

# 2012BPS Molecular Biology

## Semester 2 2009

Academic Organisation:	School of Biomolecular and Physical Sciences
Faculty:	Science, Environment, Engineering and Technology
Credit point value:	10
Student Contribution Band:	Band 4A (Nat Priority Band)
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	Dr Derek Kennedy (Nathan)
Enrolment Restrictions:	Restricted: Approval from Head of School
This document was last updated:	27 July 2009

### **BRIEF COURSE DESCRIPTION**

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This course deals with advanced methods in DNA cloning, analysis of mRNA expression and analysis of the control of gene expression. It also considers the molecular basis of the control of gene expression and animal development, and advanced genetic systems.

Incompatible: 3011BBS Molecular Biology

Advised Prerequisite: 1006BPS Functional Molecular Genetics

Students will not be permitted to enrol without a Pass grade in the prerequisite.

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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#### Course Aims

The Molecular Biology course is designed as an essential building block for students with a desire to have a complete understanding of cell biology at the molecular level. The course builds on the knowledge gained in Functional Molecular Genetics (1006BPS), which is an essential prerequisite (1006BPS was previously called Molecular Genetics, 2004BBS) and Cell and Molecular Biology (1002BBS). The course focuses on gene expression with special interest on 'normal *versus* diseased' regulation. The course uses examples to highlight to students how the genes of organisms can be regulated by endogenous and exogenous pathways. Students should also gain an understanding of state-of-the-art molecular techniques used to research the molecular mechanisms of life processes.

Typically students with an interest in the fields of cell or molecular biology would be expected to complete the courses, Cell and Molecular Biology (1002BBS), Functional Molecular Genetics (1006BPS), Molecular Biology (2012BPS), Molecular Cell Biology (3008BBS) and Gene Expression and Development (3010BPS) to obtain competency in these fields.

Molecular Biology is an important component of any program in which students are expecting to gain employment in the fields of medical research, molecular biology or molecular genetics. This may include research in hospitals or private companies or university laboratories and institutes including the Eskitis Institute for Cell and Molecular Therapies or the Glycomics institute. The course is also considered suitable for studies in human genetics and forensics.

Molecular Biology is a core requirement for the Bachelor of Biomolecular Science and Bachelor of Biomedical Science degree programs as well as being a requirement for some majors within the Bachelor of Science program and the Bachelor of Forensic Biology, (*ie.* forensic molecular biology major).

### LEARNING OUTCOMES

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On completion of this course students will have developed a knowledge and understanding of gene regulation at the cellular level under both normal and diseased conditions. The students should also gain knowledge of more complex mechanisms at which gene expression can be regulated (*ie.* RNA splicing, the effects of transposons and disease progression).

This will be achieved through the development of knowledge and understanding of the following core concepts:

- Cancer Genetics
- The structure and function of transposons and how they have assisted in evolution and gene regulation
- RNA processing (self splicing introns, pre-mRNA splicing, RNA editing)
- Bacterial Gene Expression and Regulation
- Eukaryotic Gene Expression and Regulation
- Measuring gene expression
- Comparative genomics
- Recombinant Technology

On completion of this course students are expected to have completed the following outcomes:

1. To be able to identify the most effective ways to clone genes and regulate the expression of cloned genes as well as measure the outputs from these mechanisms
2. to be able to understand and extrapolate data from molecular research and where applicable to propose a "trouble shooting" exercise to resolve data obtained from molecular research.

3. To be able to integrate the various mechanisms that nature uses to regulate gene expression
4. To identify the difference between Eukaryotic and Prokaryotic gene regulation
5. To efficiently determine the most appropriate methods to measure gene outputs
6. To understand the evolution of RNA processing
7. To understand some of the mechanisms cancerous cells employ to change and regulate gene expression

The cognitive skills gained from this course are geared towards delivering the knowledge a student requires to become an effective researcher in the fields of cell or molecular biology. These outcomes are aligned with the university's goals to become a research intensive institute. The content of the course is also designed to make graduates more attractive to external employers and is therefore designed to stay up to date with appropriate technologies.

The use of these skills will be applied in undergraduate laboratory courses such as Biotechniques Laboratory (2013BBS), Biomolecular Sciences Laboratory (3035BBS), Biomolecular Science Project (3017BBS), the Industrial Affiliates Program (depending on the research topic) or other Bachelor of Science laboratory projects.

## **CONTENT, ORGANISATION AND TEACHING STRATEGIES**

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Teaching methods will include a combination of formal lectures and small group workshops. Students are also encouraged to utilize web materials supplied by publishers of the textbook. These resources will be available on the "learning@griffith" website for this subject. Students attend compulsory workshops designed to apply the knowledge learned during the lecture components of the course.

### Contact Summary

The course will be taught using 3 lectures per week over the 13 week semester. Each lecture is of 1hr duration and will be delivered only once each week. In addition to the lectures, there will be 3 workshop tasks. Students will work in groups for the workshops with a goal to submit an examinable document, which is described in more detail below.

**The lectures** will provide the basic introduction to each module, and introduce relevant reading or web-based resources.

**The workshops** will be run 3 times during the semester. Final dates for the workshops will be determined by timetable availability during the semester, however, initial dates will be provided in the lecture timetable which will be made available on the learning@griffith website for this course. For the workshop task students will work in assigned groups which can not be changed during the semester unless approval has been obtained by the course convener. Each group will design an exam question which is suitable for use in the final exam. The exam question will be either short answer or essay style worth 5 to 10 marks. The topic of the exam question will be taken from the previous modules taught during the semester. For example, in week 3 a group could be asked to design an exam question taken from modules 2 (eg. chromosome structure) and 3 (Transcription). Because of the number of students it is expected that several groups will be designated a question to be designed from the same module as other groups. It is envisaged that groups will be allowed to develop their response over a 1 week period at which time they will submit the question, with answers and a marking scheme to a web interface. At that point, the entire cohort will assess the questions of all groups and rank them. At the same time, students will rank the participation of the other students within their own group. A multiple of an individuals ranking within their own group multiplied by the ranking of their submitted question multiplied by the lectures score will determine the 10% workshop score for this course. To determine a student's score (10% of the semester grade) for the workshops the following formula will be applied:

$$[(\text{Participation score} \times \text{Group score})/10] \times \text{Lecture's score}/10 \quad (\text{to give a mark out of } 10\%)$$

For example **Jon Doe** has the following scores:

Participation score = 5/10 (ie, demonstrates average participation within the group as assessed by the other members of the workshop group)

Group score = 10/10 (ie. the group as a whole submitted a fantastic question as assessed by the student cohort)

Lecture's score = 2/10 (ie. the lectures determined that the question contains some fundamental flaws or doesn't probe the lecture content significantly)

Workshop score is [(5 X 10)/10] X 4/10 = (which converts to a final percentage of 2%)

There is a significant enticement to achieve well in these components because up to three of the questions and answers submitted by students will be used in the final exam. Therefore, a student that has participated well and who's group has submitted well formulated questions will obtain 10% of the final assessment. However, in addition, a student that has ranked the questions submitted by other groups will have already seen the structured answers valued up to 30 marks in the final exam.

Workshops and rankings will be performed using an online submission and examination process. It is a pre-requisite of the course that all students participate in the workshop tasks. Any student not participating in the workshops can not obtain a grade of higher than 'Pass' for the course.

The workshops are designed to provide the opportunity to reinforce material and concepts encapsulated within the modules. The workshops also provide an opportunity for students to learn the concept of synthesis of ideas from basic knowledge and how to communicate this in the final exam. For example, many students do not realise how to demonstrate, under exam conditions, the synthesis of a hypothesis from basic concepts. By writing an exam question and its expected response the student will understand the importance of connecting basic principles to synthesise a response. Communication of hypothesis is an important tool for biologists and these tasks are designed to prepare students for workplace by giving them the opportunity to demonstrate more than simply basic knowledge.

In 2009 a series of online quizzes (based only on multiple choice questions) will be run using the online resources provided by the text book (*Principles of Genetics* by Snustad and Simmons). As the system is developed between the publishers and the lecturing staff it is envisaged that quizzes will be made available through the Snustad and Simmons website and the results of these quizzes will be used to assess a further 10% of the overall grade for the course. Students will be updated on this system during the semester in lectures or notification via the learning@griffith website for this course.

## CONTENT SUMMARY

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Students can obtain a copy of the lecturing schedule from the "learning@griffith" website. The schedule will give details regarding when modules will be delivered and the timing of each lecture and which staff member will be teaching the modules within the course. The schedule will also indicate specific dates when quizzes will be held. Workshop task timetable is also shown on the teaching schedule.

On occasion the schedule may be modified to accommodate staff that are seconded to other duties or are required at conferences.

The modules taught within this course are listed below. In the following table; "Snustad" refers to *Principles of Genetics 5<sup>th</sup> edition* by Snustad and Simmons, "Pierce" refers to *GENETICS: A conceptual approach 2<sup>nd</sup> edition* by Benjamin Pierce whereas *Genes VIII* refers to *Genes VIII* by Benjamin Lewin (see 'texts and supporting materials' below for more details).

Module	Lecture Content	Notes	Readings
1.	Cancer Genetics	One of the main focuses of this course is understanding how gene regulation is changed as cells move from a normal state to a disease state. In this module we explore the changes that occur at the molecular level within a cell and how these changes can influence gene regulation  Topic points: Cancer: A Genetic Disease	Snustad: Chapter 22  Alternative or additional reading:  Pierce: Chapter 21  Additional notes will be supplied by the lecturing staff to augment the information available in the recommended texts

Module	Lecture Content	Notes	Readings
		<p>Oncogenes</p> <p>Tumor Suppressor Genes</p> <p>Genetic Pathways to Cancer</p>	
2.	Transposons	<p>Explores the structure of transposons from bacteria to eukaryotes. The module also explores how transposons have had an effect on evolution and how they can effect gene regulation</p> <p>Topic points:</p> <p>Transposable Elements: An Overview</p> <p>Transposable Elements in Bacteria</p> <p>Cut-and-Paste Transposons in Eukaryotes</p> <p>Retroviruses and Retrotransposons</p> <p>Transposable Elements in Humans</p> <p>The Genetic and Evolutionary Significance of Transposable Elements</p>	<p>Snustad: Chapter 18</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 11</p>
3.	RNA processing	<p>During the evolution of cells from prokaryote to eukaryotes type cells several mechanisms have developed to allow for increasingly sophisticated processing and editing of pre-RNAs. Including systems for tRNA, mRNA and rRNA. These mechanisms and the systems regulating them will be covered in this module</p> <p>Topic points:</p> <p>Transfer of Genetic Information: The Central Dogma</p> <p>Transcription and RNA Processing in Eukaryotes</p> <p>Interrupted Genes in Eukaryotes: Exons and Introns</p> <p>Removal of Intron Sequences by RNA Splicing</p>	<p>Selected reading from Snustad: Chapter 11</p> <p>Students interested in the area are recommended to read <i>Genes VIII</i>: Chapters 24 and 25</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 14</p>
4.	Bacterial Gene Expression and Regulation	<p>The structure of bacterial genes will be reviewed with an emphasis on the mechanisms of gene regulation and attenuation</p>	<p>Snustad: Chapter 19</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 16</p>

Module	Lecture Content	Notes	Readings
		<p>Topic points:</p> <p>Constitutive, Inducible, and Repressible Gene Expression</p> <p>Positive and Negative Control of Gene Expression</p> <p>Operons: Coordinately Regulated Units of Gene Expression</p> <p>The Lactose Operon in <i>E. coli</i>: Induction and Catabolite Repression</p> <p>The Tryptophan Operon in <i>E. coli</i>: Repression and Attenuation</p>	<i>Genes VIII</i> : Chapter 9
5.	Eukaryotic Gene Expression and Regulation	<p>The regulation of genes within higher order organisms will be explored. Emphasis will be given to special and temporal gene expression and how this can be controlled</p> <p>Topic points:</p> <p>Ways of Regulating Eukaryotic Gene Expression: an Overview</p> <p>Induction of Transcriptional Activity by Environmental and biological Factors</p> <p>Molecular Control of Transcription in Eukaryotes</p> <p>Posttranscriptional Regulation of Gene Expression by RNA Interference</p> <p>Gene Expression and Chromosome Organization</p> <p>Activation and Inactivation of Whole Chromosomes</p>	<p>Snustad: Chapter 20</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 16</p> <p><i>Genes VIII</i>: Chapters 20-23</p>
6.	Measuring gene expression	<p>Modern molecular biology relies on cutting edge techniques used to measure gene output between different cell types (<i>ie.</i> brain <i>versus</i> liver) or between normal versus diseased cells (<i>ie.</i> normal breast tissue <i>versus</i> breast cancer cells). This module outlines some of the techniques available to the modern scientist and how they are used</p>	<p>Selected reading from Snustad: Chapter 16</p> <p>Additional notes will be supplied by the lecturing staff to augment the information available in the recommended texts</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 19 (cross referencing to chapter 18 as well)</p>
7.	Comparative genomics	<p>One of the most exciting new outcomes resulting from recent</p>	<p>Selected reading from Snustad: Chapter 16</p>

Module	Lecture Content	Notes	Readings
		<p>advanced in molecular techniques includes the ability to mine information from Genomes by comparing their contents and outputs. This module deals with the mechanisms available to perform comparison between genomes from different organisms</p>	<p>Additional notes will be supplied by the lecturing staff to augment the information available in the recommended texts</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 19 (cross referencing to chapter 18 as well)</p>
8.	Recombinant Technology	<p>The course will be finished by looking at new and old technologies used to measure the expression of genes. The module will be taught in such a way that students will learn, in theory, how gene expression can be utilised.</p>	<p>Selected reading from Snustad: Chapter 16</p> <p>Additional notes will be supplied by the lecturing staff to augment the information available in the recommended texts</p> <p>Alternative or additional reading:</p> <p>Pierce: Chapter 19 (cross referencing to chapter 18 as well)</p>

## ASSESSMENT

### Summary of Assessment

Assessment tasks are listed in the table below

Item	Assessment Task	Length	Weight	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Workshop tasks	variable	10%	Assessment will be calculated to a mark out of 10	The synthesis of complex ideas by applying basic knowledge to solve a problem	Refer to lecture schedule supplied via the learning@griffith website for this course
2.	Online quiz assessment	variable	10%	Total marks are determined by the number of questions supplied by the wileyPLUS online resource for this course	Reinforcement of the concepts taught in each module	Online quizzes will be made available towards the end of each module as they are taught. Not all modules have online quizzes. Typically online quizzes are available to students for 1 week.
3.	Two semester quizzes	~ 45min each	20% Total (10% for each quiz)	~60	Reinforcement of the basic principles of Molecular Genetics. In brief, these are all multiple choice questions testing knowledge recall with some questions interrogating complex reasoning	During the normal lecture slots usually around week 7 for the first quiz and week 12 for the second quiz. Students will be advised through the learning@griffith website for the course and during the lectures
4.	end-of-semester examination	3 hrs	60 %	~170 final marks will depend on the composition of the final exam paper.	to test integration of knowledge over the course as a whole	tba

**Note:** the timing of quiz 1 and 2 may change and students will be informed of changes through lectures, learning@griffith and by email.

### Assessment Details

The major assessment item will be by a three hour examination at the end of the course (60%), The three hour exam at the end of the semester will examine the full content of this course. 10% of the total course assessment will be evaluated by completion of the workshop tasks. 20% of the total course assessment will be by evaluation of two 'in-class' quizzes (scheduled for approximately in weeks 7\* and 12\*). 10% of the total course assessment will be evaluated by completion of the online quizzes (offered through the wileyPLUS resources from the prescribed textbook).

Important note: Students should be aware that failure to complete any one assessment item will impose on the student's potential final grade, a student not completing all assessment tasks will be recommended to obtain a 'Pass' grade for the course. For example, a student obtaining an overall mark of 67% but did not complete an individual task (i.e. the workshop tasks) will be recommended to obtain a 'Pass' grade whereas another student with 66% but completing all tasks may be considered for a 'Credit' within the course. The justification for this is that Functional Molecular Genetics is a course with material that covers a significantly wide range of concepts. A student that has not covered the entire range of concepts can not be considered an above average student in terms of learning outcomes or employment. The assessment tasks are specifically designed to cover the wide range of learning material that a student needs to cover for this course and enhance their learning outcomes.

### **GRADUATE SKILLS**

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The following table outlines the skills that the course prepares the students for throughout the teaching semester.

<b>Graduate Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Professional Skills

Identify where relevant information is collated

Analysis of pedigrees and inheritance patterns

Critically evaluate genetic information

Apply this information to genes, genomes or diseases

Identifying appropriate molecular skills to solve problems in genetics and molecular biology

Synthesis of ideas starting from basic concepts

Working in groups to produce a relevant outcome in molecular biology

## TEACHING TEAM

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### Course Convenor

Convenor Details	Nathan
Campus Convenor	Dr. Derek Kennedy
Email	derek.kennedy@griffith.edu.au
Office Location	N75_1.20F
Phone	373 57429
Fax	373 57276
Consultation times	I have an open door policy, however, the Eskitis 1 building (N75) where my office is located is approximately 15 mins walk from the main Nathan campus. Therefore I would suggest that students make contact via email, phone or at lectures to arrange an individual consultation if required

### Additional teaching team members

Lecturing staff	Nathan
Lecturer	Dr Jeremy Brownlie
Email	j.brownlie@griffith.edu.au
Office Location	Science 2 (N34) 1.21
Phone	373 57440
Fax	
Consultation times	by appointment

Other teaching teams members are to be announced.

## COURSE COMMUNICATIONS

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The course convenor will communicate regularly with students via the course website on Learning@Griffith. This will provide a major mechanism for communication within this course and students should check the course announcements on the Learning@Griffith website frequently – daily checking is recommended.

Students are expected to attend face-to-face classes and interact with the teaching team within these times. Students will be encouraged to raise issues that require clarification at these classes.

Students are welcome to make appointments with teaching staff at anytime organised to suit both parties. Email and phone contact are other alternate means of contact. Students are advised to limit email communication to issues that require a short and definitive answer. If the issue requires discussion students are advised to visit the course convenor via a pre-arranged time.

## TEXTS AND SUPPORTING MATERIALS

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### Required text:

*Principles of Genetics 5<sup>th</sup> edition* by Snustad and Simmons. Wiley Press

Alternative reading:

*GENETICS: A conceptual approach 2<sup>nd</sup> edition* by Benjamin Pierce. Freeman publishers

*Genes VIII* by Benjamin Lewin. Pearson Prentice Hall Press

These texts are available through either the Co-OP book shop at the Nathan campus or through the library.

## SECTION B – ADDITIONAL COURSE INFORMATION

Student should be advised that a pass grade or better in Functional Molecular Genetics (1006BPS, previously known as Molecular Genetics 2004BBS) is essential prior to enrolling in Molecular Biology (2012BPS). Students without this prerequisite will not be allowed to continue in this course without specific approval from the course convener. International students may submit courses from their host university for consideration as equivalents to Functional Molecular Genetics (1006BPS). International students would need to provide evidence that they have achieved an appropriate grade in the subject. Assessment of international students is typically made through the office for international students.

Students can not obtain a grade of Credit or higher for Molecular Biology (3011BBS) if they have failed in two or more modules within the course.

During the semester students should refer to the Learning@Griffith website for further or updates information about this course.

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by

- purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
  - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)  
[Academic integrity for students](#)

## **PLAGIARISM DETECTION SOFTWARE**

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The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## **HEALTH AND SAFETY**

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from

[http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from

[http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## **KEY STUDENT-RELATED POLICIES**

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[\*Academic Calendar\*](#)

[\*Academic Standing, Progression and Exclusion Policy\*](#)

[\*Assessment Policy\*](#)

[\*Examinations Timetabling Policy and Procedures\*](#)

[\*Guideline on Student E-Mail\*](#)

[\*Health and Safety Policy\*](#)

[\*Institutional Framework for Promoting Academic Integrity Among Students\*](#)

[\*Policy on Student Grievances and Appeals\*](#)

[\*Student Administration Policy\*](#)

[\*Student Charter\*](#)

## **UNIVERSITY SUPPORT RESOURCES**

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.