

# 2611HUM

## Islam, Media and Conflict

### Semester 1 2010

Academic Organisation:	School of Humanities
Faculty:	Faculty of Humanities & Social Sciences
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	Dr Halim Rane (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	28 January 2010

#### **BRIEF COURSE DESCRIPTION**

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This course provides students with an understanding of global, regional and local news media production and representations of Islam and Muslim societies. It discusses new, emerging and alternative forms of media discourses of conflict in the Muslim world, and analyses selected news reports as forms of case studies. Taking the notion of 'Orientalism' as its starting point, the course critically examines the extent to which the mediatisation of conflict impacts relations between Islam and the West vis-a-vis debates on Orientalism, 'Asian values' and Islamic world views.

Incompatible: 2611ART Islam, Media and Conflict

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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#### **Islam, Media, and Conflict**

Islam, Media, and Conflict aims to equip students with the intellectual tools to analyse the mechanisms through which most people in the West come to 'know' Islam and Muslims, the mass media. The subject provides students with an historical overview of relations between Islam and the West, including the development of Western thought on Islam and the concept of Orientalism. Students will also become familiar with various theoretical perspectives in media studies, particularly those concerning the operations of media industries and those pertaining to the nature and effects of media content as well as the operational realities involved in reporting Islam. Students will utilise this knowledge in the examination of the representation of Islam and Muslim in the media and their impact on inter-community relations. Specific focus will be on the portrayal of Muslims in the West. In the context of media coverage of war and conflict, particular focus will be made on the Israel-Palestine conflict as well as Iraq and Afghanistan as arenas for the 'war on terror'. The subject will analyse the coverage of these conflicts, their effects on society, and their implications for relations between Islam and the West.

### LEARNING OUTCOMES

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At the successful completion of this course, students should have:

1. Gained an understanding of Islam and its representation in Western thought, past and present;
2. Acquired an understanding of mass media theories, structures and operational issues;
3. Developed an understanding of the media representation of Islam and Muslims and their impact on the audiences along with;
4. Developed the knowledge and skills to research and analyse issues pertaining to media representation and audience effects.

### CONTENT, ORGANISATION AND TEACHING STRATEGIES

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**Islam, Media, and Conflict**, provides –

- (1) 12 interactive lectures over a 12-week period; and
- (2) Tutorials and discussions which link theory to practice.

Each lecture is devoted to a specific topic. Lectures complement, highlight, and explain key concepts found in the textbook. However, lectures are more than a review of the assigned reading material. Lectures include additional concepts, examples, and knowledge about the topic under consideration. Lecturers will assume that students have read the assigned chapters of the textbook before coming to lectures and tutorials, so that they may actively participate in class discussions. In addition, students may find that a particular subject holds special interest. Students are encouraged to use their own initiative in seeking out relevant reading material.

#### **Contact Summary**

In addition to attendance at lectures, students are also strongly encouraged to take part in classroom discussions of material introduced in the lectures and readings. In this context, students should see attendance at lectures as compulsory. Students should also seek advice from the lecturer during consultation hours on preparation of the assessment.

## CONTENT SUMMARY

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### Week 1: Islam?

This lecture will give a concise overview of the religion of Islam, focusing on its origins, central beliefs and practices, the life of the Prophet Muhammad, the teachings of the Quran, and a basic introduction to Islamic law. For those who have already taken *Understanding Islam and Muslim Societies* or *Islam in the Modern World*, this lecture will be a useful revision of what you have studied. For those of you who have not, this lecture is an essential starting point for this course.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch2.

### Week 2: Historical encounters: Islam and the West

This lecture offers a broad overview of relations between Islam and the West since the advent of Islam until the present, including periods of co-operation, coexistence and conflict. It begins with the ideological and territorial challenge to Christendom presented by Islam and the early representation of Islam in this context. Other points of conflict that are explored include the Crusades and Spanish Inquisition as well as European colonisation of the Muslim world. Such historical episodes are contrasted with periods of peaceful coexistence such as in historical Palestine, Muslim Spain, and Muslims in the West today. This lecture also examines relations between Islam and the West in the modern era, particularly such issues and events as Israel's occupation of Palestine, the Iranian Revolution, the Gulf War, and 'war on terror', which have not only shaped Muslim perceptions of the West but have become the lens through which the West has come to 'know' and 'understand' Islam.

Reading: Said, *Orientalism*, Introduction, p.1-28.  
Said, *Covering Islam*, p.xi-35.

Tutorial: Course overview and discussion of assessments

### Week 3: Islam in Western Thought

This lecture discusses the intellectual basis of how Islam is understood in the West, particularly in terms of the philosophical and historical ideas of the 18th and 19th centuries on which such understandings are founded. This lecture examines the extent to which such ideas have endured over time. Based on the work of the late Edward Said, *Orientalism*, this lecture discusses the concept of 'Orientalism' and the critical role it has continued to play in defining relations between Islam and the West. This lecture examines the prominence of the Orientalist perspective in not only the field of Islamic and Middle Eastern Studies but also in fictional and factual media representations of Islam and Muslims.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch1.

Tutorial: Discussion: Media research task 1: content analysis

### Week 4: Mass Media: Theories, Structures, and Organisations

This lecture introduces students to the field of media studies. It aims to familiarise students with the various forms of mass media, perspectives on the role of media in society, and the role of the media in the production and distribution of 'knowledge' in society. This lecture will also introduce students to such important concepts in the field as culture, hegemony, propaganda, public opinion, and stereotyping. Drawing on the critical work of Edward Herman and Noam Chomsky, *Manufacturing Consent*, this lecture examines the impact that such issues as media size, concentration of ownership, profit orientation, news sources, operational considerations, and even pressure groups have on media content. Such factors become particularly critical in the context of war and conflict where governments and big business have highly vested interests.

Reading: McQuail, *McQuail's Mass Communication Theory*, Parts 1, 2, 3.

Tutorial: Documentary: 'Edward Said on Orientalism'

### Week 5: Content Analysis: Representations of Islam and Muslims

This lecture introduces students to the concept of content analysis and explores the portrayal of Islam and Muslims in both fiction media, such as film and television programs, and factual media such as television news and newspapers. Students will be encouraged to analyse the media codes and conventions used in

the representation of Islam and Muslims as well as the use of stereotyping. This lecture will compare media content pre and post 11 September 2001 so as to identify trends in such representations.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch4.

Tutorial: Documentary: 'Reel Bad Arabs: How Hollywood Vilifies a People'

### **Week 6: Media Effects**

This lecture discusses some of the most important perspectives and theories explaining the effects of media content on audiences, including agenda-setting, spiral of silence, and cultivation analysis. This lecture also explores the notion of differential readings of media texts as discussed in the work of Stuart Hall.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch5 and Ch7.

Tutorial: Media research task 2: audience analysis

### **Week 7: Reporting Islam: Operational Realities**

This lecture draws on the work and experiences of journalists and editors who have been engaged in reporting stories about Islam and Muslims. It examines the various constraints including time and deadlines, financial considerations, editorial policy, and the journalist's own knowledge and experience impact on the reporting of issues concerning Islam and Muslims.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch3 and Ch6.

Tutorial: Discussion question: Public interest versus social responsibility: a comparative analysis of Switzer's chapter (Ch 6) and Islam's chapter (Ch 7).

### **Week 8: Reporting War and Conflict**

This lecture discusses issues concerning propaganda and the media's march to war, censorship in the reporting of war and conflict, and the role of the media in ending war and conflict. Special attention will be given to how representations of Islam and Muslims have been used during the 'war on terror'.

Reading: Carruthers, *The Media at War*, Introduction, Chapters 1 and 2, p.1-107

Tutorial: Discussion question: Can media end wars and conflicts?

### **Week 9: Image and Reality of Global Conflicts**

This lecture compares and contrasts the media coverage of the invasions and occupations of Iraq and Afghanistan with the reality on the ground. Students will be encouraged to draw on their knowledge of media theories and perspectives presented in previous lectures to engage in critical analysis of the media's construction of the 'war on terror'. Based on the research of such scholars as Norman Finkelstein, *Image and Reality of the Israel-Palestine Conflict*, and that of Greg Philo and Mike Berry, *Bad News from Israel*, this also lecture compares and contrasts the reality of the Israel-Palestine conflict with the media coverage of the issue. Drawing on their knowledge of media perspectives and theories, students will be encouraged to assess the role of the media in the perpetuation of the conflict.

Reading: Carruthers, *The Media at War*, Chapters 3-5, p.108-243.

Tutorial: Documentary: 'Occupation 101'

### **Week 10: Audience Analysis: Impact of Media Content**

This lecture will move students beyond the issue of representation and content analysis into the realm of analysing the impact of media content on the public. It will present the findings of various empirical research concerning the effects of coverage of the Gulf War, Israel-Palestine conflict, and the 'war on terror'.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch8 and Ch9.

Tutorial: Discussion: Major essay

### Week 11: An Islamic Theory of Media

This lecture invites students to draw on both their knowledge of Islam and the mass media to consider an Islamic theory of media. Issues discussed in this lecture include the social responsibility theory of media, the higher objectives of Islam, Quranic provisions relevant to media content, and the Prophet's response to the dominant media of his age.

Reading: Rane, Ewart & Abdalla, *Islam and the Australian News Media*, Ch10

Tutorial: What is the relationship between media and democracy?

### Week 12: Media in the Muslim World

This lecture examines the mass media in the Muslim world and discusses its historical development, dominant forms of media, uses and functions, freedom and censorship, and how it represents the West. Also explored in this lecture are the implications for conflict and conflict resolution.

Reading: Fandy, *(Un)Civil War of Words: Media and Politics in the Arab World*, p.1-18.

Tutorial: Course review: weeks 1-12

### ASSESSMENT

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Media Research Task 1 (content analysis)	1000 words	15%	100	1, 2, 3, 4	Week 6 (in class)
2.	Media Research Task 2(audience analysis)	1000 words each	15%	100	1, 2, 3, 4	Week 9 (in class)
3.	Major Essay	2000 words	30%	100	1, 2, 3, 4	Week 12 (Friday)
4.	Short-Answer Test	30 questions	30%	100	1, 2, 3	Week 13 (in class)
5.	Attendance & Participation	10 points	10%	100	1, 2, 3, 4	Weeks 3-12

### Assessment Details

There are five main assessments in this course: two media research tasks, a major essay, one short-answer test, and marks for attendance and participation. The two media research tasks involve 1) conducting a small content analysis of an issue in the media involving Islam and Muslims; and 2) conducting a small analysis of audience responses to the media coverage of the selected issue. The major essay will draw on the findings of the two media research tasks as part of a broader topic selected by the student. It is designed to assess students' understanding of the course material, as well as their research, analytical, and writing skills. The short-answer test is designed to assess students' understanding of the foundational material of the course, specifically the lectures and readings from weeks 1 to 12.

Essay Criteria: General requirements:

- Submitted on time
- Appropriate length
- Appropriate presentation (font type and size, margins, stapled)
- Free of spelling and grammatical errors

	1	2	3	4	5	
General requirements not met						General requirements completely met
Inadequate introduction, thesis and direction unclear						Captivating introduction, clear thesis and direction
Poorly written paper, incoherent and illogical						Excellently written paper, logical and lucid
Poor structure and organisation						Excellent structure and organisation
Low level critical thought and analysis						High level critical thought and analysis
Insufficiently researched						Thoroughly researched
Low level demonstrated knowledge of Islam/Muslims						High level demonstrated knowledge of Islam/Muslims
Inadequate conclusion						Excellent conclusion, all major points addressed
Insufficient response to topic; question(s) not answered						Paper thoroughly addresses topic/answers question(s)
Inadequate referencing of sources						Complete and accurate referencing of sources
	1	2	3	4	5	

## GRADUATE SKILLS

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

## TEACHING TEAM

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### Course Convenor and Lecturer

Convenor Details	Nathan
Campus Convenor	Dr Halim Rane
Email	<a href="mailto:h.rane@griffith.edu.au">h.rane@griffith.edu.au</a>
Office Location	Nathan Campus, Macrossan Building (N16), Room 2.08
Phone	(07) 3735 5160
Fax	(07) 3735 6985
Consultation times	Wednesday 2:00 – 4:00 (or by appointment)

## COURSE COMMUNICATIONS

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The course lecturer has scheduled student consultation hours for this course. Students are strongly advised to use this service.

All course materials, including lecture outlines will be posted on the course website one week before the start of course website via Learning@Griffith. Students should consult it regularly as a study resource. The current website has a facility for lecturers to arrange mass e-mail contact which can only be directed to students' University e-mail accounts. Accordingly, students need to check their student e-mail service on a regular basis.

### **Lecturer Contact & E-mail**

Individual students and student groups are encouraged to discuss progress, projects and all other course matters during the convenor's normal consultation hours, or by appointment. E-mail is a convenient, fast and efficient way of communication. For security reasons, brought about by the proliferation of worms and viruses from non-university IT providers, we will not accept student e-mails unless they have been generated through the GU student e-mail service. Accordingly, E-mails sent from any non-university source will not be opened. It would be appreciated if you would keep your virus and security systems up-to-date.

## TEXTS AND SUPPORTING MATERIALS

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### **Required Reading:**

*Islam and the Australian News Media* by Halim Rane, Jacqui Ewart and Mohamad Abdalla (eds) (2010).

### **Recommended Reading:**

*Mass Communication Theory* (5<sup>th</sup> ed.) by Denis McQuail (2005).

*The Media at War* by Susan Carruthers (2000).

*Orientalism* by Edward Said (1979).

*Covering Islam* by Edward Said (1997).

*(Un)Civil War of Words: Media and Politics in the Arab World* by Mamoun Fandy (2007).

## SECTION B – ADDITIONAL COURSE INFORMATION

### Key Dates

14 March	Last date for adding a course for Semester 1
28 March	Census date for Semester 1 – last date to drop a course without being liable for fees
30 April	Last date for withdrawal without failure (WF) from Semester 1 courses

### Submission of Items

**All assessment items must be presented on or before the due date.** The alternative assessment item (research essay) should be submitted to Off Campus & Assignment Handling Services (OC&AHS). Securely attach a *OC&AHS Assignment Cover Sheet* to the front of your assignment which can be obtained from OC&AHS or via the web (<http://www.gu.edu.au/ins/forms>). Do not submit assessment items in plastic folders, as we cannot guarantee that the folder will be returned to you. **You should also keep a copy of your assessment item in case the original is lost and you are requested to resubmit the item.**

Students who are submit their assignment on campus may do so at the following locations:

<b>Nathan Campus:</b>	Lending Services Counter, Nathan Library, Willet Centre (N53) during library hours only. After hours submission box located outside OC&AHS Office, (N53, 0.02) - opposite the Enternet Café.
<b>Gold Coast Campus:</b>	Lending Services Counter, Information Services (G10) during library hours. CMOH – Lending Services Counter (GH1, Level 5) during library hours.
<b>Logan Campus:</b>	Lending Services Counter, Logan Library (L03) during library hours. After hours submission box located outside OC&AHS Office, L03, 2.12.
<b>Mt Gravatt Campus:</b>	Lending Services Counter, Information Services Centre (M13) during library hours only.
<b>South Bank Campus</b>	Lending Services Counter, QCA Library and QCGU Library, during library hours. (S01_1.22)

### Late Submission

For students who require an extension of 1-5 days for medical and other legitimate reasons involving family or work problems—

- you do not need to apply to the Convenor/Tutor
- your assignment **MUST** be accompanied by documentary evidence **AND** a letter explaining the reasons for lateness. The evidence might take the form of a medical or other professional certificate, or a letter from an employer regarding last-minute emergency work.

If you do not provide documentary evidence with your letter you may be penalised. You may lose 5% of your final mark for each day\* that the item is late. \*A weekend equates to one day.

Students who require an extension of more than 5 days should make application for deferred assessment on the official form, supplying clear explanation and documentary evidence.

## Plagiarism/Academic Misconduct

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Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalise a student.

It is YOUR RESPONSIBILITY to be familiar with the University Policy on Academic Misconduct. The misconduct most frequently encountered in the School of Humanities is plagiarism. **Plagiarism is the “knowing” presentation of the work or property of another person as if it were the student’s own.**

Examples of plagiarism include:

- Word for word copying of sentences or paragraphs from Internet sources, books, articles, or another student’s work, without clearly identifying the relevant passages as direct quotations, and disclosing their origin by appropriate referencing
- closely para-phrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- Using another person’s ideas, work or research data without appropriate acknowledgement.

The School regards plagiarism as serious and markers are asked to report all suspected cases. The School of Humanities uses search engines capable of tracing plagiarised material to all parts of the web. For further information, and an indication of the range of severe penalties that plagiarism can attract, all students are advised to refer to the Griffith University Policy on Academic Misconduct at <http://www62.gu.edu.au/policylibrary>

## Bibliography & Referencing

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All assessment items must be fully and correctly referenced throughout and accompanied by a bibliography. All students should obtain a copy of the School’s *Guide to Referencing*. This guide will be an essential resource for you when writing essays and compiling bibliographies throughout your academic career. Copies of the guide are available from the Reserve section of the Library, and the document will also be available on each course site in Learning@Griffith.

Other guides are available at the Learning Assistance Unit’s Self-Help Resources at

[http://www.gu.edu.au/ins/training/study/content\\_studyresources.html](http://www.gu.edu.au/ins/training/study/content_studyresources.html). Go to ‘eStudy Centre –

Allen & Unwin’ under General Study Skills, and ‘MLA style citation of electronic sources’ under Referencing. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

### Special Note

*Non-discriminatory language*

Please consult the University guidelines on the use of non-discriminatory language in the

pamphlet provided with your orientation materials and available from Student Administration. It is School policy that students avoid the use of sexist, racist and other discriminatory language in class work and assessment items. However, in certain circumstances where the appropriate use of such language is shown to be necessary it may be permitted.

## Grading Scale

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The School or Faculty Assessment Board determines the grade cut-off percentages and the grades awarded in this course. The final grade signifies the overall performance of the student in the course.

Students should not add up the marks awarded for each assessment to estimate their final grade. University policy is to use a criterion-based assessment system when staff grade work submitted for assessment. Staff will discuss with students the criteria that will be used to determine grades. They will be listed on each assignment sheet.

Grades awarded are as follows:

High Distinction  
Distinction  
Credit  
Pass  
Pass Conceded  
Fail

**SPECIAL NOTE:** To be awarded a grade of Pass Conceded or higher, students must have completed 85% or more of the weighted items, with marks above zero.

### **Description of Standard Grades:**

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**High Distinction (HD)** Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Distinction (D)** Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Credit (C)** Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretative and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

**Pass (P)** Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretative and analytical ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

**Non-graded Pass (NGP)** Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of subject matter; satisfactory development of relevant skills; satisfactory interpretative and analytical ability and achievement in all major objectives of the course.

**Pass Conceded (PC)** Limited performance indicating partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretative and analytical ability; achievement of most major objectives of the course; failure to achieve some minor objectives.

**Fail (F)** Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretative and analytical ability; and failure to achieve major and minor objectives of the course.

Other grades which may be awarded are:

**Fail, No Submission (FNS)** Did not present any work for assessment, to be counted as failure.

**Withdrawal with failure (WF)**

## **SECTION C – KEY UNIVERSITY INFORMATION**

### **ACADEMIC MISCONDUCT**

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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;
  1. 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;
  2. duplication of the same or almost identical work for more than one assessment item;
  3. copying ideas, concepts, research data, images, sounds or text;
  4. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  5. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  6. 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 <https://intranet.secure.griffith.edu.au/computing/student-computing/finding-available-computers>

[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.