governmental or semi-governmental organization (such as The Australian Broadcasting Commission, The Environment Protection Authority, Local Government councils, etc.); the obligations cast upon him in the exercise of his role; the remedies available to persons (and to him in appropriate circumstances) in the case of a breach, or non-exercise, of power.

Content:

The background — including a brief revision of the Australian constitutional framework or the framework of government.

Delegated legislation, the concept and how it operates.

Natural justice.

Remedies — the prerogative writs. The ombudsman. The role of statutory corporations and administrative tribunals. Conflict of duty and interest in the administrator.

A case study of an administrative agency implementing government policy. The Environment Protection Authority. Overview and proposals for reform.

The course will raise important issues such as: how far should the legislation delegate rule making powers to administrators; are the available legal remedies adequate to meet the growing number of these administrative bodies and the significant change in the role of these bodies; is the appointment of an ombudsman for dealing with citizen complaints an adequate or alternative to existing legal remedies; what constraints if any should be imposed on the administrator in criticizing government policy being implemented by him?

Texts:

Benjafield, D. G., and Whitmore, H. *Principles of Australian Administrative Law*. Law Book Co. (latest edition).

Brett, P., and Hogg, A. W. *Cases and Materials on Administrative Law*. Butterworths (latest edition).

Spann, R. N. *Public Administration in Australia*. N.S.W. Government Printer, 1973.

34203 LOCAL GOVERNMENT LAW AND PROCEDURE

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Law and Society.

Objectives:

To introduce students to local government administration including the administrative structure of councils and their relationship to one another and to other government agencies and authorities; familiarize students with the legal provisions, statutory and otherwise relating to the nature and functioning of Councils in New South Wales; indicate the more important of Councils' powers and duties and the law and administrative practice relating to the exercise of these functions. The emphasis would be on those powers and duties generally and regularly exercised by Councils in the metropolitan area of Sydney.

Content:

Local Government: Councils as agencies of government — the political, administrative and legal aspects of this role. Local government in the Australian federal system of government: Relationships with the Australian and State governments and their agencies; the limits of a three tiered system of government. "Local" aspects of local government: Relations with the local community; the role of the citizen. Local government areas and relations between Councils.

The Administrative Structure of Councils: Councils as statutory corporations. Council and its officers: The elected representatives and non elected officers; their powers, duties and responsibilities. Council servants. Council Departments. Council meetings and committees: Their composition and procedures.

Powers and Duties of Councils: General introduction to Local Government Act, 1919 and Local Government Ordinances with emphasis on those sections investing Councils with powers and duties. Other legislation from which powers and duties are given to Councils. General administrative provisions of Local Government Act, 1919 and Ordinances, e.g.

(a) Electoral Provisions

(b) Auditing Provisions and Ordinance 26.

Exercise of Powers: The exercise of powers by resolution of Councils, by exercise of delegated power and performance of duties. The effect of legal doctrine of *ultra vires*. The exercise of discretion and consideration of "merits". Amendment and rescission of resolutions.

Some Particular Powers and Duties of Councils:

(a) Rating and Valuation: Rate classifications. Rateable land. Making and Levying rates. Objections. Payment and recovery of rates. Rebates, exemptions, postponements. Valuation of land. Objections, appeals against valuations.

(b) Loans: Borrowing. Councils. Loans by Councils. Various council funds.

(c) Planning, Development, Buildings and Subdivisions: Introduction to Parts XI and XII (a) of Local Government Act, 1919—

Planning Schemes: Outline of a planning scheme. Zonings and schedules. Preparation of schemes and procedures to prescribe a scheme. Variations and suspension of schemes. Interim development orders. Residential proclamations. Compensation.

Building Codes, Subdivision Codes and Council Policies: Purpose and content of codes and policies. Legal Status.

Other Legislation Affecting Development: Reference to other legislation, e.g. Regulation of Flats Act, 1955.

Development Applications: Development consent: when required. Form of application. Processing development applications. Statutory requirements. Reference to adjoining owners and other authorities: Planning and Environment Commission. Police, Heights of Building Committee. Conditions of Council's approval. Appeals. Enforcement of conditions of development approval.

Building Applications: Introduction to Part XI of Local Government Act, 1919 and Ordinance 70. Building applications: form and procedure. Building codes. Conditions of approval and discretionary powers of Councils. Commencement, supervision and completion of buildings. Certificates of Compliance. Appeals. Enforcement by Council of Ordinance 70 and of Council's conditions.

Subdivisions: Applications for subdivision: form and procedure. Conditions of Council's approval and discretionary powers of Council. Subdivision Codes. Appeals. Enforcement by Councils. Roads. Dedications and contributions.

(d) Health: Local Government Act provisions and ordinances affecting public health. Other legislation affecting public health and pollution administered by Councils. Waste and litter. Nuisances. Boarding houses.

(e) Traffic and parking: Road classifications. Department of Main Roads, road closures. On and off street parking controls.

Appellate Bodies: Local Government Appeals Tribunal; Courts; Common matters of appeal.

Issues to be considered may include: The Barnett Report on local government; the effectiveness of Australian government assistance to local government; the role of citizen participation in the Council decision-making process; the extent Councils should engage in social and welfare programmes; the delegation of powers to Council servants; the present rating of land as an equitable system; Council controls on the design of buildings; supervision of planning at local level by State government departments; statutory planning as an adequate legal and planning control; the emphasis in the judicial and planning roles of the Local Government Appeals Tribunal.

Introductory Reading:

Purdie, D. M. *Local Government in Australia*. The Law Book Co., 1976.

Texts:

Fogg, A. S. *Australian Town Planning Law*. University of Queensland Press, 1974.

New South Wales Local Government Act, 1919 as amended.

Statutes as prescribed.

34204 TRADE PRACTICES AND CONSUMER PROTECTION**Semester: V**

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Law and Society.

Objectives:

To explore the law in relation to conduct in restraint of trade at common law and under current State and Commonwealth legislation; to review the history of legislative intervention in trade practices and the critiques of the law and policy of such intervention; to explore and evaluate the law of consumer protection at the primary and secondary level at common law and under contemporary State and Commonwealth legislation.

Content:**Part A:**

Completion theory and practice in the Australian economy and its implications for the law of trade practices.

Restraint of trade at common law: public and private interests.

Comparative historical introduction to the regulation of business competition in Australia, U.S.A. and U.K. with special emphasis on developing control models.

The contemporary Australian situation: constitutional limitations and possibilities. The constitutional genesis of the Trade Practices Act 1974 (Comm.) and its implications.

The Trade Practices Act 1974 (Comm.) and conduct in restraint of trade: (a) Contracts, arrangements or understandings: S.45; (b) Exclusive dealing and R.P.M.; S.47; (c) Monopolization; S.46; (d) Mergers; S.50.

Machinery: (a) Clearance and Authorization — an assessment of the concept of 'benefit to the public ...' in application.

Machinery: (b) Civil and criminal remedies; a 'macro' form of consumer protection.

A review of commentaries on trade practices legislation in operation — fact, fiction and prejudice.

Part B:

Consumer protection at common law in the development of tort and contract and products liability, a comparative analysis.

Legislative intervention in consumer protection. An assessment of intervention models.

Texts:

Taperell, Vermeesh & Harland, *Trade Practices and Consumer Protection*. Butterworths, 1974.

Nieuwenhuysen, J. P. (ed.). *Australian Trade Practices Readings*. Cheshire, 1970.

Trade Practices Act 1974 (Comm.) as amended.

Other Acts as nominated.

34205 JUDICIAL PROCESS

Semester: II

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Law and Society.

Objectives:

To explore the machinery and adjectival law of the Australian legal system; to evaluate the existing models for judicial law making, adjudication, fact finding, representation, etc.; to critically evaluate the role or roles played by courts, tribunals, the legal profession in contemporary society and the implications of these roles for the functioning of the legal system.

Content:

The machinery requirements of a common law legal system.

The role of the legal profession and the courts.

The implications of judicial law making in:

- (a) the operation of the adjudicative bodies.
- (b) the role of litigation.
- (c) the role of parties before adjudicative bodies.

Evaluation of the adversarial system; comparison with alternative systems: conciliatory, arbitration; inquisitorial.

Fact finding in the Courts: the role of judges, juries, witnesses and rules of evidence.

Selection and appointment of judges.

The impact of procedural or adjectival law on civil liberties.

The social place of self-help and informal adjudication systems.

Reading List:

Downie, L. *Justice Denied: The Case for Reform of the Courts*. Penguin, 1972.

Dorson and Friedmann. *Disorder in the Court*. Pantheon Books, 1973.

Zander, M. *Cases and Materials on the English Legal System*. World Univ. Press, 1973.

Neuman, E. *The High Court*. Law Book Co., 1973.

Edwards, E. J. *Cases on Evidence in Australia*. Law Book Co., current edition.

34301 COMPANY LAW

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Law and Society.

Objectives:

To describe the development of the corporation as an element in the development of western economic society; to analyze how the division between control and ownership of the modern corporation has led to the development of legal rules governing its administration; to study in detail certain of these rules; to assess the adequacies of the present legal rules in the light of different social and economic pressures.

Content:

Evolution of the modern company; Australian source material.

Basic principles of modern company law — (a) the corporate entity; (b) limited liability; (c) powers of companies; (d) companies dealing with outsiders.

The division of ownership and control with distinction made between public and private companies — (a) directors—duties, powers, etc.; (b) shareholder rights including information — accounts, etc., inspectors, etc.

Takeovers, liquidation, etc.

Proposals for Reform in the light of modern pressures. Some of the issues which will be raised are — (a) Should limited liability be available as cheaply as it is under existing law? (b) Is there any real alternative to the laws treating the company as an artificial legal entity? (c) The role of directors in public and private companies — where do their responsibilities lie — to the shareholder, to creditors, to the public, to employees? (d) Worker participation — is it a viable alternative? (e) Are present rights of shareholders sufficient — are they given enough and adequate information about their companies? (f) Who should administer these laws? (g) *Quo vadis* the modern company?

Texts:

Afterman, A. B., and Baxt, R. *Cases and Materials on Corporations and Associations*. Butterworths, 1971.

Gower, L. C. B. *Modern Company Law* (and Australian Supplement), (latest edition).

Hadden, Tom, *Company Law and Capitalism*. Weidenfeld and Nicholson, 1972.

Nader, Ralph (ed.). *The Consumer and Corporate Accountability*. Harcourt Brace, 1973.

N.S.W. *Companies Act*.

34401 REVENUE LAW

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Law and Society.

Objectives:

To study the legal basis of the Australian taxation system, including the more important revenue laws of both the Commonwealth and New South Wales; examine the objectives of fiscal policy in Australia and the legislative and administrative means by which these are achieved; examine the effect of income taxes on the legal structure of the business entity; consider proposals for reform of the Australian income tax law.

Content:

The course will offer a description of the Australian taxation system including Australian and New South Wales taxes. Against this legal background there will be a discussion of national fiscal objectives so far as it relates to the use of taxation as a means of regulating the economy.

The major emphasis in the course will be a detailed examination of the principal taxation law, viz. the Income Tax Assessment Act, 1936; a syllabus dealing with this aspect of the course will be provided.

Texts:

Allan, C. M. *The Theory of Taxation*. Penguin, 1971.

Barrett, R. *Principles of Income Tax*. Butterworths, 1976.

Downing, R. I., and others. *Taxation in Australia, Agenda for Reform*. Melbourne University Press, 1964.

Income Tax Assessment Act, 1936, as amended.

Mannix, E. F., and Harris, D. W. *Guide to Australian Income Tax*, latest edition, Butterworths.

Mannix, E. F. *Australian Income Tax Leading Cases*, latest edition, Butterworths.

34305 FOUNDATIONS OF LAW I

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Judicial Process.

Objectives:

To determine the social role of property law; to explore the impact of socio-economic influences on the development of a concept of property; to formulate the basal rules of the Australian legal system relating to the creation and assignment of interests in places, ideas and things; to explore the economic role of property in a capitalist society and its implications for social control and planning; to consider the role of property as a vehicle for social regulation.

Content:

The legal pre-requisites of capitalism: private property. Comparative economic and legal systems.

Property as 'things'; Property as interests in 'things'.

Rights in property or arising out of property.

Private rights and the public interest; conflict resolution — regulation, acquisition. Control models.

Trends in the socio-economic system and their impact on the concept of property.

The use of the concept of property as a model for social regulation: patents, pollution regulation, heritage preservation.

Reading List:

Posner, R. *An Economic Analysis of Law*. Little, 1973.

Report on the National Estate. AGPS, 1974.

Commission of Inquiry into Land Tenures. AGPS, 1976.

Helmores, B. A. *Personal Property and Mercantile Law*. Law Book Co., current edition.

Friedmann, W. *Law in a Changing Society*. Penguin, 1972.

Heilbroner, R. L. *The Worldly Philosophers*. Simon and Shuster, 1967.

Cases and materials as issued.

Abraham, H. J. *The Judicial Process*. Oxford, 1975.

Lieberman, J. *How the Government Breaks the Law*. Penguin, 1973.

Fuller, Lon L. *Anatomy of Law*. Penguin, 1971.

Arnold, T. *The Symbols of Government*. Harbingor, 1935.

Jones, H. *Crime in a Changing Society*. Pelican, 1967.

Zantsev, and Poltorak, *The Soviet Bar*. Foreign Language Publishing House, 1959.

Sdotnikov, *Soviet Civil Legislation and Procedure*. Foreign Language Publishing House, nid.

Campbell, E., and Whitmore, H. *Freedom in Australia*. S.U.P., 1973.

Fuller, Lon L. *Legal Fictions*. Stanford U.P., 1970.

Sackville, R. *Australian Government Commission of Enquiry into Poverty: Law and Poverty Series*. AGPS, 1975.

Lawson, F. H. *Remedies of English Law*. Penguin, 1972.

Cases and material as issued.

34402 INDUSTRIAL AND LABOUR LAW

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Law and Society.

Objectives:

To acquaint the student with the framework within which the continual 'confrontation' between employer and employee takes place; show how and why the trade union movement acquired its present position in the settling of contracts of employment; explain the rights and obligations of workers vis-a-vis trade unions and to analyze the operations of a trades union at close range; generally to discuss the future of industrial law as a discipline in the changing climate of industrial relations today.

Content:

The sources of industrial law in Australia: industrial law as a body of rules for the resolution of industrial disputes, reflecting not only strictly legal considerations but economic and political factors as well. The constitutional background to the sharing of industrial powers between the State and Federal Governments, and the interaction of all the sources of modern industrial law.

The Industrial Tribunals: the jurisdiction, procedure and appeal systems of all tribunals at Federal and New South Wales levels.

The contract of employment: the common law of master and servant and its interaction with industrial legislation and awards.

Industrial relations and the criminal law: a historical analysis of anti-strike laws and a view of the modern laws concerning strikes and lockouts.

Industrial awards: matters commonly dealt with in awards and the interaction of awards and the common law.

Workers Compensation: the legislation, the administration of workers compensation, the social aspects of workers compensation.

Trade Unions and employer organizations: the legislation, the effects of registration, the rights and duties of members and executives, controls over trade unions and employer organizations.

Preliminary Reading:

Sykes, E. I. *The Employer, the Employee and the Law*, 3rd edition. Law Book Company, 1973.

Texts:

Cullen, C. L., and Peterson, R. J. *An Outline of Industrial Law*, 4th edition. Law Book Company, 1976.

Isaac, J. E., and Ford, G. W. *Australian Labour Relations: Readings*, 2nd edition. Sun Books, 1973.

Moore, P. J. *O'Dea's Industrial Relations in Australia*, 3rd edition. West Publishing Corporation, 1974.

34405 FOUNDATIONS OF LAW II

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Law and Society or Foundations of Law I.

Objectives:

To consider the elements of the general law of obligations; to consider the theoretical role of contract; to evaluate the actual role of contract in social and economic affairs; to consider the reasons for and modes of social intervention in "freedom of contract"; to consider the re-emergence of status as a basis for legal rights and obligations; to consider the future of the law of contracts.

Content:

The difference between contract and status as a basis for the operation of the legal system in determining rights and obligations.

Conceptual basis of contract at common law. Agreements and contracts.

Contract; consideration and a freely made bargain — the changing role and nature of consideration and bargaining power.

The public policy implications of freedom of contract; Legislative and judicial intervention; Statutory contracts; *Pro-forma* contracts as 'private legislation'.

Economic and social significance of contract.
Comparative legal analysis of contract.
Alternatives to contract in the legal system.
Contractual and property interests compared.

Reading List:

Posner, R. *An Economic Analysis of Law*. Little, 1973.
Friedmann, W. *Law in a Changing Society*. Penguin, 1972.
Sdobnikov, Y. *Soviet Civil Legislation and Procedure*. Foreign Languages Publishing House, n.d.
Turpin, C. *Government Contracts*. Penguin, 1972.
Galbraith, J. K. *Economics and the Public Purpose*. Deutsch, 1973.
Cases and materials as issued.

34505 FOUNDATIONS OF LAW III

Semester: V

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Foundations of Law II.

Objectives:

To explore the notion of anti-social conduct; to examine the existing concepts of tortious and criminal liability and to evaluate alternative models; to explore the role of law as a conduct modifier; to formulate the relationship between injury, social harm and the legal response.

Content:

Crime and criminal behaviour as deviations from political or moral norms of majority culture of recognized power groups.

Social values and institutions that promote crime and deviance, stereo-typing, overreach of the criminal law, law and order.

The plethora of existing legal response systems to injury.

The rationale, implementation, and effectiveness of three (3) schemes.

Trends in injury compensation and loss shifting; insurance and no fault compensation. The economic, legal and social implications.

Reading List:

Jones, H. *Crime in a Changing Society*. Pelican, 1967.

Atiyah, P. S. *Accidents, Compensation and the Law*. Weidenfeld and Nicolson, 1970.

Luntz, H. *Compensation and Rehabilitation*. Butterworths, 1975.

Friedmann, W. *Law in a Changing Society*. Penguin, 1972.

34605 LAW AND JUSTICE**Semester: VI**

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Foundations of Law III.

Objectives:

To examine the concept of law and its place in society; to examine the concept of justice; to explore the relationship between theories of law and theories of justice; to determine the criteria by which law can be evaluated and the place of social values in the evaluation of law; to determine whether there is a workable concept of the law of nations.

Content:

Law and individual liberty: a bill of rights, freedom of expression, defamation, freedom of action, abortion, unamendable constitutional restraints, privacy.

The rule of law: peace, order and good government, enforcement of the intent of the lawmaker.

Law and morality: the duty to obey laws, private morality and the public morality, victimless crimes, the Hart-Devlin debate.

Is there a separate social science of law: the correlation of social and legal growth, law as an adjustment of competing interests, the social interest in political economic and legal institutions.

The meaning of justice: the role of justice, the subject of justice, fair equality of opportunity and pure procedural justice, the status of majority rule, platonic justice, formal, substantial concrete and legal justice.

Law and nations: the nature and function of international 'law'.

Reading List:

Campbell and Whitmore, *Freedom in Australia*. S.U.P., current ed.

Rawls, J. *Theory of Justice*. Oxford, 1972.

Brett, P. *An Essay on a Contemporary Jurisprudence*. Butterworths, 1976.

Lloyd, D. *The Idea of Law*. Penguin, 1974.

Friedmann, W. *Law in a Changing Society*. Penguin, 1972

Fawcett, J. S. *The Law of Nations*. Penguin, 1971.

Administrative, Social and Political Studies

The Department of Administrative, Social and Political Studies offers a major strand of studies in politics. Politics units are divided into three levels: level 1 (introductory); level 2 (special areas) and level 3 (theory and practice). Students are required to choose two units from level 1 in their first year; two from level 2 in their second year, and two from level 3 in their third year. At present, there is little choice available, but as staff members increase, so too will the choice. Units currently taught are:

Level 1:	35102	Political Behaviour
	35202	Introduction to American Politics
Level 2:	35302	Politics and Education
	35301	Community Politics
	35402	Politics and Welfare
Level 3:	35501	Australian Political Issues
	35502	The Modern State: Theory and Practice

Units in Politics and Information (level 2) and Knowledge and Power (level 3) will be introduced in 1978 and 1979 (respectively).

The major is designed as a disciplinary sequence for students in the Bachelor of Library Science and Bachelor of Business programmes.

These Politics units are also available to students enrolled in the Diploma of Teaching course.

The Department also offers a major strand in Administrative Studies. For students enrolled in the Bachelor of Library Science the sequence is as follows:

Political Behaviour	35102
Organization Behaviour	36201
Industrial Sociology	36301
Management Theory	36401
Bureaucracy	36501
Organization Adaptation and Change	36601

The sequence is the same for Bachelor of Business students, with the exception that the original unit is Society and Culture 35101.

35101 SOCIETY AND CULTURE

Semester: I

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To introduce students to the basic descriptive and explanatory concepts in sociology; to introduce students to some differences between societies and cultures, providing techniques for the identification of cultures and the analysis of social behaviour; to introduce students to simple ethnographic research; to consider contemporary social problems as manifestations of the structural arrangements of Australian society; to provide students with insights into the patterning of Australian society, the structural bases of persistence and change in these patterns, and their varying cultural elements; to give students some knowledge of the historical development of sociology and general theories of society.

Content:

Society and Social Systems:

(a) sociology as the study of society and social systems; aims, methods and achievements of the discipline; (b) relationship of sociology to other disciplines: anthropology, psychology, political science, economics and social work; (c) social structure: groups, networks, social institutions, social roles; (d) explaining behaviour: norms, values, ideology, situation; (e) concepts of social order: functionalist vs. power/conflict interpretations; (f) some uses of sociology; in education, medicine, social administration, law, industry and management.

Cultures and Sub-cultures:

(a) the concept of culture; relationships between society and culture; (b) origins of culture, cultural differentiation; hunter/gathering, tribal, peasant and industrial modes of production; (c) the concept of sub-culture; (d) the sub-culture of poverty; sociologists dispute the interpretation of their findings — the discipline at work. Poverty in Australia: aborigines, migrants, urban and rural poor.

Deviance:

(a) the concepts of deviance; (b) labelling theory; (c) varieties of deviant behaviour; the sub-cultures of deviance.

Social Stratification:

(a) concepts of stratification: hierarchy in social life; caste, estate and class societies; (b) the dimensions of class, status and power in the analysis of stratification systems; (c) stratification at the national and local level in Australia.

The Family:

(a) varying family and marriage patterns, e.g. extended and nuclear, orientation and procreation, polygamy, polyandry, monogamy; (b) the nuclear family in modern western societies — its development and decline? (c) alternatives to the nuclear family, e.g. the kibbutz, the collective farm, communes (high energy vs. low energy, religious vs. secular, rural vs. urban, etc.).

Social Change:

(a) social mobility; its effects on the individual and society; (b) work, leisure and technological change.

Reference Groups and Peer Groups:

(a) the concepts of reference group, membership group, peer group; (b) reference group behaviour, e.g. the army — officers and the private soldier, social climbers in status systems, work group situations, professional and bureaucratic behaviour; (c) peer group behaviour, e.g. youth cliques, children's cliques and conformity.

The Life Cycle:

(a) age and social age; (b) images of the life cycle (trajectory or developmental vs. continual socialization approach); (c) age and social role; stages of the life cycle and limitations imposed, e.g. women and the child-rearing stage, the problems of retirement.

General Theories of Society:

(a) Conflict and power based theories (e.g. Marx, Weber, C. Wright Mills, Dahrendorf) vs. equilibrium theories (e.g. Durkheim, Parsons); (b) recent developments in sociological theory, e.g. sociology of knowledge, neo-Marxist theories; (c) feminist theories: women and society.

Texts:

Worsley, P. *Introducing Sociology*. Penguin, 1970.

Coxon, A. P., and Jones, C. C. (eds.). *Social Mobility*. Penguin, 1975.

35102 POLITICAL BEHAVIOUR

Semesters: I and II

3 class contact hours
6 week hours
90 semester hours

Pre-requisites:

None.

Objectives:

To develop in students an interest in political behaviour as a social phenomenon, in contemporary political issues, and in the application of ideas about political behaviour to the Australian context; an understanding of the structure and functioning of the Australian system of government within Australian society; and an ability to analyze the political dimensions of situations so as to ensure an effective response.

Content:

The concept of political behaviour: a basic type of human behaviour; its pervasiveness in social life. The politics of small groups and of large aggregations; micro- and macro-politics. Thinking about political behaviour; the game analogy. Political analysis as a recognition of real and potential players, power sources, strategies and tactics.

Concepts used in the analysis of political behaviour: power, authority, influence. Further concepts used in analyzing the politics and government of societies: support, compliance, legitimation, representation, state, policy. Other important concepts: class, elite, capitalism, socialism, communism.

Government in Australia: its framework and machinery. Constitutions, federalism, levels of government. Elections and representation; electoral behaviour; the bureaucracy. The policy making process. The political roles of courts and tribunals, especially the arbitration system.

Political parties — their basis of support, their changing structure, policies and ideologies. The organizations of capital and the organizations of labour. Major pressure groups and minor parties.

The role of the media in Australian politics: its biases and how to read between the lines.

The dynamics of Australian political processes illustrated by a series of case studies from such areas as environmental politics, community politics, industrial politics, politics and education, politics and welfare.

Texts:

Dahl, R. A. *Modern Political Analysis*, 3rd edition. Prentice-Hall, 1976.

Emy, H. V. *The Politics of Australian Democracy*. MacMillan, 1974.

Ross, M. Martin, *Trade Unions in Australia*. Penguin, 1975.

35201 THE SOCIOLOGY OF COMMUNITY**Semester: II**

3 class contact hours
6 week hours
90 semester hours

Pre-requisite:

Society and Culture.

Objectives:

To introduce students to the variety of social groups and cultural norms at the community level in Australian and overseas; to examine in detail the processes of social interactions and the dynamics of social change in different communities in Australia; to provide students with a theoretical introduction to the social planning aspects of residential change; to give some appreciation of the sociologist at work, by examining disputes over theories and methods and the processes through which they may be resolved.

Content:

The development of a sociology of community — what are community studies? Who does them? How do they do them? An overview of some pioneering studies in Australia and overseas.

Theory and methodology in community studies — community study as an object, community study as a method; problems and prospects.

The definition of community — the community as residential area, as local social system, as network and area of common interests. Community as ideology; concepts of communion, togetherness, peoplehood, time-depth, sense of origin and ancestry. Community as the “good life” — the social theorists of the nineteenth century.

Social relationships in the community:—

—the rural-urban continuum: theoretical postulates concerning rural-urban relational differentials, stemming from the writings of Louis Wirth and Robert Redfield, Ronald Frankenberg *et al.*

—Australian suburban studies; a critical examination of conceptions of community and research methodology in the Australian data; factors determining categories and qualities of social relationships.

—Australian Regional Townships; the processes of increasing bureaucratization and commercialization as they affect relationships in regional areas; regional economic form as a variable in social relationships.

—Social Life in the Inner City: communities in conurbation? Urban villages and network cities; zones of Australian cities.

Planning for community—

An overview of problems; planning for people not buildings; political power and legislative action; centralization and decentralization.

New Towns: the overseas experience; specific planning problems of Australian new towns; class vs. place as a base category of sociological analysis.

Housing: Rex's concept of 'housing classes'; housing values and the urban system; Australia as a “property owning democracy”.

Community as sub-culture—

Migrant sub-cultures; community and settlement pattern; community and network; community and ethnic identity.

Communes and alternative communities: the “quest” for community; typology of communal forms; relationships to particular localities; communes and network relationships.

Disaster in the Community—

Organized behaviour during and following disaster; case studies of Australian communities in bushfire and cyclone.

Texts:

Bell, C., and Newby, H. *Community Studies*. Allen & Unwin, 1971.

Thorns, David, *The Quest for Community — Social Aspects of Residential Growth*. Allen & Unwin, 1976.

Pahl, R. E. *Patterns of Urban Life*. Longman, 1971.

35202 INTRODUCTION TO AMERICAN POLITICS

Semester: II

3 class contact hours
6 week hours
90 semester hours

Pre-requisite:

Political Behaviour.

Objectives:

To develop in students an understanding of the American system of government and the role that various institutions and organizations play in the American political system; to broaden students' comprehension of political behaviour by examining another political culture; to extend skills in political analysis by confronting students with some of the problems connected with comparative approaches to politics; to introduce students to the systems theory approach to political analysis and its application in the American context.

Content:

The distinctive features of the American political system: its traditional political and social values expressed particularly in the philosophies of Locke, Montesquieu, Paine, etc., and institutionalized in the constitution. The application of democracy in America. Federalism, American style.

The American governmental framework, paying particular attention to the Presidency, Congress and the Supreme Court. The role of the national administration in government, with some attention to politics within the federal bureaucracy. Wherever appropriate, points of comparison with the Australian political system will be noted and analyzed. It is anticipated that skills in comparative analysis will develop at this stage.

The dynamics of the American political system in terms of the activities of the parties, pressure groups, etc., particularly where these relate to power relationships and influence upon the decision-making process. Particular attention will be paid to class and politics in America: to the organization and role of labour, to the organization and role of capital (especially big corporations), and to the industrial relations processes. The relationship of government to both capital and labour in America will also be examined.

Finally, the unit will examine some selected case studies that capture vital features of the American political scene:

Urbanization, race and politics.
Politics and welfare.
Politics and education.
The media and politics.
Military-industrial complex.
Business and government.
Foreign policy and isolationist pressures.

Texts:

To be announced.

References:

Saffell, D. *The Politics of American National Government*. Winthrop, 1975.
Levine, E., and Cornwell, E. *An Introduction to American Government*. Collier Macmillan, 1972.
Loeb, L., and Berman, D. *American Politics*. Collier Macmillan, 1975.

35301 COMMUNITY POLITICS

Semester: II

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Political Behaviour.

Objectives:

To provide tools for analyzing political behaviour among relatively small aggregations of people; to develop an awareness of political processes, both formal and informal in Australian communities; to study the interrelationship in Australia of community politics with state and national politics; to examine theories of representation, devolution and accountability in context of community decision making; to develop skills in systematic and rigorous empirical analysis by examining recent manifestations of community political organization and the impact of government programmes designed to encourage community politics.

Content:

Various concepts of community: sociological, geographical, ecological; the usefulness of community as a focus for studying political processes; introduction to British and American literature on community politics; the "community power" debate (elitists vs. pluralists); an analysis of methods and assumptions; recent perspectives in the debate: decisions and non-decisions on poverty, pollution, land use; participation and community control in theory and practice; the political dimensions of community development in industrialized countries.

The study of community politics in Australia: studies of communities (e.g. Bowral), of electorates (e.g. Manly, Eden-Monaro), of local government or urban politics (e.g. land use planning in City of Sydney), of community protest (residents, environmentalists); an analysis of their methods, assumptions and findings.

The importance for community politics of different concepts and perceptions of community among its members; the issues that engender community conflict; community politics and Australian political culture; reason for regional differences and for the relatively low level of community political activity in Australia.

The formal relations of Australian communities to levels of government; the legal framework of community politics (Local Government Act, when planning our environmental legislation); types of politics in local government elections; changing political styles of elected representatives; politics within local government.

The distribution of power in Australian communities; who makes, influences or benefits from decisions affecting the community: government, firms, voluntary organizations, individuals? Variables affecting community politics: area, population, density, income or status; community identification, degree of heterogeneity.

Decentralization, regionalism and community development in recent Australian history; recent attempts to secure greater participation by community in planning: Australian Assistance Plan, Community Health Centres, City of Sydney Strategic Plan, etc.; assumptions underlying these particularly those concerning distribution of power in communities, devolution, representation and accountability; investigation to test their reactions to this.

Texts:

To be announced.

35302 POLITICS AND EDUCATION

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Political Behaviour.

Objectives:

To alert students to the political dimensions of the education system; to introduce students to some of the empirical techniques of political science through a close study of political socialization; to investigate various approaches to the study of policy formation by a study of educational policy making in Australia; to familiarize students with some recent innovations in educational policy in Australia, and to investigate the political assumptions of these innovations.

Content:

The political dimensions of the educational system; the internal politics of the system and component sub-systems (e.g., schools as political sub-systems); the relation of the education system to the wider political system; a broad outline of the distribution of responsibilities for education in the Australian political system; the political economy of education.

Education and social change; the role of education in some theories of social change (e.g. Marx, Weber, Pareto, Giddens); reasons for growth of public expenditure and control of education.

Theories of political socialization; how children acquire political attitudes; the role of schools in this process; the importance of class in forming political outlook.

Views of major parties on education; relation of these views to their overall philosophy and class base; origin and tactics of major educational pressure groups.

Different approaches to the study of policy formation. Major determinants of educational policy making in Australia — sources of restraint and sources of innovation; case studies of recent policy innovations in Australian education — Schools Commission, Children's Commission, Decentralization and Community Schools.

Texts:

To be announced.

References:

Interim Schools Commission, *Schools in Australia*. A.G.P.S., 1973.

de Cruz, J. V., and Sheehan, P. J. *The Renewal of Australian Schools*, Primary Education, 1975.

Connell, R. *The Child's Construction of Politics*. Sydney U.P., 1971.

35304 SOCIOLOGY OF IMMIGRATION**Semester: III**

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Society and Culture.

Objectives:

This unit is designed to provide students with a sociological perspective on the effects within Australia of mass immigration to Australia in the post-war period. Specific aims of the unit are:

To enable students to recognize the economic and cultural impact of immigration upon Australian society; to impart an appreciation of the social value of cultural diversity; to critically assess various theoretical approaches to the problems of a multi-ethnic society; to enquire into the policy aspects of the post-war Australian migration programme, as a means to understanding the pattern of migrant arrivals; to examine the locational distribution of various ethnic communities in Australia; to investigate specific migrant sub-cultures, their traditional origins, and the processes of social change within these sub-cultures in the Australian context; to demonstrate to students the special needs of some migrant communities in health, housing, employment, education and welfare.

Content:

Australian as an immigrant society — historical background—

Colonization by British immigrants (convicts and free); government funding of immigration; European and non-European migrants; reactions to non-European migration: the White Australia Policy; the cultural hegemony of the British tradition in Australian life.

Immigration Policy since 1945—

The post-war political climate — demographic, economic and humane considerations; economic factors and migration flow; migration and the workforce (sex ratios, proportion of skilled to unskilled etc.); availability and adequacy of reception services; migrant return to homelands; an overview of the migrant intake in terms of areas of origin at different periods, motives for migration, circumstances of passage and resources/opportunities on arrival.

Theories of plural society—

Implicit functionalist theories — the assimilation-integration debate; theories of assimilation — e.g., Park & Burgess and the ecological succession approach; Milton Gordon and typologies of assimilation variables; neo-Marxist interpretations in terms of power variables, e.g., Castles and Kojack's model of international labour migration; the un-melting pot; racism and inequality — the theories of Van den Berghe and Cox.

Ethnicity and identity—

Definitions of ethnicity; the distribution of ethnic groups in Australia; community and second generation community; ethnic network relationships; perceived identity confusions; ethnic group strategies for the maintenance of ethnic identity.

Migrants and poverty—

Types of migrant communities particularly prone to disadvantage; employment and unionization (especially the place of migrant women in the work force); documentation of specific disadvantages in child-care, housing, health, education, access to welfare services, language barriers.

Australia as an immigrant society: conclusions—

Changes in the host society as a result of migrant cultural mix, e.g., in consumption patterns, recreation, political life, schools, social life and intermarriage;

the effect of migration of the traditional labour force — is there an Australian labour aristocracy?; community assistance to migrants; symbols of acceptance and rejection; avenues for further sociological research.

Texts:

To be announced.

35401 LOCAL AND REGIONAL GOVERNMENT

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Political Behaviour.

Objectives:

To pose the question: "Why local government?" and to seek to answer in theoretical and practical terms; trace the development of local government in Australia to help in understanding its present position in Australian government and society; gain an understanding of local politics as a process; consider the role of planning in local and regional government and its relation to the local political process; equip students with the ability to undertake a critical analysis of proposals for local and regional government reforms.

Content:

Theories of local government: a critical analysis of ideas about local self-government; the U.S. and the British traditions; their relationship to schools of political thought, and to ideologies; their importation to and relevance for Australia in the 19th century and 20th century; modern developments in the theory of participatory democracy, and their relevance for local government.

The problem of area and administration: decentralized central authority and local self-government in the historical context of Australian development; local and regional factors in pressures for local autonomy; recent trends towards regionalism and their source — administrative efficiency or local democracy?

The development of Australian local government (especially New South Wales). A historical survey showing the development of structures, forms of administration, and functions. A comparison with overseas models — particularly the U.K.

The local political process: alderman, paid officials, parties, pressure groups and elections. What is distinctive about local politics? The conflicts between bureaucratic universalism and political intervention in the 'administrative' process — favouritism and patronage or a necessary 'grass roots' tempering of impersonal bureaucracy. Contemporary changes in local politics — the resident action movement and environmental issues.

The planner: notions of strategic choice and their relevance for the local government policy-maker. Physical planning, social planning, and the local community.

Local government reform: boundaries, functions, and administrative forms in their inter-relationship. Alternative standpoints — community participation and local control; administrative and financial efficiency; local and regional pre-emptives on service co-ordination and planning.

Texts:

To be announced.

35402 POLITICS AND WELFARE

Semester: IV

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Political Behaviour.

Objectives:

To create an awareness of the salient features of the political environment and political processes of the "welfare state"; to study in detail the politics surrounding and generated by recent Australian government initiatives in social welfare policy; to examine recent attempts to apply theories of participation and principles of co-ordination in welfare policy; to examine the inter-relationship between poverty, inequality and class under advanced forms of capitalism; to critically review the literature on community politics and community action, paying particular attention to the United States' "war against poverty"; to develop skills in analyzing the politics of communities and of welfare delivery systems and an appreciation of modes and possibilities of intervention and community mobilization.

Content:

Politics and welfare: problems of analysis; the literature; poverty as the major component of welfare problems. Survey of recent literature on poverty, inequality and class structure. Definitions of poverty; assumptions underlying these definitions; "objective" and "felt" deprivation; relationships between poverty and inequality.

The role of the State in modern capitalism. The class structure of the welfare state; the economic and political forces that shaped it. Its present political environment particularly as concerns the poor. International perspectives on poverty: capitalism, industrialization and the third world.

Extended case study: the 1960's "war against poverty" in the United States. The background to the anti-poverty programme and its assumptions about national and community politics. Community action and community power. The poor and "maximum feasible participation".

The rediscovery of poverty in Australia; its political implications. Existing and proposed welfare strategies and their supporters. The Social Welfare Commission and bureaucratic politics.

Extended case study: the Australian Assistance Plan; its political assumptions and the politics surrounding its implementation; its lessons for an analysis of community power and politics in Australia.

Empirical Research project: Australian social welfare programmes as a source and/or outcome of political behaviour.

An examination in the light of the above of recent theories of participation and proposals for their implementation. Problem: is equal participation in decision making desirable, useful or possible in a capitalist society?

Preliminary Reading:

Alinsky, Saul, *Rules for Radicals*. Vintage, 1972.

Texts:

Wedderburn, Dorothy (ed.). *Poverty, Inequality, Class Structure*. Cambridge University Press, 1974.

Piven, Frances, and Cloward, Richard A. *Regulating the Poor: The Functions of Public Welfare*. Vintage, 1972.

Marris, Peter, and Rein, Martin, *Dilemmas of Social Reform* (2nd ed.). Pelican, 1974.

35501 AUSTRALIAN POLITICAL ISSUES

Semester: V and VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Political Behaviour and Politics and Education or Community Politics.

Objectives:

To consolidate students' understanding of the Australian political system by requiring in depth research on some component of that system; to develop students' skills in critical research, using primary and secondary sources; to develop students' ability to pursue a project of research which is self-initiated and self-executed; to encourage students to illuminate a particular topic of research by reference to relevant theoretical issues and to its historical context.

Content and Procedure:

Students will elect to work in one of several issue areas nominated by members of the politics staff as areas of their expertise within Australian politics. With the appropriate member of staff, they will select a particular topic. They will then develop a bibliography on that topic, which they will then summarize in a short paper. They will then refine the topic they have chosen, indicating questions that need answering or hypotheses requiring testing, and the sources and tests required. They will then undertake appropriate research, writing up the results

fully at its conclusion. The research must be in an aspect of contemporary Australian politics, but it will need to provide historical dimensions to that aspect. It will also be required to refer to various theoretical issues upon which it has some bearing. It is envisaged that research may be undertaken from largely public documents, private papers or interviews or by simple survey, depending on the interests of the students and capabilities of the staff.

Reading List:

There is no particular text, although students will be expected to read extensively in their particular topic area, and become familiar with various bibliographic aids to the researcher.

35502 THE MODERN STATE: THEORY AND PRACTICE

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Two level one and two level two Politics units.

Objectives:

To introduce students to some important bodies of systematic thought about the State developed during the past three hundred years; bring students to an awareness of the historical processes of the development of political thought and its inter-relationship with social development; examine methodologies of theoretical development especially of normative theory; raise and develop important theoretical questions concerning the State and its inter-relationship with society, paying particular attention to order, freedom and justice; refine students' ability to appraise critically theoretical writings.

Content:

The course will consider selected political theorists who have written about the State. It will seek to identify in their work:

- (a) what exactly their theories were
- (b) the nature of those theories (descriptive, justificatory, etc.)
- (c) the derivation of those theories
- (d) the focal point of the theories
- (e) a view of society and of man that appear to underlie them.

It will examine particularly theorists who were writing at about the time of the emergence and consolidation of the nation state, such as Hobbes, Locke, Rousseau and Hegel.

It will then focus on some contemporary theorists, concerned with some of the implications of the fully developed modern state. It will look in particular at the two major strands of criticism: one, Marxist in origin, best represented by Poulantzas; the other libertarian in origin, best exemplified by Nozick. In this context, attention will also be paid to Rawls.

References:

- Poulantzas, N. *Classes in Contemporary Capitalism*. New Left Review Editions, 1975.
- Nozick, R. *Anarchy, State and Utopia*. Oxford. Blackwell, 1974.
- Rawls, J. *A Theory of Justice*. Oxford University Press, 1972.
- Miliband, R. *The State in Capitalist Society*. Quartet Books, 1970.
- Hobbes, T. *Leviathan*, Current Edition.

36201 ORGANIZATION BEHAVIOUR**Semester: II**

3 class contact hours
6 week hours
90 semester hours

Pre-requisite:

Society and Culture.

Objectives:

To interest students in, and increase their awareness of organization phenomena; to introduce students to modes of thinking about organizations and to theories of organization, and describe reasonably well-held understandings about organizations; to practise students in organization analysis.

Content:

Description and explanation of phenomena: Analysis and analytic techniques. The use of models in describing, analyzing and explaining phenomena. Modes of explanation. Functional explanation.

Systems: Functional explanation and systems. Characteristics of systems — elements, relationships between elements, wholeness. Types of systems — feedback systems, controlled and uncontrolled systems, open and closed systems. Cybernetic systems — subsystems and environments. Information systems. Information systems and cybernetic systems. Analytical sub-systems.

Human organizations as systems: (a) Persons as elements. Motivation, perception and learning. Concept formation. Motives and concepts. Individual differences. Individual capabilities and limitations. (b) Individual interaction and relationships. Stable, conflicting and co-operative relationships. The dynamics of interaction — transactions. Effective preference, personal and interpersonal power. Power and bargaining. (c) Groups. The formation of coalitions. Inter- and intra-group relationships. Collective bargaining. Conflict, competition and consensus. (d) Patterns of behaviour. The taking of roles. Status, roles and norms. Mutual expectations, reward and sanctions. The integration of differentiated roles. Organizations as systems. Behavioural, legal, political and economic dimensions. (e) Organization — function and maintenance. Conflict and system maintenance. Conditions of system maintenance — inducements, contributions and organization equilibrium. Conditions of organization survival — the at-

tainment of function, the motivation to participate, the integration of roles. Wholeness, abstraction and organizations. (f) Formal and informal structures: influence of technical system on structure and sub-system relationship; the total system in action — inputs and outputs, information, workflow, jobs, co-ordination. (g) Analysis of human organizations as cybernetic systems. Self-maintenance or survival. Cybernetic sub-systems — receptor, effector, selector; their respective functions. Communication processes. Environment and feedback. System adaptation and system control., Threats to system survival. Organizations "in control". Organization "effectiveness".

Management of organizations: Organization control and the functions of management. The management process — decision making. The politico-economic context of management decision. The behavioural context of management decision. Adaptation in a politico-economic context — innovation and organization growth. Behavioural consequences of and impediments to adaptation.

Texts:

To be announced.

36301 INDUSTRIAL SOCIOLOGY

Semester: III

3 class contact hours
8 week hours
120 semester hours

Pre-requisite:

Society and Culture.

Objectives:

To develop understanding of the behaviour of people in organizations and the psychological, social and organizational determinants of that behaviour; analyze the casual relationships between organizational and behavioural variables; develop models of the major variables influencing organizational behaviour and their interaction; given students experiential insight into inter-personal relationships in organizational situations; further develop skills in organization analysis and introduce notions of organization design; and to examine contemporary issues in industrial sociology.

Content:

Individual Psychology: Individual differences and need satisfaction; biological foundations of human behaviour, instinct theories, and heredity-environment interaction; socialization and social learning; learning, perception and emotion; motivation; models of personality development.

Social Psychology and Group Dynamics: Effects of social factors on human behaviour; inter-personal relations in small groups — interaction; characteristics of groups and analysis of group processes — power, influence; classification of group and social processes within organizations — cohesion; role of communication in organizational behaviour; the concept of organizational roles; leadership and supervisory roles.

Industrial Sociology: Social stratification and occupational mobility. Unions — strategy and structures. Strikes. Unions as organizations. Location of the individual — in society, unions, work group and organization; conflicting demands and their reconciliation.

The Organization as a Behavioural System: Open systems and organizations; organizational environment; analysis of organization structure and sub-systems; characteristics of formal structure; characteristics of informal structures; influence of technical system on structure and sub-system relationships; the total system in action — in-puts and out-puts, information and control, work-flow, jobs and roles.

Human Resources and Organizational Effectiveness: Human needs, motivation and job satisfaction; social value systems and work expectations; socio-technical analysis and job design; the development and management of effective work groups; nature and causes of conflict; conflict resolution; organization development and the implementation of change.

Issues in Industrial Sociology: Alienation — from product and job; job enrichment; manpower policies and redundancy; worker participation and control.

Preliminary Reading:

Ireland, David, *The Unknown Industrial Prisoner*. Angus and Robertson, 1971.

Texts:

To be announced.

36401 MANAGEMENT THEORY

3 class contact hours
8 week hours
120 semester hours

Pre-requisites:

Organization Behaviour.

Objectives:

To examine management as a social phenomenon; to examine modes of thinking about management, by analyzing leading “theories” and empirical studies of management, in relation to

- alternative historical settings
- alternative management structures
- the decision-making, implementation and control functions of management
- alternative institutional settings.

To develop an appreciation of the dynamics of managerial behaviour and the nature of managerial "success"; to deepen insights into the nature of theorizing and the cumulative "development" of bodies of knowledge; to develop intellectual and appreciative skills which are likely to be transferable to managerial situations; to practise students in the analysis of managerial situations.

Content:

1. Management as a Social Phenomenon. The practice of management: jobs, functions, roles, processes, styles, responsibilities. Management contexts: large and small firms; management levels — "top, middle, and lower"; organization functions — personnel, marketing, production, finance; institutional settings — service and profit, government and non-government; national and international settings. Managers: who are they? inter-manager relations — in firms and society; a managerial profession? Management in perspective: the literature on managers and management — technical, biographical and fictional works, professional and disciplinary studies, theoretical and empirical orientations; disciplinary insights into managers and management — political science, economics, sociology, management science, etc.: management — historically viewed; management-projected futures; challenges and issues confronting management. The Reality of Management — a Composite: the "art" of management. the "aesthetics" of management; the "effective" manager; tasks and skills; preparation for management; studies on management training. Evaluating the literature on management and managers.
2. Thinking about management. Theorizing and empirical study. Perspective, descriptive, and explanatory theories. Categories of theory: general, particular and systematic theories; testable or falsifiable theories; "proven" theories; the principle of "cumulation".
3. Management theories — historically viewed: (a) mechanistic and "classical" theories; (b) human relations theories; (c) process theories; (d) systems theories. Management history and the history of management thought — related or distinct phenomena?
4. Management theories and management functions: (a) Decision making and planning; (b) Implementation — communication, motivation and leadership; (c) Control — feedback and adaptation; internal and external relations. "Partial" theories and the possibility of "general" or "systematic" theories.
5. Management theories and management structures. Management structures: line and staff; management "levels"; authority and responsibility; roles and role confusion: delegation, decentralization and accountability. Management structures in practice; the applicability of alternative theories to alternative structures.

6. Management theories and alternative institutional settings: alternative organizational structures; alternative organization functions — service and profit, etc.; alternative organizational sizes; alternative organizational environments; alternative social and cultural settings. The “resilience” of theories to situational testing.
7. Management theories and managerial dynamics: relating internal and external environments; adaptive search and disjointed incrementalism. Myths and realities, the role of empirical studies.
8. Management theories and managerial effectiveness. Managerial effectiveness — political, economic and behavioural dimensions. Participation, integration, function attainment. ‘Balance’. Adaptation, survival and growth. Theories, models and analogies.
9. Retrospect and prospect: management practice and theorizing about management. Management: art, science, profession? The “aesthetics” of management.

Preliminary Reading:

Pugh, D. S. (ed.). *Organization Theory*. Penguin.

Stewart, Rosemary, *The Reality of Management*. Pan, 1963.

Jay, A. *Management and Machiavelli*. Penguin, 1970.

Texts:

To be announced.

36402 CORPORATE STRATEGY

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Economy and Society II; Commercial Law; Managerial Decision Making.

Objectives:

To develop an understanding of the process of strategy formulation in the firm, which will serve as a framework for studying major policy decisions in business situations.

To understand the market structure of important segments of Australian industry and draw implications for individual firms.

To study in some depth the legal and regulatory environment influencing major policy decisions in Australian firms.

To develop an ability to consider environmental change and assess its likely impact on the firm.

To gain some insight into the process of policy-making by simulating typical practical situations.

Content:

The Theory of the Firm and Industrial Organization: (a) Competition and oligopoly; the firm's product-market; barriers to entry. (b) The growth of firms; economics of scale — in production and organization structures; horizontal diversification and vertical integration; mergers and monopoly; foreign direct investment. (c) Innovation; and entrepreneurship; research and technological development; financial structures. (d) Market structures of major Australian industries.

The Environment: Legal and Regulatory: (a) Corporate affairs legislation; the Companies Act. (b) Accounting conventions and financial reporting. (c) Stock exchange listing requirements; securities industry regulation. (d) Trade Practices legislation. (e) prices Justification. (f) Consumer affairs legislation; environmental protection. (g) Taxation and tax law. (h) Industries Assistance Commission and tariff policy.

Geopolitical: (a) Resources policy; Industrial location; energy crises. (b) The evolving International monetary system. (c) Zero economic growth and alternative social choices. (d) Political and economic relationships with other countries; exporting. (e) Multinational Enterprise.

Strategy Formulation: (a) The concept of corporate strategy as an adaptive search: relation to open system view of the organization. (b) Strategy and structure: U.S. and U.K. studies of strategy-structure relationship. Student research of Australian examples. (c) The strategic process within the firm: resource allocation in the diversified firm, in contrast to the single-product firm. (d) Organizational consequences of strategic decisions: case studies in the strategic process.

Preliminary Reading:

Ansoff, I. *Corporate Strategy*. Penguin, 1968.

Texts:

To be announced.

36501 BUREAUCRACY

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Management Theory.

Objectives:

To analyze the major theories of bureaucracy, their historical and cultural backgrounds, and the main disputes surrounding them; examine in detail major empirical studies of bureaucracy in different settings as one basis for assessing the merits of disputed theories; assess the utility of the bureaucratic model for the analysis of patterns of authority and leadership and processes of change in Australian society and in different types of organization; examine the effect of increasing bureaucracy on the social, occupational and organizational structures of modern society, examine modifications of, and suggested alternatives to, the bureaucratic model as desirable organizational patterns.

Content:

An introduction to the concept of bureaucracy:

(a) The major theories in historical and cultural perspectives. (b) Weber's ideal-type model and its critics (e.g. Merton, Selznick, Bendix, Gouldner and Blau). (c) Modern concepts of bureaucracy, e.g. as rational organization, as organizational inefficiency, as public administration, as modern society, etc.

An analysis of bureaucracy in Australia:

(a) An examination of the literature, e.g. Encel (Equality and Authority), Brennan (on the Housing Commission in "New Community"), Wild (on the effects of bureaucracy in a small town in "Bradstow"), Edgar (Social Change in Australia). (b) A project involving the student in some research on some aspect of bureaucracy in Australia, e.g. in education, in health and medicine, in particular organizations, in everyday life, etc.

The centralization and decentralization of authority: e.g. international bureaucracies, regional decentralization and national goals.

Bureaucracy and occupations:

(a) The conflict between bureaucracy and professionalization (e.g. the work of Etzioni, Elliott, Johnson, Jackson). (b) The conflict between white collar bureaucracy and blue collar workers, e.g. the dispute over the thesis of embourgeoisement, increasing or decreasing inequality, social and occupational mobility, patterns of leadership.

Bureaucracy and organization:

(a) An ideal type? (b) Formal organization and bureaucratic behaviour. (c) Dysfunctional consequences of bureaucratic behaviour and structures. (d) The process of bureaucratization. (e) Bureaucratic structures and organization change. (f) Management and bureaucracy; leadership. (g) Alternatives to bureaucratic structures.

A detailed examination of empirical studies of bureaucracy: e.g. the classic studies of Gouldner (Patterns of Industrial Bureaucracy), Blau (Dynamics of Bureaucracy), Bendix (Higher Civil Servants in American Society), Crozier (The Bureaucratic Phenomenon).

Overview:

(a) Theories of bureaucracy reconsidered. (b) Possible modifications of the bureaucratic model. (c) Suggested alternatives to the bureaucratic model as a basis for re-designing patterns of organization. (d) Bureaucracy and democracy: compatible or incompatible?

Texts:

To be announced.

References:

Albrow, M. *Bureaucracy*. Macmillan, 1970.

Etzioni, A. *Modern Organizations*. Prentice-Hall, 1964.

Merton, R. K. (ed.). *Reader in Bureaucracy*. Free Press, 1952.

Mouzelis, N. P. *Organization and Bureaucracy*. Routledge and Kegan Paul, 1967.

36502 PUBLIC ADMINISTRATION

Semester: V

3 class contact hours
10 week hours
150 semester hours

Pre-requisites:

Economy and Society III; Managerial Decision-Making; Political Behaviour; Administrative Law; Management Theory.

Co-requisites:

Public Policy; Bureaucracy.

Objectives:

To examine the role and character of the public service in modern societies, with particular reference to Australia; develop an understanding of the institutional environment in which the public administrator operates; provide a basis for a critical evaluation of the nature, scope and special problems of public administration.

Content:

Public administration as a special field; its relationship with other specialized areas of administration; the growth of public administration; the study of public administration.

The institutional environment: federal, state and local governments; parliament, cabinet, political parties, interest groups and the electorate; the main agencies of government — ministerial departments and the statutory corporations.

Public personnel management: size and structure of public service; peculiar and special problems relating to recruitment, training, promotion and appeals; the role of the central personnel agency.

Accountability and control; parliamentary committees, especially the Joint Committee of Public Accounts; the roles of the Treasury and the Auditor-General; evaluating administrative efficiency, the efficiency audit; formal and informal controls; management problems peculiar to government.

Decentralization or integration of government? The statutory corporation and the devolution of power; centralizing and decentralizing tendencies at federal, state and local levels; regionalization; intergovernmental relationships — financial and administrative.

Bureaucracy and society: the contemporary role of the public service; problems that arise in the formation and implementation of public policy; making bureaucracy more responsive and more “human”; public participation; redress of grievances.

Current issues: ministerial responsibility — is it in decline? Secrecy and silence in the public service and the question of ‘open government’; specialists and generalists egalitarianism or elitism in the public service; giant departments; administrative reform; the ‘new’ public administration; lessons from abroad.

Preliminary Reading:

Garrett, John, *The Management of Government*. Penguin, 1972.

Texts:

To be announced.

36601 ORGANIZATION ADAPTATION AND CHANGE

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Bureaucracy.

Objectives:

To approach the area of organizational adaptation and change in terms of open system-environment interactions and responses; understand the concepts employed in systems analysis and the characterization of environments; describe and classify organizational reactions to external and internal pressures; examine strategies and techniques employed in planned adaptation and change within organizations; examine in detail major empirical studies of planned and unplanned organization adaptation and change — in business and in organizations generally.

Content:

Open Systems and Environments:

(a) Systems analysis and the concept of the organization as an 'open system'. (b) Analysis of organizational environments; types of environments; multi-dimensional change. (c) Classification of environmental agents in terms of importance and nature of relationship — customers, competitors, governments, trade unions, suppliers, public, etc.

Organizational Adaptation and Adaptability:

(a) Modes of adaptation: strategic, administrative, operational. (b) Adaptation through control of environments; vertical integration; monopoly. (c) The relationship between structure and adaptation, centralization, formalization, stratification, technology and complexity as variables influencing degree of adaptability. (d) Adaptive functions within organizations; planning, research and development, market research. (e) Adaptation and adaptability. Dimensions of adaptability — economic, political, technological, legal, social, financial, organizational, managerial, etc. (f) Adaptability as a function of learning; environmental monitoring and information processing; flexibility and decentralized decision-making. (g) Pressure for change within the organization; conflict, obsolescence; value change.

Organizational Change:

(a) Development of change strategies; identification of dysfunctions and problem areas; surveys and survey feedback; specification of objectives of change programmes. (b) Techniques of change; socio-technical analysis; structural change and role change; resistance to change — its causes, psychological and organizational factors. (c) Role of the change agent; external and internal change agents: use and evaluation of consultants. (d) Coercion and persuasion; group decision-making, learning experiences and problem-solving; sensitivity training and interpersonal relations; managerial style and leadership; team-building and criteria for effective work-groups.

Texts:

To be announced.

References:

- Bennis, W. G., Benne, K. D., Chin, R. *The Planning of Change*, 2nd Ed. Holt, Rinehart & Winston, 1973.
- Emery, F. E., and Trist, E. L. *Towards a Social Ecology*. Plenum Press, 1972.
- Hall, F. H. *Organizations: Structure and Process*. Prentice-Hall, 1972.
- Johns, E. A. *The Sociology of Organizational Change*. Pergamon, 1973.
- Thomas, J. M., and Bennis, W. G. (eds.). *Management of Change and Conflict*. Penguin, 1972.

36602 ORGANIZATION DESIGN

Semester: VI

3 class contact hours
10 week hours
150 semester hours

Pre-requisite:

Bureaucracy.

Co-requisite:

Organization Adaptation and Change.

Objectives:

To familiarize students with techniques of organization design; analyze historical change in design theories; apply design theory through practical examples.

Content:

Classical Design Theory: traditional principles of organization. Span of control, authority, chains of command, etc.; contributions of Taylor, Fayol, Mooney, Reiley.

Bureaucracy: traditional Weberian theory — formalization, hierarchy and documentation. Reactions of modern theorists — Blau, Crozier and Downs.

Socio-Technical Models: The systems model of the Tavistock Institute. Systems theories of Barnard, Emery and Hunt. Input (Output) conversion model. Impact of technology on interpersonal relationships.

Participative Model: The Michigan School. Likert's four systems; implications for design — autonomous work groups, job enrichment and the linking pin hierarchy.

Lawrence and Lorsch — I.D. Model: differentiation by produce, skill, function; integrative mechanisms. Impact of goal clarity, personality, environment and time on structural design. In conjunction with this theoretical development designs for centralized structures, departmentalized structures, bureaucratic structures, divisionalized structures, project and matrix structures, will be analyzed.

The relationship between structure, job satisfaction and conflict.

Organization designs for specific purposes. Management information systems and their relationship with structural design. Job design. Designs to minimize conflict, maximize communication, promote accountability, etc. Designs for business and for government.

Texts:

To be announced.

References:

Clark, P. A. *Organizational Design: Theory and Practice*. Tavistock, 1972.

Davis, L. E., and Taylor, J. C. *Design of Jobs*. Penguin, 1972.

Litterer, J. A. *Organizations: Structure and Behaviour*. Wiley, 1969 (Volume 1).

Lorsch, J., and Lawrence, P. *Organization Planning: Cases and Concepts*. Irwin, 1973.

Library and Information Studies

41101 INFORMATION AGENCIES IB

Semester: I

2 class contact hours
6 week hours
78 semester hours

Pre-requisite:

None.

For Objectives and Content see 41105 Information Agencies IA

41102 INFORMATION USERS IB

Semester: I

6 class contact hours
12 week hours
156 semester hours

Pre-requisites:

None.

SECTION 1

Objectives:

To determine the characteristics of users' categories in relation to age, physical environment, social, economic and cultural conditions, education and work; establish their information needs through a study of information surveys and user studies; provide the student with first hand experience of an individual person's information needs; guide and assist the student to meet these.

Content:

The information user by age — child, pre-school, primary, young adult, adult, aged; physical environment — country, rural, urban-city: central business district, inner city dweller, suburban, neighbourhood, new town, growth centre; social, economic and cultural environment — the family (social, economic levels), ethnic groups, aborigines; institutionalized: hospitals, prisons, special groups, e.g. handicapped; recreation and cultural interest groups: clubs, sports, crafts, fine arts; education environment — the school: primary, secondary, students and staff; college: technical, trades, students and staff; the college/university, students and staff; work environment — business, commerce, industry; administration, public service; health, welfare, law/order; research.

SECTION 2

Objectives:

To identify and evaluate existing patterns and systems of meeting information needs for categories of users, and services which have evolved to meet them; provide first hand experience of the success of an existing library system in meeting an individual person's information needs; guide and assist the student to meet these from additional existing library systems.

Content:

General patterns and Systems — Public, State and National Libraries, citizen's advice centres, with special reference to Australia, Great Britain and the United States.

Education Patterns and Systems — school, college and university libraries, learning exchanges, resource centres.

Special Patterns and Systems — special, government and research libraries, information centres and services.

Co-operative Systems — local, regional, national, international, special subject, one type, multi-type.

Non-Traditional Systems — community, combined school/public, neighbourhood, multi-purpose agencies, outreach, by caseload.

Services — Reference: search, compilation of bibliographies; Advisory: reading guidance; Referral: transfer to other agencies, resources; Educational: instruction in use, reader education; Dissemination: routing resources, publishing bulletins, user profiling, selective dissemination of information, current awareness; Interpretation, Evaluation: state of the art reports, research data, abstracting; Translation.

User-librarian Interaction — role of the librarian as mediator, passive active roles; reference interview, user profile and search strategy.

SECTION 3

Objectives:

To prepare and present a proposal for an investigation into the information needs of a specific group of people; understand basic research methods used in such an investigation.

Content:

Selection of specific group of people for investigation — by age, or physical environment, or social, economic and cultural environment, or education environment, or work environment.

Review of the literature — characteristics and environment; information needs; definition of terms.

Setting up investigation — sources, problems, hypothesis formulation and research design.

Methods of investigation — collection of data: observation, questionnaire, interview, survey, sample.

Preparation of bibliography; presentation of Investigation Proposal.

Reading List:

To be supplied by lecturer.

41103 INFORMATION RESOURCES IB

Semester: I

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

None.

For Objectives and Content see 41106 Information Resources IA.

41104 INFORMATION METHODS IB

Semester: II

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

None.

For Objectives and Content see 41108 Information Methods IA.

41105 INFORMATION AGENCIES IA

Semester: I

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

None.

Objective:

To introduce students to the variety of information agencies; identify the role and tasks of the librarian/information worker; examine the requirements for his/her education and training; identify the agencies' role, characteristics and organization against a background of historical development; indicate types and levels of personnel required against a background of the development of education for information studies; familiarize students with the development of the profession of librarianship and information science.

Content:

Information agencies today; libraries, museums, archival institutions, information centres, citizens' advice bureaux, learning exchanges, data banks; acquisitions, indication, classification, service, administration. Problems in providing information service.

Role and tasks of the librarian, information worker, archivist.

Education and training for these roles and tasks: scholar, bibliographer, documentalists, special librarian, information scientist, archivist, school librarian, community librarian.

Specialized literature of librarianship.

Historical development of information agencies/libraries from classical to modern times, including types. Particular reference to Great Britain, the United States and Australia.

Historical development of education for librarianship and information work types of courses, graduate and undergraduate, parallel and integrated; patterns of accreditation. Particular reference to Great Britain, the United States and Australia.

Role, functions and development of professional associations: LA, ALA, LAA; SLA, AASL, ASLA; ASLIB, SLA, ASIS, LASIE; IFLA, FID, COMLA, UNESCO. Professional performance: codes of ethics, freedom to read statements, bill of rights.

Reading List:

To be supplied by lecturer.

41106 INFORMATION RESOURCES IA**Semester: I**

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

None.

Objectives:

To study the generation of information; examine the variety of formats, the types of resources, with special emphasis on basic reference, determine criteria for the selection of the variety of types of resources; identify general selection guides and reviewing aids for types; familiarize students with the formulation of policies for selecting resources for types of libraries/information services.

Content:

Generation of information — imagination, creativity; publication in novel, play, poetry; primary research; publication in journal; research report; patent.

Resources by format — monographs, fiction and non-fiction; periodicals; newspapers; maps; films; slides; records, cassettes; kits, realia; general guides to selection, reviewing journals; criteria for selection.

Basic reference resources — catalogues; encyclopaedias, general and special; dictionaries; atlases; almanacs; yearbooks; directories; bibliographies and union lists; indexing and abstracting tools; tape services; guides to selection; reviewing journals; criteria for selection.

Selection policies — formulation, purpose and objectives of library/information services, users and their needs; standard of materials; resources already available; administration of selection.

Reading List:

To be supplied by lecturer.

41107 INFORMATION USERS IA**Semester: III**

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

None.

Objectives:

To determine the characteristics of users' categories in relation to age, physical environment, social, economic and cultural conditions, education and work; establish their information needs through a study of information surveys and user studies; to provide the student with first hand experience of an individual person's information needs; guide and assist the student to meet these.

Content:

The information user by age — child, pre-school, primary, young Adult, adult, aged; physical environment — country, rural, urban-city: central business district, inner city dweller, suburban, neighbourhood, new town, growth centre; social, economic and cultural environment — the family (social, economic levels), ethnic groups, aborigines; institutionalized: hospitals, prisons, special groups, e.g. handicapped, recreation and cultural interest groups: clubs, sports, crafts, fine arts; education environment — the school: primary, secondary, students and staff; college: technical, trades, students and staff; the college/university, students and staff; work environment — business, commerce, industry; administration, public service; health, welfare, law/order; research.

Reading List:

To be supplied by lecturer.

41108 INFORMATION METHODS IA

Semester: II

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

None.

Objectives:

To understand the methods of organizing information to ensure retrieval; analyze information materials according to content, subject and form; describe, evaluate and apply methods of classifying and indexing information materials; and of compiling subject heading lists, indexes and abstracts.

Content:

Analysis of information materials — content, subject, form.

Methods of analysis — classification, nature and relationships to indexing; theories of classification, theoretical and practical; historical development.

Characteristics of classification schemes — Traditional: compilation, structure, relationship, divisions, forms, hospitality, notations, index, devices; schemes: Decimal Classification, Library of Congress.

Characteristics of classification schemes — Non-Traditional: faceting, co-ordination, synthesis, notation; schemes: Universal Decimal Classification, Bliss, Colon.

Methods of analysis — indexing, nature and relationship to classification. Subject heading lists, Thesauri: compilation, structure, relationships, specificity.

Indexing — title catchword, keyword, free vocabulary, vocabulary control; schemes: British Technology Index, KWIC, KWOC, Precis Co-ordinate Indexing.

Reading List:

To be supplied by lecturer.

41109 INFORMATION USERS

For Objectives and Content see 41102 Information Users IB, Sections I, II.

41201 ISSUES IN LIBRARIANSHIP IB

Semester: II

2 class contact hours
6 week hours
78 semester hours

Pre-requisites:

Information Users IB.

Information Methods IB.

For Objectives and Content see 41508 Issues in Librarianship IA.

41203 INFORMATION RESOURCES IIB

Semester: II

6 class contact hours
15 week hours
195 semester hours

Pre-requisites:

Information Resources IB.

SECTION 1

Objectives:

To study specific aspects in the generation of information in the humanities, social sciences, sciences, and applied sciences; examine the variety of resources in these areas; determine criteria for the selection; identify specific selection guides and reviewing aids in these subject areas; identify and evaluate against the determined criteria and in relation to selection policies.

Content:

For each of the broad subject areas A, B, C, D, below—

Structure and scope of the subject, related fields; communication of research: formal and informal, invisible college; primary resource material: journal, report literature; current journal titles of first importance; most mentioned texts; secondary resource material: journal, monographs, reviews, review series, state of the art, current awareness, S.D.I.; basic reference materials; encyclopaedias, dictionaries, serials, bibliographies, tape services; guides to the literature, current and retrospective; periodical indexes and abstracting services; libraries, societies, organizations (national, international).

A. Humanities — Philosophy, Religion, Language, Literature, the Arts, History.

B. Social Sciences — Psychology, Sociology, Political Science, Economics, Law, Education, Anthropology, Geography.

C. Science — Mathematics, Astronomy, Physics, Chemistry, Geology, Botany, Biology, Zoology.

D. Applied Science — Medicine, Agriculture, Business, Manufactures, Industries.

SECTION 2

Objectives:

To examine the variety of non-print resources; determine criteria for the selection; identify and evaluate against the criteria and in relation to a selection policy; examine the variety of related equipment and establish criteria for the selection of any equipment required for the use of resources; identify, evaluate and operate; produce, adapt and supervise the production of materials when such resources are unavailable commercially.

Content:

For each of the materials A, B, C, D, below—

content and form analysis and analysis and operation of related equipment to establish criteria for selection; basic reference materials; selection guides and reviewing aids; libraries, societies and organizations (national, international); selection policy requirements; adaptation and production.

A. Projected materials — transparencies, slides, filmstrips, microforms, 16 mm films, 8 mm films.

B. Recorded materials — discs, tapes, video recordings.

C. Graphic materials — study and art prints, charts, pictures, maps.

D. Other materials — models, realia, kits, games, programmed instruction materials.

SECTION 3

Objectives:

To enable students to work independently in ONE selected area of information resources listed below; within the area, to identify the methods of generating these information resources; determine the criteria for the selection of such resources: identify, evaluate and select such resources on the basis of this criteria and in relation to a selection policy for a specific library.

Content:

For the area selected the following will be studied — generation of information; reading interests, habits, surveys (where applicable); content analysis to establish criteria for selection; basic reference material; selection guides and reviewing aids; Libraries, Societies and Organizations — national, international; selection policy requirements —

A. Adult Reading Resources

B. Young Adult Reading Resources

C. Children's Reading Resources

- D. Reluctant and Retarded Readers' Resources
- E. Foreign Language Resources
- F. Government Documents
- G. Periodicals and Newspapers
- H. Films — 16 mm
- I. Environmental Sciences
- J. Urban Planning
- K. Consumer Affairs
- L. Social Welfare
- M. Health
- N. Social Problems

Reading List:

To be supplied by lecturer.

41204 INFORMATION METHODS IIB

Semester: II

6 class contact hours
15 week hours
195 semester hours

Pre-requisites:

Information Methods IB.

SECTION 1

Objectives:

To understand the methods of organizing and controlling information to ensure retrieval; analyze information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems.

Content:

Control of information materials — identification: author, title, imprint, collation; bibliography, analytical, descriptive, systematic, enumerative, retrospective, current.

Bibliographic Control — current, CBI, NUC, BNB, ANB; retrospective; historical development.

Codes — cataloguing: compilation, concept of main entry, added entries; codes. British Museum, Anglo-American (North American and British Texts), Prussian Instructions.

Codes — book numbers: compilation, utilization; codes: ISBN International Standard Book Number, ISSN International Standard Serial Number.

Problems of retrieval — growth of publication, size of library collections, specialization, interdisciplinary study.

Library's response — co-operation, nature and historical development; types of co-operation: union catalogues, card services, processing centres, acquisition programmes, bibliographical networks.

SECTION 2

Objectives:

To examine the library as a complex system and as an organization; describe, evaluate and apply methods of organizing libraries and information services (other organizations); allocate financial provision (preparation of estimates and budget control).

To describe and evaluate the utilization of personnel within types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for designing facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying, and of organizing, controlling and making available for use.

To consider methods of evaluating the effectiveness of the library as an information system, compile and maintain statistics and prepare and submit reports relevant to the development of library service; consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

Content:

The library as an organization and its place in relation to other organizations; structure, centralized, decentralized, co-ordinated; effectiveness of organizational structure; research evidence; as a complex dynamic open system; inputs to the system: objectives, finance/budget, staff, physical facilities, social pressures (e.g., population growth), education pressures; outputs from the system; reasonable levels of service, measurement, criteria of effectiveness, research evidence, surveys, reports.

Finance and budgeting — method of financial provision, allocation, budgeting, estimates, accountability.

Staffing and supervision — recruitment and selection of staff, job analysis, position classification, in-service training, supervision, communication channels.

Facilities, planning and utilization — siting and planning of libraries, planning team, consultants, architect's brief, furniture, equipment, maintenance, alteration, adaptation.

Processes (including computer applications) — acquisition, ordering and receipt, monographs and serials; the book trade; new, secondhand, antiquarian; pricing and methods of purchase; approval, blanket; acquisition tools used for

searching; files and records; gifts and exchange, deposit, out of print, reprint, micropublishing.

Cataloguing and shelf preparation — searching, sorting methods; process of cataloguing; limited, analytic; forms of catalogue, card, book; production of catalogues; shelf list physical preparation.

Circulation control and inter-library loan — registration of borrowers, identification, loan period, renewal, reservation, fines; inter-library loan, codes, bibliographic tools.

Conservation of materials — binding; preservation (special processes, special conditions), weeding, discarding.

Reproduction — photocopying, photographic production, copyright.

Evaluation of services — library standards, statistical techniques and measures, interpretation of research reports.

Decision making processes in an organizational framework — setting objectives, planning, implementation; promotion, innovation, political factors.

SECTION 3

Objectives:

To delineate the major factors which are causing pressures on library information systems; describe and evaluate the application of computer-based systems to library organizations; gain an understanding of the fundamentals of computer science relevant to the professional needs of librarians; describe and evaluate various data base systems of direct concern to libraries and library networks; examine and evaluate the MARC system as an example of a national machine readable cataloging data base; consider the management aspects of computer-based information systems in libraries; develop the sequence of steps essential to the introduction of automated systems into the library.

Content:

Library systems analysis — pressures on libraries: population size, educational status, publication explosion, specialization, economics.

The need for scientific library systems analysis: system definition and scope, description, data gathering, design and evaluation of alternate solutions.

Applications of computer technology to routine control and information retrieval; research studies.

Library data processing systems: serial control, circulation control, acquisition control, printed catalogues.

Fundamentals of computer technology for librarians: uses of computers, input-output devices, hardware, software; examination of appropriate systems.

Data bases and the need for machine readable data bases; e.g., Medlars, ERIC.

The MARC system: history, development, nature and implications for library automation, interlibrary co-operation and overall library service.

Management aspects of automated systems: implementation, staffing and administrative organizations, hardware, physical site, programming, data conversion, phase-over, orientation and training: relevant research.

A discussion of possible future developments in computer based information systems in library networks: relevant research evidence.

Reading List:

To be supplied by lecturer.

41206 INFORMATION RESOURCES IIA

Semester: II

3 class contact hours
6 week hours
78 semester hours

Pre-requisite:

Information Resources IA.

Objectives:

To study specific aspects in the generation of information in the humanities, social sciences, sciences, and applied sciences; examine the variety of resources in these areas; determine criteria for the selection; identify specific selection guides and reviewing aids in these subject areas; identify and evaluate against the determined criteria and in relation to selection policies.

Content:

For each of the broad subject areas A, B, C, D, below—

Structure and scope of the subject, related fields; communication of research: formal and informal, invisible college; primary resource material: journal, report literature; current journal titles of first importance; most mentioned texts; secondary resource material: journal, monographs, reviews, review series, state of the art, current awareness, S.D.I.; basic reference materials: encyclopaedias, dictionaries, serials, bibliographies, tape services; guides to the literature, current and retrospective; periodical indexes and abstracting services; libraries, societies, organizations (national, international).

A. Humanities — Philosophy, Religion, Language, Literature, the Arts, History.

B. Social Sciences — Psychology, Sociology, Political Science, Economics, Law, Education, Anthropology, Geography.

C. Science — Mathematics, Astronomy, Physics, Chemistry, Geology, Botany, Biology, Zoology.

D. Applied Science — Medicine, Agriculture, Business, Manufactures, Industries.

Reading List:

To be supplied by lecturer.

41207 INFORMATION USERS IIA

Semester: IV

3 class contact hours
6 week hours
78 semester hours

Pre-requisites:

Information Users IA.

Objectives:

To identify and evaluate existing patterns and systems of meeting information needs for categories of users; identify and evaluate existing services which have been evolved to meet information needs for categories of users; provide the student with first hand experience of the success of an existing library system in meeting an individual person's information needs; guide and assist the student to meet these information needs from additional existing library systems.

Content:

General patterns and systems — public, state and national libraries: Citizens' Advice Centres, with specific reference to Australia, Great Britain and the United States.

Education patterns and systems — school, government and university libraries: learning exchanges: resource centres.

Special patterns and systems — special, government and research libraries, information centres and services.

Co-operative systems — local, regional, national, international; special subject; one type, multi-type.

Non-traditional systems — community, combined school/public; neighbourhood, multi-purpose agencies; outreach, by caseload.

Services — reference: search, compilation of bibliographies; advisory: reading guidance; referral: transfer to other agencies, resources: educational: instruction in use, reader education: dissemination: routing resources, publishing bulletins, user profiling, selective dissemination of information, current awareness: interpretation, evaluation; state of the art reports, research data, abstracting; translation.

User Librarian interaction — role of the librarian as mediator, passive, active roles; reference interview, user profile and search strategy.

Reading List:

To be supplied by lecturer.

41208 INFORMATION METHODS IIA

Semester: III

3 class contact hours
6 week hours
78 semester hours

Pre-requisite:

Information Methods IA.

Objectives:

To understand the methods of organizing and controlling information to ensure retrieval; analyze information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems.

Content:

Control of information materials — identification: author, title, imprint, collation. Bibliography, analytical, descriptive, systematic, enumerative, retrospective, current.

Bibliographic control — current, CBI, NUC, BNB, ANB; retrospective. Historical development.

Codes — cataloguing: compilation, concept of main entry, added entries. Codes: British Museum, Anglo-American (North American and British Texts), Prussian Instructions.

Codes — book numbers: compilation, utilization. Codes: ISBN International Standard Book Number, ISSN International Standard Serial Number.

Problems of retrieval — growth of publication, size of library collections, specialization, interdisciplinary study.

Library's response — co-operation, nature and historical development. Types of co-operation: union catalogues, card services, processing centres, acquisition programmes, bibliographical networks.

Reading List:

To be supplied by lecturer.

41209 INFORMATION RESOURCES II

For Objectives and Content see 41203 Information Resources IIB, Sections 1-3. Section 3 must be Young Adult Reading Resources.

41211 INFORMATION METHODS IIA

For Objectives and Content see 41204 Information Methods IIB, Sections 1, 2.

41306 INFORMATION RESOURCES IIIA

Semester: III

3 class contact hours
8 week hours
104 semester hours

Pre-requisite:

Information Resources IIA.

Objectives:

To examine the variety of non-print resources: determine criteria for the selection of such resources: identify and evaluate such resources against the criteria and in relation to a selection policy: examine the variety of related equipment and establish criteria for the selection of any equipment required for the use of resources: identify, evaluate and operate such equipment: produce, adapt and supervise the production of materials when such resources are unavailable commercially.

Content:

For each of the undermentioned materials:

content and form analysis to establish criteria for selection: analysis and operation of related equipment to establish criteria for selection: basic reference materials: selection guides and reviewing aids: libraries, societies and organizations — national and international: selection policy requirements: adaptation and production.

A. Projected materials — transparencies, slides, filmstrips, microforms, 16 mm films, 8 mm films.

B. Recorded materials — discs, tapes, video recordings.

C. Graphic materials — study and art prints, charts, pictures, maps.

D. Other materials — models, realia, kits, games, programmed instruction materials.

Reading List:

To be supplied by lecturer.

41307 INFORMATION USERS IIIA

Semester: V

2 class contact hours
8 week hours
104 semester hours

Pre-requisites:

Information Users IIA.

Objectives:

To prepare and present a proposal for an investigation into the information needs of a specific group of people; understand basic research methods used in such an investigation.

Content:

Selection of specific group of people for investigation — by age, or physical environment, or social, economic and cultural environment, or education environment, or work environment.

Review of the literature — characteristics and environment; information needs; definition of terms.

Setting up investigation — sources, problems, hypothesis formulation and research design.

Methods of investigation — collection of data: observation, questionnaire, interview, survey, sample.

Preparation of bibliography.

Presentation of Investigation Proposal.

Reading List:

To be supplied by lecturer.

41308 INFORMATION METHODS IIIA

Semester: IV

3 class contact hours
8 week hours
104 semester hours

Pre-requisite:

Information Methods IIA.

Objectives:

To examine the library as a complex system and as an organization; describe, evaluate and apply methods of organizing libraries and information services in relation to other organizations; allocate financial provision in relation to prepara-

tion of estimates and budget control; describe and evaluate the utilization of personnel with types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for the designing of facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying such materials, and of organizing, controlling and making available such materials for use; consider methods of evaluating the effectiveness of the library as an information system and compile and maintain statistics and prepare and submit reports relevant to the development of library service, and consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

Content:

The library as an organization and its place in relation to other organizations; structure: centralized, decentralized, co-ordinated; effectiveness of organizational structure; research evidence: as a complex dynamic open system; inputs to the system: objectives, finance/budget, staff, physical facilities, social pressures (e.g. population growth), etc.: outputs from the system: reasonable levels of service, measurement, criteria of effectiveness, research evidence, surveys, reports.

Finance and budgeting — method of financial provision, allocation, budgeting, estimates, accountability.

Staffing and supervision — recruitment and selection of staff, job analysis, position classification, in-service training, supervision, communication channels.

Facilities, planning and utilization — siting and planning of libraries, planning team, consultants, architect's brief, furniture, equipment, maintenance, alteration, adaptation.

Processes — acquisition, ordering and receipt, monographs and serials: the book trade; new, secondhand, antiquarian: pricing and methods of purchase; approval, blanket: acquisition tools used for searching: files and records: gifts and exchange, deposit, out of print, reprint, micropublishing — cataloguing and shelf preparation; searching, sorting methods; process of cataloguing; limited analytic: forms of catalogue, card, book; production of catalogues: shelf-list, physical preparation: circulation control and inter-library loan; registration of borrowers, identification, loan period, renewal, reservation, fines: interlibrary loan, codes, bibliographic tools: conservation of materials; binding, preservation (special processes, special conditions), weeding, discarding: reproduction; photocopying, photographic production, copyright: evaluation of services; library standards, statistical techniques and measures, interpretation of research reports: decision making processes in an organizational framework; setting objectives, planning, implementation; promotion, innovation, political factors.

Reading List:

To be supplied by lecturer.

41404, INFORMATION RESOURCES IVA, VA, VIA
41405,
41406 Semesters: IV, V, VI

3, 2, 2 class contact hours
8 week hours
104 semester hours

Pre-requisites:

Information Resources IIIA.

Objectives:

To enable students to work independently in THREE selected areas of information resources. In each area to identify the methods of generating these information resources: determine the criteria for the selection of such resources: identify, evaluate and select such resources on the basis of this criteria and in relation to a selection policy for a specific library.

Content:

For each of the undermentioned areas: generation of information; reading interests, habits, surveys (where applicable): content analysis to establish criteria for selection: basic reference materials: selection guides and reviewing aids: libraries, societies, and organizations — national and international: selection policy requirements.

- A. Adult reading resources — novels, plays, poetry, travel, biography.
- B. Young adult reading resources — periodicals, comics, paperbacks, adolescent novels, adult novels.
- C. Children's reading resources — picture books, fantasy, historical fiction, realistic stories, fairytales, fables, poetry.
- D. Reluctant and retarded readers' resources — mental or scholastic retardation, slow learner, dyslexic, intellectually limited.
- E. Foreign language resources — for teaching purposes, ethnic groups.
- F. Government documents — local, state, national, governments, foreign governments, United Nations.
- G. Periodicals and newspapers — local, state, national, international, with special reference to Australia; underground and alternative publications.
- H. Films, 16 mm — documentary, feature, with special reference to Australian films.
- I. Environmental sciences — ecology, biological sciences, marine biology, pollution.
- J. Urban planning — population, economy, employment, physical resources, public utilities, housing, transport, recreation, environment, central business district, with particular reference to Australia.
- K. Consumer affairs — consumer behaviour, marketing and selling, advertising, consumer protection, voluntary groups, government.

L. Social welfare — social philosophy, policy, planning and security, human rights, welfare systems, agencies.

M. Health — health care and services, hospital organization and management, community, state, national, international.

N. Social problems — drugs, alcohol, delinquency, old age, poverty, unemployment.

Reading List:

To be supplied by lecturer.

41407 INFORMATION USERS IVA

Semester: VI

2 class contact hours
8 week hours
104 semester hours

Pre-requisite:

Information Users IIIA.

Objectives:

To carry out an investigation into the information needs of a specific group of people; utilize basic research methods in such an investigation; comment on the existing types and recommend new or varied types of information patterns/systems to meet the information needs of the group of people selected; comment on the effectiveness of existing information services and recommend new or varied types of information services to meet the information needs of the group of people selected.

Content:

Review of the literature; setting up investigation; selecting and designing methods of investigation; preparation of bibliography; carrying out investigation; writing up results of investigation; presentation of Results and Report of Investigation.

Reading List:

To be supplied by lecturer.

41408 INFORMATION METHODS IVA

Semester: V

3 class contact hours
8 week hours
104 semester hours

Pre-requisite:

Information Methods IIIA.

Objectives:

To delineate the major factors which are causing pressures on library information systems; describe and evaluate the application of computer-based systems to library organizations; gain an understanding of the fundamentals of computer science relevant to the professional needs of librarians; describe and evaluate various data base systems of direct concern to libraries and library networks; examine and evaluate the MARC system as an example of a national machine readable cataloguing data base; consider the management aspects of computer-based information systems in libraries; develop the sequence of steps essential to the introduction of automated systems into the library.

Content:

Library systems analysis — pressures on libraries: population size, education status, publication explosion, specialization, economics.

The need for specific library systems analysis: system definition and scope, description, data gathering, design and evaluation of alternate solutions.

Applications of computer technology to routine control and information retrieval; research studies.

Library data processing systems: serial control, circulation control, acquisition control, printed catalogues.

Fundamentals of computer technology for librarians: uses of computers, input-output devices, hardware, software; examination of appropriate systems.

Data bases and the need for machine readable data bases; e.g., MEDLARS, ERIC.

The MARC system: history, development, nature and implications for library automation, interlibrary co-operation and overall library service.

Management aspects of automated systems: implementation, staffing and administrative organizations, hardware, physical site, programming, data conversion, phase-over, orientation and training; relevant research.

A discussion of possible future developments in computer based information systems in library networks; relevant research evidence.

Reading List:

To be supplied by lecturer.

41508 ISSUES IN LIBRARIANSHIP IA

Semester: VI

2 class contact hours
8 week hours
104 semester hours

Pre-requisites:

Information Users IIIA.
Information Methods IVA.

Objectives:

To provide an opportunity for students to synthesize the knowledge and learning experiences gained in the course; to recognize the need to consider change and the issues resulting from change in the light of the total information scene; to reconsider previous units of the course in the light of new developments, which in turn may suggest reshaping of these units.

Content:

The following issues are listed to give an indication of the scope required — effect on all types of information/library services. Students may wish to submit other issues and these may be studied after agreement with teaching staff. Information services; provision, structure and policy: responsibility for provision; levels and methods of financing; government, commercial and private involvement; accountability. The economics of information: structure related to government, to funding; new structures and levels of government, unrelated to government: information policy and planning, national and international.

Information services in the Wired City, A.D. 2000: nature and types of service; place of libraries: nature of resources and their organization: nature of physical facilities: nature of education and training required: special problems; costs, copyright, privacy of individual in relation to acquisition of request for and use of information.

The Library in the Political Process: group basis of politics, structural interests of levels of government: selection of issue, identification of library services with aspiration of users: conflict, service function vs. political function: selection of arena, problem of small, middle-class, educated professional group: political structure of communities, strategies, internal and external.

Reading List:

To be supplied by lecturer.

Student Affairs

Students' Representative Council
Sports Association
Student Facilities

Students' Representative Council

The Students' Representative Council (SRC) is elected by the students. Its functions: advising the Principal on matters affecting the student body, aiding and stimulating the development of the corporate life of the College through the Clubs affiliated with it, and providing active student leadership in student affairs within the College.

The Students' Representative Council is the forum for the student body and will be available to assist students when possible or help redirect students requiring assistance.

The Executive Officers are elected annually and may be contacted through their office on Level 5. The Executive of the Students' Representative Council for 1977 is as follows:

President:
Mr. P. Joannou
Vice President:
Mr. J. Tonkin
Secretary:
M/s J. Wotton
Treasurer:
Mr. J. Salmon
Cultural Activities Officer:
Mr. P. Stein

Affiliated Student Clubs

Sports Association
Music Society
Christian Fellowship
Publications Committee
Dramatic Society
Yani Film Society
Photographic Club
Folk Club
Business Society

New clubs are formed from time to time as students' interests change. Each proposed new club is required to be authorized by the Students' Representative Council.

The Students' Representative Council determines the amount of dues to be levied on students in order that the programme of activities of the various affiliated clubs may be carried out. The full Students' Representative Council dues are required to be paid at enrolment. Portion of the Students' Representative Council fee is administered conjointly by the Students' Representative Council and the College for planned student amenities.

The Students' Representative Council allocates the balance of the Students' Representative Council fees to affiliated student clubs for operating costs. The Treasurer submits all books and statements of accounts, duly audited, and exhibiting a fair view of the financial position and transactions of the Council to the annual general meeting after 30th September, each year.

Sports Association

The Sports Association controls sporting clubs within the College. All College students are, upon payment of the College fees, automatic members. Staff and ex-students can join by paying an annual subscription fee. Team membership is open to all Association members.

Office Bearers for 1977:

President:
Mr. G. Hudson

Secretary:
M/s J. Fenton

Treasurer:
M/s R. Morrow

Patron:
Mr. G. Turnbull

The following clubs are affiliated with the K.C.S.A. Contact with club officials can be arranged through the notices on the bulletin boards or through the Sports Association Executive.

Clubs in regular competition and intercollegiate matches: Men's and Women's Basketball, Netball, Volleyball, Men's and Women's Soccer, Rugby Union, Cricket, Softball, Hockey.

Clubs in social and intercollegiate matches: Squash, Golf, Tennis, Rugby League, Softball, Swimming, Table Tennis, Athletics.

Special Activities Clubs include Jogging and Orienteering, Rucksack, Fishing, Surfing, Skiing and Yoga.

Student Facilities

Students facilities include an agency of the Commercial Banking Company of Sydney, providing banking facilities between 11.00 a.m. and 2.00 p.m. during semester, a spacious dining hall and canteen, providing hot meals and light refreshments during semester, and a bookshop in the SRC area, where texts can be ordered and purchased. The Students' Representative Council is affiliated with the Australian Union of Students. There is an AUS representative on campus.

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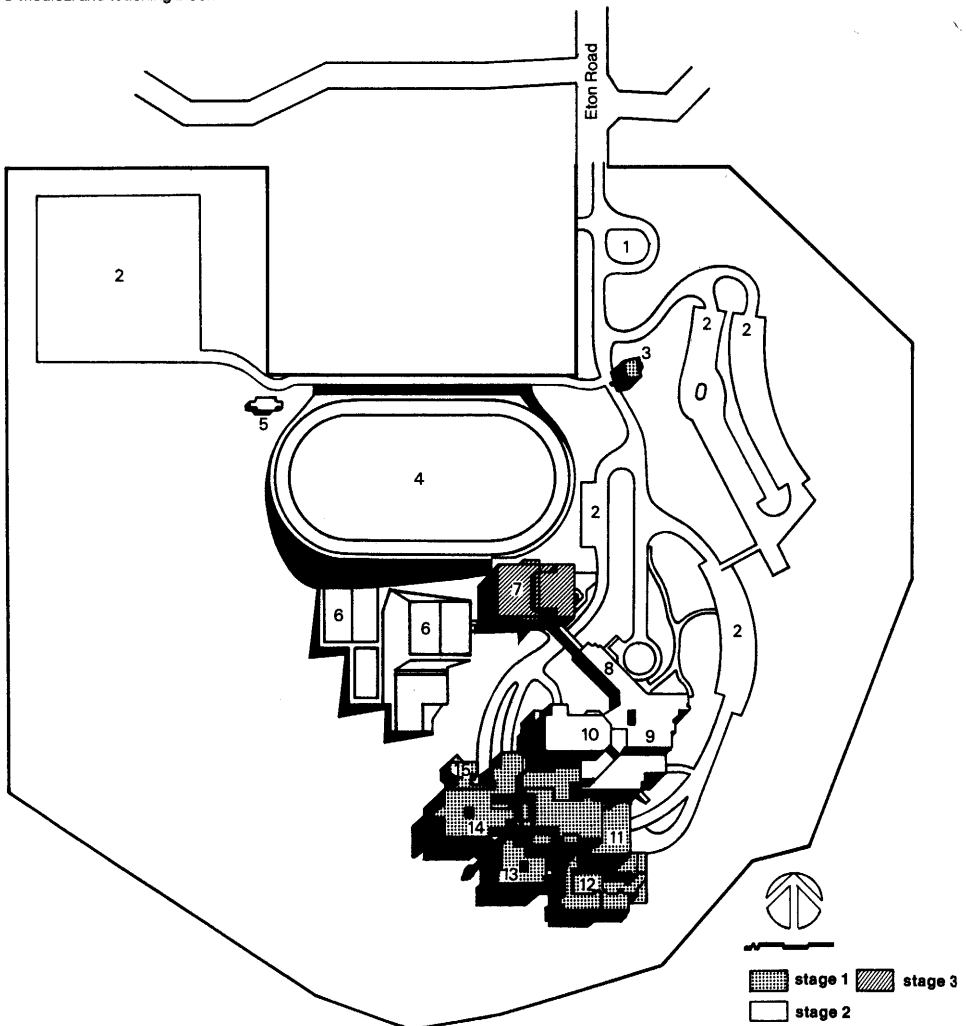
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Campus Plan

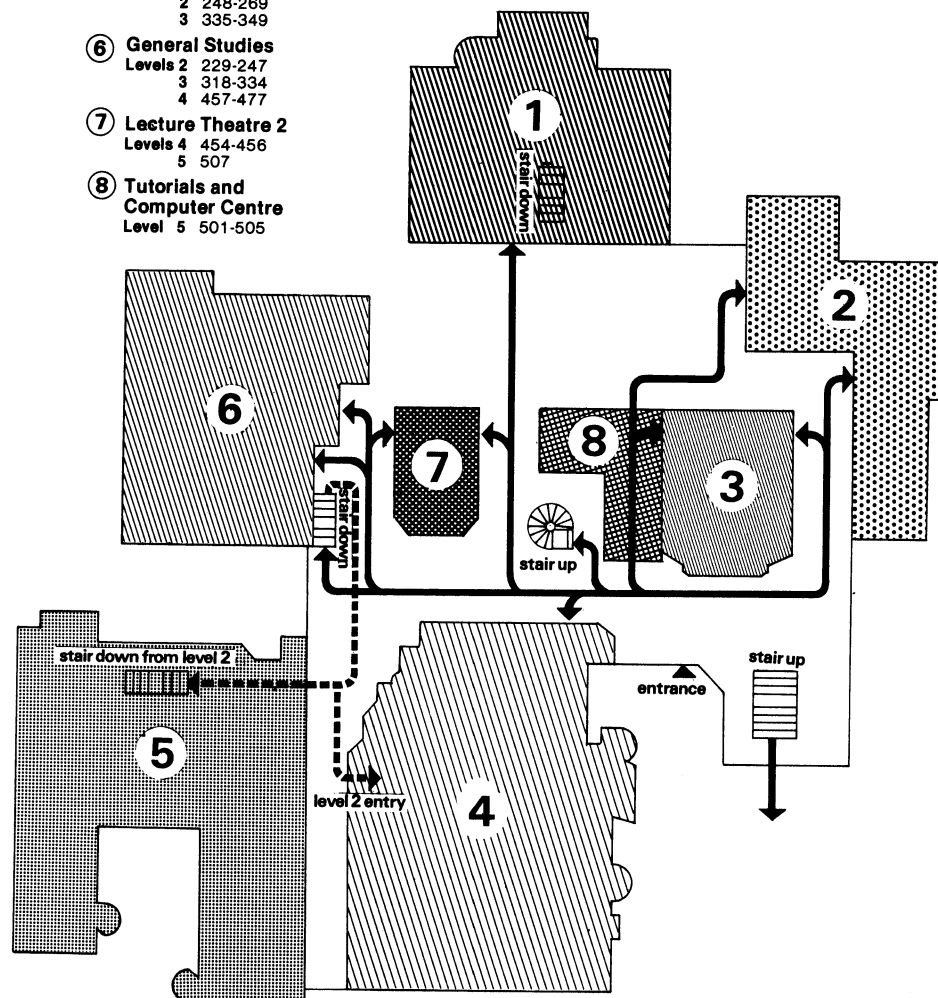
Legend

- | | |
|------------------------------|----------------------------|
| 1 bus bay | 9 union and administration |
| 2 parking | 10 auditorium |
| 3 house officer's residence | 11 resources centre |
| 4 oval | 12 arts and crafts |
| 5 change rooms | 13 teaching education |
| 6 basketball courts | 14 science block |
| 7 physical education complex | 15 greenhouse |
| 8 medical and teaching block | |



- ① **Science**
Levels 1 101-107
2 201-228
3 301-317
4 401-425
- ② **Music**
Level 4 426-447
- ③ **Lecture Theatre 1**
Levels 4 448-450
5 506
- ④ **Resources Centre**
Levels 4 478-488
5 508-524
Level 2 TV Studio
- ⑤ **Arts & Crafts**
Levels 1 108-115
2 248-269
3 335-349
- ⑥ **General Studies**
Levels 2 229-247
3 318-334
4 457-477
- ⑦ **Lecture Theatre 2**
Levels 4 454-456
5 507
- ⑧ **Tutorials and Computer Centre**
Level 5 501-505

(located level 4)
resources centre
lecture theatres
teaching areas
etc.



(located level 5)
auditorium
students union
administration
medical block

- ① **Enquiries**
- ② **Administration**
Levels 5 542-564
6 601-610
- ③ **Students Union
& Dining Hall**
Levels 4 489-496
4110-4114
5 525-541
- ④ **Drama Studio**
Level 4 497-499
- ⑤ **Greenhagh Auditorium**
Levels 3 366
4 4101-4108
5 578-582
6 624-625
- ⑥ **Medical Block**
Levels 5 565-577
6 611-622
- ⑦ **Physical Education
Complex**
Levels 3 Squash Courts
4 Gymnasium
5 Upper Gymnasium

