

Department of Accounting and Finance

HECS band 2

ACCG 105 INTRODUCTORY FINANCE ACCOUNTING

Semester: 2

Academic: Ms Sin

Responses: 1

“This course should not be core for Creative Arts students. It is irrelevant and expensive. BCA students have been known to repeat this subject for 3rd and 4th years. A course tailored to BCA students would be by far appropriate. Do not take this subject if you have a choice!! Not recommended!!” The respondent otherwise indicated lectures were boring, overcrowded and too fast, tuts were confusing and unclear, assessment was unfair. No feedback, no extensions and no student input, and the workload was far too heavy. There were alternate lecture times and tapes, but the computing and library resources were poor and over \$100 expenditure was required.

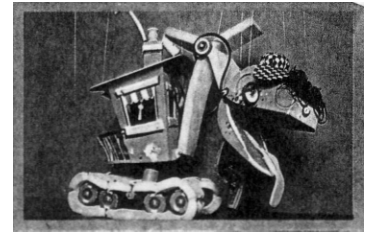
ACCG 250 ACCOUNTING SYSTEMS DESIGN

Semester: 1st

Academic: Mr Boyce

Responses: 3

All three respondents ticked the boxes for interesting lectures and relevant tutorials. ACCG 101 is a helpful prerequisite. “ACCG 250 is the most interesting subject I’ve studied at Macquarie. Lecturers and tutors are interested in students and the subject.” (This is probably a sad indictment of the ‘diversity’ of subject choice open to accounting students.)



Department of Actuarial Studies

HECS band 2

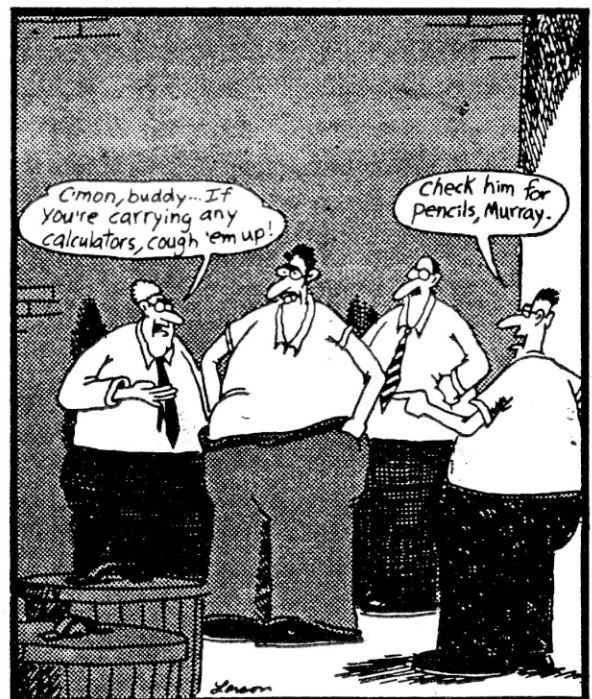
ACST 101 TECHNIQUES AND ELEMENTS OF FINANCE

Semester: 1 & 2

Academic: David Westcott

Responses: 1

The course was bland, the overcrowded lectures were dull and boring. There was no chance of input, no critical thought. Assessment was unfair and there was no feedback. There were only two hours of teaching but the workload was far too heavy. The tut was helpful but gave homework. Lectures were taped and library resources were adequate.



Accountant street gangs

Department of Economics

HECS band 2

ECON 232 ECONOMETRIC PRINCIPLES

Semester: 1

Academic: Dr Joyeux

Responses: 1

Clear, well organised lectures. Tutorials every 2 weeks. Good tutor, stimulated discussion. Worthwhile going to classes! No input into assessment. Fair marking. Feedback was mostly adequate. Reasonable workload. Teaching hours 2 per week. Not much critical thought in this course which is a shame. Alternate lecture times, notes on internet, evening classes. Library was adequate. Department office was good.

ECON 309 INDUSTRIAL ORGANISATION

Semester: 1

Academic: Dr Friedman

Responses: 1

Right wing subject on how to smash the working class. Lectures and tutorials were adequate. No student input, pushed a right wing agenda. Still, a recommended course. "Seminar readings need to

have a diversity of opinion – basically all Chicago school. Keep up with the readings and keep an open mind – this is only one viewpoint."

ECON 349 SOUTH-EAST ASIAN ECONOMIES

Semester: 1

Academic: Dr

Melanie Beresford

Responses: 1

Highly recommended for all! Lecturer was really good and well organised. Don't bother going to tutorials, they are not helpful, boring and there is no discussion. Assessment methods were shocking. "The mark for your tutorials were given by the members of your tutorial group – not a good idea. It is hard to give your friend's mark & everybody uses the scale differently". Library resources scarce. Allegedly a Marxist economics course.

ECON 840 APPLIED ECONOMETRIC 1

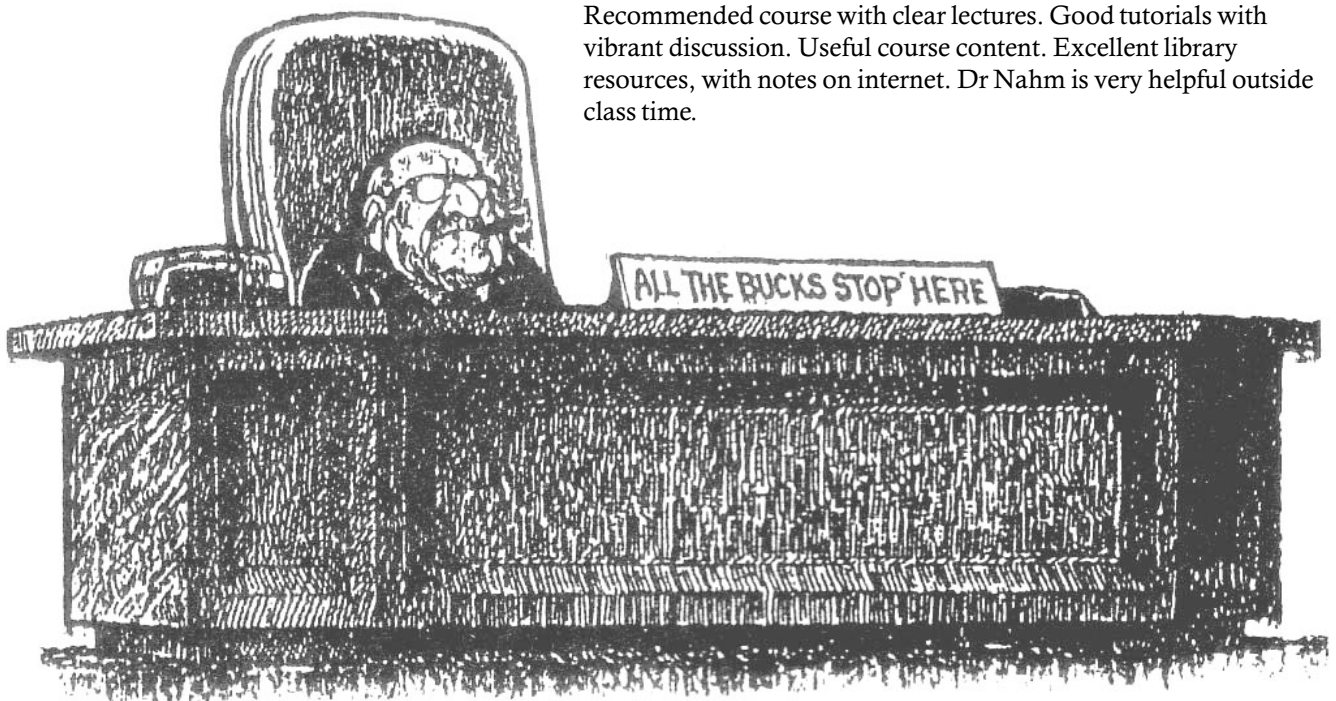
Semester: 1

Academic: Dr Nahm

Responses: 1

Recommended course with clear lectures. Good tutorials with vibrant discussion. Useful course content. Excellent library resources, with notes on internet. Dr Nahm is very helpful outside class time.

After leaving uni. you will not remember much of the course content but the habits of passivity, hierarchy and obedience will be deeply ingrained



STAT 170 INTRODUCTORY STATISTICS

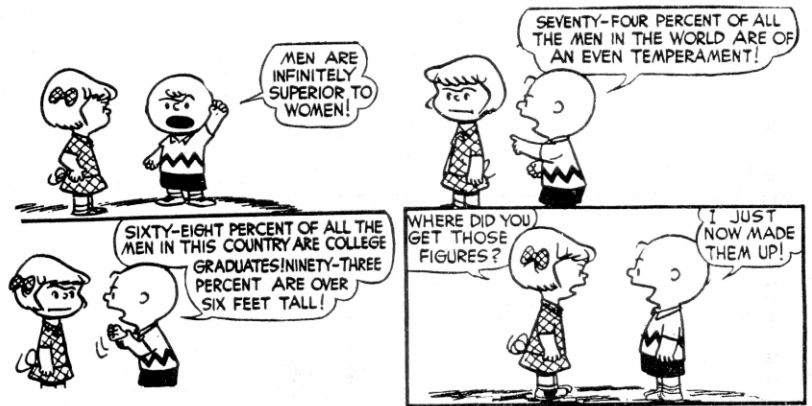
Semester: 1, 2& full year

Responses: 1

Be warned- many students find this course tedious and frustrating! Good mathematical ability, attention to detail and alot of hard work is necessary to passing this course. Assessment combines the use of exams, assignments and weekly computer quizzes. Lectures are a must for some students and can be extremely helpful. However, excellent lecture notes are available and can be used as an alternative to the lectures (not highly recommended, unless you have really good motivation). Although this course may seem easy and straightforward in the first few weeks, it gets alot more difficult due to its complexity. Fortunately, the numeracy centre provides extra help to those who need it. The staff are also very helpful and readily available. Assignments and the weekly quizzes may be considered unfair in terms of the small weighting given to these forms of assessment. However, they are an excellent guide for determining if you're on the right track. 70% assessment for the final exam is perhaps too high and unfair due to the large amount of course work. Some of the tutorials felt like you were back in kindergarten, bringing in stuffed toys etc., and most students didn't see the point in turning up. All in all, this is a well structured course.

HECS
band 2

Department of Statistics



STAT171 STATISTICAL DATA ANALYSIS

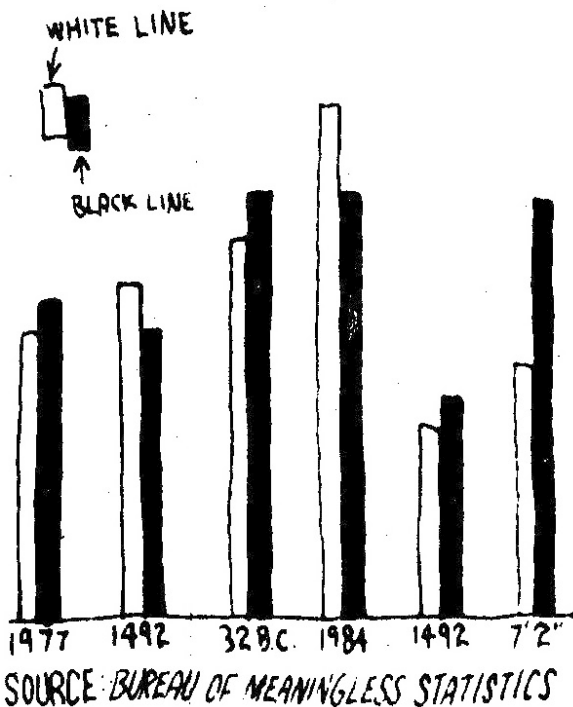
Semester: 1

Academic: Stephen Brown

Responses: 2

This course is dull but unfortunately necessary. The lecturers are hideously boring, but well organised and helpful. There is adequate feedback in the assignments and students are able to have input into the method of assessment. Students who took this course recommend a weekly topic review to make sure that you understand the course material, because it is very easy to get lazy and fall behind. This course is not really recommended, but everyone has to do statistics at some point, and normally everyone is grateful for the perspective it gives them afterwards. STAT171 stimulates independent and critical thought, that is, if you study and don't fail the course.

GRAPHIC CHART, CHART.



Department of Business

HECS band 2

BBA 101 FUNDAMENTALS OF MARKETING

Semester: 1

Responses: 1

The important thing to note with this subject is that it takes a 3 hour chunk out of your week. This is due to the fact that the 2 hour lecture is followed by practical seminar. The material covered by this subject is fairly straight forward, but very dry and can be studied through use of the lecture overheads presented in book form. The lectures are helpful, but not vital to passing this course if you memorise the material. Unfortunately, you must attend the last seminar in order to gain the information necessary for exams. That is, unless you find someone who is willing to let you copy their answers. All in all, with only two multiple choice exams as a means of assessment, one is able to get through this course with minimal attendance and good memorisation abilities.

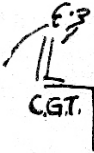
BBA 102 BUSINESS PRINCIPLES

Semester: 2

Responses: 1

This course is unfortunately compulsory for BBA students. There were a variety of lecturers and our hours spent with them ranged from very interesting to extremely dull and hard to understand. In relation to the exams, some lectures were not at all vital whilst if you missed two in particular, your final mark would have been compromised. In terms of the exam, knowing the lecturers favourite subjects and reading the notes was far more important than memorising the text. Tutorials were relevant in a broader framework but not very helpful for exams. Due to overcrowding in tutorials, group sizes for the assessments were too large and often difficult to coordinate due to time and travel restrictions. This would often lead to some students doing most of work with others taking credit. This was of course unless you wanted to mark them down through a contribution mark which unavoidably caused undue stress during the exam period. Course requirements were set out in advance with extensions readily available for those with justifiable cause. The workload for assessments was acceptable, however in many cases, unrelated to exam

COMRADES, IT SEEMS THAT YOU HAVE STOPPED WORK.



YEA YEA YEA
PP PP PP PP PP PP PP PP

IF YOU'VE GONE ON STRIKE IT MEANS THAT YOU WANT TO MAKE SOME DEMANDS. I'M YOUR DELEGATE AND YOU SHOULD HIDE NOTHING FROM ME!



PP PP PP PP PP PP PP PP

IT'S YOUR WAGES, RIGHT COMRADES? YOU WANT A RAISE, RIGHT?



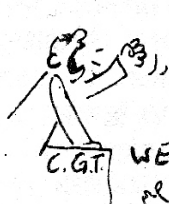
THAT'S WHAT IT IS, RIGHT?
PP PP PP PP PP PP PP PP

OR ELSE IT'S JOB SECURITY? OR VACATIONS? I'LL HAVE TO GET THE GOVERNMENT AND THE OWNERS TO FACE THEIR RESPONSIBILITIES



SPEAK TO YOUR DELEGATE, WHO LOVES YOU.
GO AHEAD, SPEAK
PP PP PP PP PP PP PP PP

YOU DUMB BASTARDS! ARE YOU GOING TO TELL ME WHY YOU ARE ON STRIKE?



YES OR SHIT!
WE WANT REVOLUTION.
PP PP PP PP PP PP PP PP

REVOLUTION! YOU'RE CRAZY! THE GOVERNMENT AND THE OWNERS WOULD NEVER ALLOW IT.



PP PP PP PP PP PP PP PP

WOLINSKI



material. Feedback on presentations was great. Unfortunately, some tutors were unable to help with advice on the finer points of the subject. Course content helped gain a perspective on working within a business, although independent critical thought is not a vital component of this subject. Comprehensive lecture notes were available for part of the course. However, the lectures were not taped. So, students with approximately \$100 and lots of time have a slightly unfair advantage.

BBA103 BUSINESS ECONOMICS

Semester: 1

Responses:1

This course had a varied response. Some students thought it extremely difficult and impossible to understand, whilst others found it interesting and challenging. The secret is to attend every single lecture, take thorough notes and read the required text EVERY week. Apparently only the 1st half of the two hour lecture is taped, so keep this in mind when trying to figure out what you're missing. The tutorials were very helpful and comprehensively covered problem areas with a combination of discussion and weekly homework. Bear in mind that the final exam involves essays and a lot of memorisation of facts and figures. Assessments occurred quite often and some involved independent critical thinking, so it helped to work together with your fellow students. Overall, one could say that the workload was perhaps a tad too heavy. This is definitely not a subject to bludge in.

BBA 111 ORGANISATIONAL BEHAVIOUR

Semester: 2

Academic: Allan Bull

Responses: 81/315

The course is only for BBA and BCA students. For the BBA it's compulsory. Students were sharply divided between finding the course very interesting and very boring.

Tuts varied between 10 and 45 students; the lectures were so overcrowded in the first weeks that they had to move rooms. "but that aint unusual." A lecture was also changed to a different day, which messed up many people's timetables. The workload was unbalanced, starting with one chapter per week but twice as heavy after the break. The text was good, but too heavily relied on. Extra readings would have been appreciated for a different perspective. Books and photocopying costs upwards of \$100. Library and computing resources were inadequate for the course size. The department office was helpful if you could work out when it's open. Many responses gave advice for students, such as "Read the text prior to the lecture and the course is easy", "Watch for lecturer giving out exam questions in the lecture" and other comments, such as "Definitely a degree decider, whether to proceed in business or not", "Useful materials, but hard to get marks unless you get close with your tutor". More consultation time was requested, especially for people from non english speaking backgrounds. "Tutorial assessment should be worth more, as much time was spent on preparation for tutorials and presentations during tutorials." The major assignment apparently needed better explanation, and was marked too strictly for all the time and effort put in. "should have free printing from computers like uts"

Lecturer's comment:

There are two hours of lectures, one compulsory tut and three more hours of work expected. "BBA has been available at Mac Uni for four years. Students' input and feedback has been used to change the course during this time", "A basic understanding of statistics is required to complete the major term assignment. Many students do not have this background."



BBA 250 HUMAN RESOURCE MANAGEMENT

Semester: 2

Responses: 159/

230

This is a core BBA unit. Many respondents found the lectures interesting, "Worth going for some entertainment and inspiration" but the course's organisation left much to be desired. Classes were 2 - 4 hours per week, with tuts only every second week. "We need tutes every week." Lectures were overcrowded at the start, "fifty extra people enrolled and no seats" and some tuts had 40 people in them, though you could also be lucky with a tut of 15. Quite a few were unhappy with the assessment methods, "Not fairly weighted for assessment tasks vs exam", "Essay - Exam + groupwork - non - assessable - but worth 5%. Online participation, must have access to the net. On the up side, "All lectures are taped and available on the course website. The website is fantastic with all information readily available." and "comments / questions always encouraged in lectures and tutes." The workload is heavy, the course broad and useful. It costs \$80 - \$150 on books and photocopying, but some reported the text was not that useful, and you can manage for "\$0, all on net." And some advice: "Make sure you have an understanding about assessment early on", "Make sure you get in a good group", "Keep up with weekly study notes" and "Go to lectures." "Take it, lot of work but good experience"

BBA 301 STRATEGIC MANAGEMENT 1

Semester: 1

Responses: 1

"This course is compulsory for BBA students, though do not despair as it is run by a slightly unbalanced and possibly alcoholic American (now Aussi citizen) lecturer. This guy not only is incredibly entertaining but you actually learn something as well. Perhaps the only lecture that fills up Price theatre Friday afternoon, week after week. The text book is great, generally all that you need, and the course

load is manageable. The only concerns are the quantity of group work (so choose your groups wisely!) and the lack of a strict marking criteria. Definitely worth taking though it's not the easiest course to get top marks in as everyone does well but they have to scale you into a bell curve!



"I hate to think what it would have been like if I hadn't been to Business School."

BBA 311 STRATEGIC MANAGEMENT 2

Semester: 2

Responses: 1

This is the follow on to BBA 301, focusing on corporate rather than business level management. Conditions are the same.

BBA 313 MARKETING MANAGEMENT: EFFECTIVENESS AND EFFICIENCY

Semester: 2

Responses: 1

This course is basically a rehash of all the other marketing and business subjects covered in the BBA course. The lecturer generally reads from her notes which adds to the boredom factor, though the subject itself is not that bad. It does cover some very useful aspects for those considering a career in marketing, though not in great depth. The course load is quite heavy with one major group assignment and an individual one, with a lot of info being expected to be crammed into not many pages. The assignments are very interesting and are great practice for the business world. There is the potential for good marks for those willing to put the effort in.

BBA 316 BUSINESS COMMUNICATION SKILLS

Semester: 2

Responses: 1

This course was a bit all over the place. There were some very interesting and useful aspects and others which were probably too literary for the average business student. Aspects such as the lecture on the communication problems that arise between different cultures was extremely interesting whilst the ones on 'Theme and Rheme' were way too in depth (not the sort of thing that busy business person has time to consider). The work load is manageable and the group presentation was fun and interesting. There is no text book as such as lecture notes are on the net (though generally after the lecture has been given!) Overall not a bad subject particularly if you have an interest in literary analysis.

Department of Business Law

HECS band 2; BUSL 200 - band 1

BUSL 301 CORPORATIONS LAW

Semester: 1

Academic: Dr Serge Galitsky

Responses: 3

This subject is the shame of the university, and disgraces the entire Division. Since the merging of Law with Business Law two years ago and the sacking of all the best and coincidentally progressive free thinking academic staff, Macquarie students have been left with the dregs of the academic barrel. The scandal which struck this department was a 40% 12 question multiple choice exam with hundreds of students in a lecture hall observed by a single examiner. It was alleged that cheating was rife and assessment totally unfair. But the cheating continued to copies of the previous year's exam paper being freely available from the common room to some but not all students. For the grades in this course to have any relevance the entire subject should have been re-assessed, as the Head of Division was aware of what was going on. This outrage must surely raise the alarm of the Academic Senate. Following a past paper being "illegally circulated" letters of complaint were written "by many students - nothing was done. Lecturer sent a rude response to Head of Division (ccd to the students who complained,) - telling students they shared typical

attributes of Macquarie students - that they're incompetent!" He also stated that "writing a complaint letter was wasting our time, which we could have spent studying." "He is a rude, opinionated little man...and wonders why his tutorials have a max of 5 people while Michael Quilter's are overfull. His lectures are completely empty as well." "This course is a total waste of time, money and effort. Assessment is extremely unfair and doesn't reflect effort or knowledge of students. The lecturer is a conceited idiot and I have never seen a whole course hating the

lecturer before. I would **not recommend this course** as a result, unless they do it at summer school because Michael Quilter takes it and he knows what he's talking about and is prepared to help students, unlike Serge. Please warn students against taking this course. I wish someone had warned me." None of the respondents had a problem with the course in itself. Texts were considered relevant and dreadful. Books and photocopying: \$120. Lectures dull and waste of time. "Lectures overcrowded at first but people stopped coming." "Lecture: Empty, Tutorial: Overcrowded." All respondents complain of inadequate feedback and unfair assessment methods. One student wrote that their tutorials (not Serge's) which were described as helpful, relevant and well

organised replaced lecturers for them. To say that assessment was unfair, or even a rant is an understatement as judging by the letter from Serge **assessment is in fact arbitrary and subject to his personal whim**: he claims that students need consistent good performance to get a high grade, which flies in the face of the result that full marks in a test worth 40% would have on a final grade.

The following is a copy of the letter sent by Serge Galitsky to the Head of Division Peter Gilles and ccd to all students who made complaints, submitted to us by a student wanting it exposed.



Here is the letter, complete with comments from the student in brackets []. Text which student had highlighted has been boldened.

To: Peter Gilles ["and forwarded to students who wrote and complained"]
From: Serge Galitsky
Date: 31 May 2001
Subject: Complaints BUSL301 Class Test

Thank you for referring the various letters that you received. These are faintly reminiscent of the recent e-mail from [student's name], with the aroma of something drawn from the same pond. It will be sufficient to provide a common response.

Performance by Students

The standard of papers is nothing short of appalling. The average mark is 5/12 without negative marking. There were *very* few good marks. Tutors have remarked that their good students did not perform well, but they were better than the average, which as I remarked, is very poor. The multiple choice test favours the clear minded, but also the methodical plodder. The final grade on the Course will depend on the final exam: because we expect consistency in performance, the student who wants an A of B (or the HD or D) will need to demonstrate a good grasp of all the work and turn in a consistently high result.

Questions

The 2001 question paper was substantially different from 2000. There are suggestions that the 2000 paper was somehow available in the Economics Reference Room. How, I do not know, as I did not place it there. **Even if the 2000 paper was available to some, the almost uniformly poor standard suggests very little, if any assistance came from this source.** ["B.S!"] (One student who saw me last Tuesday, failed in 2000 and expressed anxiety as to his prospects this time; He got 23/40 on the mid term last year and 5/12 this time, which hardly suggests that previous exposure gave him that much advantage.)

Casual (sic) Nexus

A number of students complained that they received low marks. This is not caused by other students' access to the 2000 paper. Nor would the alleged cheating, etc, on the part of others cause their own poor performance. I can appreciate an apprehension that if there were widespread cheating, the righteous would be disadvantaged. But as the marks generally were so low, I doubt that there was all that much advantage. I daresay there may have been some cheating, but probably conducted with the normal degree of incompetence that we expect from Macquarie students.

Invigilation

The number of staff is limited, there were about 170 evening students and 300 plus day. **They sat in lecture theatre and not under formal examination conditions.** ["So what was the point?"] Papers were handed to me, or to Louise, on exiting. **There was opportunity for conversation, even post exam alteration, but I imagine at risk of being detected, not to mention the risk of punting on your friends superior knowledge.** If students feel strongly they should point the finger at the miscreants. As I said, the overall level of performance was so poor as to suggest little real benefit from cheating.

Weighting

The material covered was half the course content, so 40% weighting is reasonable. ["Again BS! There were only 12 multiple choice"]

Why Such Poor Performance

The 2001 performance was worse to my mind than that in 2000, but only marginally so. **I observed that lecture and tutorial attendance fell over the semester prior to the test** [{"only in his tutorials"}] and I suppose the students did little work. The test may motivate greater participation in the balance of course work.

Negative Marking

The printed instructions told students not to guess, as marks could be deducted. One student asked for an explanation; to which I remarked the words mean exactly what they said. The instructions were given to all candidates. In the event no marks were deducted for wrong answers.

Overall Impression

Reading the various notes, none of which came to me directly, [{"F*ing patronising"}], I feel they exemplify something of the Business culture: nicely presented, sweetly worded with some ritualistic invocations of professionalism, standards, and sundry rigmarole, but little bite or content. If only the authors invested as much effort in real work!**

Please feel free to pass on this memo to the complainants, and the various addressees of their letters.

signed
Serge Galitsky
31 May 2001

So there you have it. How the fuck can the University continue to allow this moron to teach Business Law with this attitude to business culture, and with this level of utter contempt for the people he is supposed to be enlightening gladly? To think the Vice Chancellor told a gathering of staff and students protesting the merging of the law school that there would not be a decline in standards! We shall see... In the mean time the option of Summer School is simply not an option as you have to pay full up front fees for the **privilege**. Why should students have to pay up front fees to get a decent lecturer? The Head cannot afford to run down HECS subjects to force people into paying up front, as this will inevitably see the disappearance of his entire Division.

Department of Law

HECS band 3

LAW113 JURISPRUDENCE

Semester: 1

Academic: Dr Denise Meyerson

Responses: 12

Not enough assessment tasks (2 x 45%). Very tough, uncaring markers. PowerPoint slides in lectures – the lazy way to bore people. Too much reading. Lectures can be interesting, 10 people per tutorial. Good feedback. Books, Photocopying \$85, nearly a weeks Youth Allowance.

LAW309 CONSTITUTIONAL LAW AND ADMINISTRATION

Semester: full year

Academic: Dr Alex Reilly

Responses: 1

6 credit points. Dull, too fast lectures. Helpful tutorials. Good feedback. Big penalties for overdue work. 3 hours per week teaching time. Vaguely recommended. Tutorials often overcrowded. "Somehow *all* the law assessments are due at the same time – *very frustrating*." Taped lectures. Readings in the library. Books, photocopying \$hundreds, two weeks Youth Allowance.



LAW411 DISCRIMINATION AND THE LAW

Semester: 1

Academic: Dr Archuna Paschar

Responses: 1

Overall, not a bad course. Lectures were good, but there is no way you can call 70 people in a class a tutorial. Workload was ridiculous; especially the amount of reading the student is expected to digest. Teaching time 4 hours per week. Broad, challenging areas covered. Tutor directed and curbed discussion when it didn't go the direction she wanted, and devalued some points of view. Good feedback. Books, photocopying \$70, half a weeks Youth Allowance, 2 readers!

LAW429 IT LAW

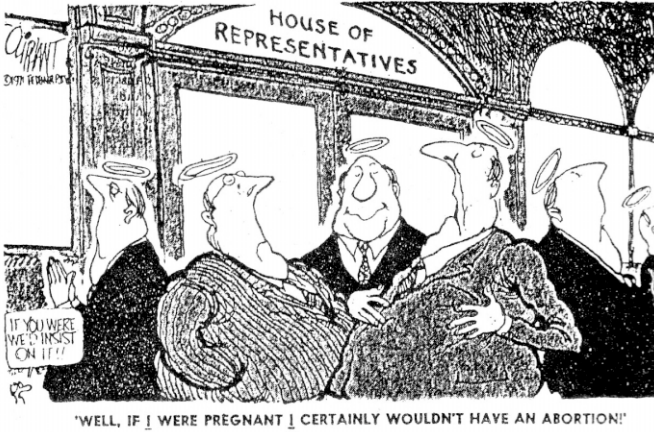
Semester: 1

Academic: Dr Yee Ren Um

Responses: 1

Interesting lectures, helpful, but overcrowded tutorials. Requirements *NOT* set out in advance. *WAY* too much reading. 4 teaching hours per week. Course content is broad. Students are allowed input – Napster was introduced by students. *NO* critical thought, *SCRIPTED* answers





required. *Not recommended*. “Has the potential to be a good course, but too much homework, not enough help.” Taped lectures, notes on internet. Books, photocopying \$ridiculous, over two weeks Youth Allowance.

LAW 500 LITIGATION

Semester: 2

Academic: Professor Michael Jeffrey

Responses: 2

Interesting, unstructured lectures, boring lecturer. 50 people is not a tutorial. Lectures overcrowded, *NOT ENOUGH SEATS*. No student input into assessment. Unfair assessment methods. No feedback, “mainly a problem with the assessment schedule rather than marking”. Light course load. 4 hours teaching per week. *NO STUDENT INPUT* “in fact he rejected questioning and criticism of his limited intellectual framework”. *ACTIVELY DISCOURAGES* independent critical thought. Not recommended “but then its compulsory, I wish I has done it last year with Stuart Russell”. University description was accurate, “it indicates the course is a black letter limitation” Computing resources inadequate. Books, photocopying \$180 over a week’s Youth Allowance. Paying too much for degree. “Making people pay the same is unfair, charges should be indexed to current taxable income”. These law students are on the ball!

LAW522 ADVANCED TORTS

Semester: next year

Credit Points: 4

Academic: Dr Penelope Watson

Responses: 1

All law subjects are band 3 HECS, and the students responses are *all* negative. This indicates a lack of value for money. How good is a Macquarie law degree after the law school merged with Business Law and all the good lecturers were sacked? Tutorials in this subject were “badly

organised and a waste of time”. Tutor monopolized time. There *was* student input into assessment, the tutor changed assessment as the course went along, i.e. requirements were not set out in advance. Assessment methods were still “unfair”. *No feedback* until the final result. Course load far too heavy. Luckily extensions were readily available. 4 teaching hours per week. *NO independent critical thought*, all very black letter. Not overcrowded as many people dropped out of the course. “Students should only take this course with people they know they can work with in a team. 70% of the course assessment is based on work done within your team. The final exam is worth 30% and covered so much material teams helped each other prepare for that too. The course could be a disaster if you do not have reliable team members. The course could be improved if the materials were edited. This year there were 5 volumes to buy which was expensive and meant over 100 pages of reading per class which is ridiculous. The material is interesting, but tutorial discussion is black letter which was boring. The assessment requirements changed as we went along. E.g. when we enrolled we were told there would be choice in the exam. Then 4 weeks before the exam we were told it would cover the entire course. Assessment criteria should be made clear within the first 2 weeks and not changed. *The teacher is almost impossible to contact outside class time*. The course helps you learn to work as a team. You have to prepare an essay or presentation in a team. Unfortunately this is risky and your grade might suffer. It also means that the course is far too much work for 4 credit points. On balance, I would not recommend this course.”



Macquarie University Students' Council
Alternative Calendar
Student Questionnaire
 2001 subjects

For the first time in five years, Macquarie University Students' Council is producing an Alternative Calendar, a guide to students' views on the courses they have done. This is valuable in choosing subjects and also helps to keep the courses at a better standard, but it can't happen without your participation. Please fill out one questionnaire for each subject you have studied this year. A brief response is better than none, but feel free to add comments to any section and tick as many boxes as possible.

Unit Code: Unit name: Academics in charge: This was a: <input type="checkbox"/> day <input type="checkbox"/> evening <input type="checkbox"/> external course <input type="checkbox"/> 1st semester <input type="checkbox"/> 2nd semester <input type="checkbox"/> holiday <input type="checkbox"/> full year

Please return completed forms to the marked boxes around campus or to the MUSC Front Office.

...Teaching

Lectures were: interesting dull essential waste of time well organised too fast
 The lecturer was: inspiring boring difficult to understand too fast clear
 other

Tutorials were: helpful relevant complemented lectures well organised
 only on the internet held every two weeks other

The tutor: stimulated discussion monopolised time gave homework

Practicals or other classes were: worthwhile helpful relevant well organised
 The demonstrator was: helpful clear other

...Assessment

Was there any student **input or choice** in assessment?

Assessment methods: fair unfair illuminating clearly explained helpful

Was there adequate **feedback**?

Were the course **requirements** set out in advance?

Were **extensions** readily available?

What **penalties** were given for overdue work?

...Course

Workload: far too heavy heavy about right too light
 Were the prerequisites or corequisites helpful?

How many **teaching hours** per week? hours
 How long was the lecturer available for **consultation** per week? hours

Course **content:** broad narrow useful challenging bland
 Were students allowed **input** into course content?

Does the course encourage **independent, critical thought**?

Would you **recommend** this course?

Was the **description** in the University Calendar accurate?

please turn over

...Resources

- Are the **texts**: relevant readable written by the lecturer unnecessary
how much are you required to **spend** on books, equipment, photocopying etc \$.....
Were there: **taped** lectures alternate lecture times evening classes notes on the internet
Were texts and readings **available** in the library the Co-op bookshop only on the internet
Were **computing and laboratory** resources adequate?
Were the library resources: excellent adequate rarely available poor
Was the department office: open often enough always closed helpful
How many students in your tutorial?
Do you consider this overcrowding?
Were the lectures overcrowded in the first weeks?

...General

- Do you think you are **paying** too much for your degree?
Have you noticed any **discrimination** on the basis of gender, race, disability, age, appearance, part time status etc?
Do you feel **safe** on campus?
Have you been **active** in Student's Council?
Do you know anything about **Students' Council**?

...Other comments

This is for any extra comments which haven't been covered or where there was not enough space for detail.
Add another page if you have more to say.

Think about:

What aspects of the course could be **improved**?
What **advice** would you give students intending to take this course?

And the lecturers were asked:

- Number of students enrolled
What are your aims in teaching this course?
How many contact hours are involved and what are they? Are they compulsory?
How much time is this course expected to take per week?
What is the assessment scheme for this course?
How do you allocate extensions and late penalties?
What texts/expenses are required?
How often are you available for consultation?
To what extent do you consider student options on matters like course content and assessment procedures when planning and giving your course?
What are the main problems you have encountered?
What changes if any will there be in next year's course?
eg aims, content, assessment, texts
Any other comments?

Thank you.

The Alternative Calendar will be available early in 2002.
Any queries, contact MUSC on 9850 7629 or alternativecalendar@purpleturtle.com






If anyone is interested in editing next year's Alternative Calendar, contact Students' Council before June. As long as you are not pre-disposed to heart failure, I recommend it. (I also recommend you do it as a team, not on your own)...

GIANT ARROWS ATTACK AFGHANISTAN

ACTUAL SATELLITE PHOTO

WHAT ARROWS DO

US 	Degrade major assets
UK 	Degrade minor assets
AUST 	Arrest small asset and take it to Nauru