

# WARAWARA - Department of Indigenous Studies

HECS band 1

## **Warawara (Department of Indigenous Studies)**

exists to meet the whole range of needs specific of Indigenous students, to teach Indigenous Studies and to promote an awareness of Indigenous issues within the University. It aims to enable Indigenous students to achieve academic success through access to high quality higher education program, and to assist students to maintain and strengthen their individual and collective Indigenous identities as well as promote understanding and scholarship on issues related to Indigenous Australians within the wider Macquarie University community. Warawara coordinates a number of programs specifically targeted towards Aboriginal and Torres Strait Islander Australians. Warawara can be contacted on 02 9850 8893 and is located in W3A.

## **The Community Management Education Program at Macquarie University:**

- Diploma in Community Management
- Advanced Diploma in Community Management

The DCM is a two-year, undergraduate diploma course available to Aboriginal and Torres Strait Islander students. The ADCM makes up a third year of studies. The DCM consists of twelve units, while the ADCM consists of a further six units. They are taught in a combination of residential block release and external study modes. Lecturers from a number of different Departments of the University provide the units, while staff from Warawara coordinate the course.

By 2001 over 70 people had graduated from these courses. Another 75 are currently enrolled. As well, nearly 35 ADCM students, mainly graduates, have been accepted into postgraduate, and undergraduate courses at Macquarie and other Universities. The new (2001) 'Indigenous Pathways Project' at Macquarie University draws directly from ADCM graduates. Pathways provide support for students in B.A., B.Sc., etc to use their ADCM experience and credit points to complete these degrees as part-time external students. Currently six students are enrolled. By 2000 8 had successfully completed Master degrees at Macquarie and elsewhere.

## **ABST 300 INDIGENOUS VOICES AND PERSPECTIVES**

Semester: 1 external (block release)

Academic: Terry Widders

Responses: 1

The lectures were interesting, inspiring and taped. Texts relevant and readable. Workload heavy, content broad. Deadlines were flexible and negotiable. Assessment was fair but there was not enough feedback. Independent, Critical thought was encouraged. Recommended. "Terry is not in the usual run of lecturers. His style is slightly unpredictable and extremely dynamic. While he runs late often in getting stuff to you, in return he is extremely flexible in what he expects back from you. If you can get over being spoon fed, Terry's course both teaches you to think for yourself and grasp and apply broader sometimes quite tenuous seeming concepts."



## **CMGT 170 ABORIGINAL ISSUES IN RESOURCE MANAGEMENT**

Semester: 1 (external)

Academic: Richie Howitt

Responses: 0/12

Lecturer's comment:

"CMGT 170 aims to introduce students to a range of issues in and perspectives on indigenous resource rights, native title and the discipline of geography." "The course is taught in the ADCM teaching blocks and involve about 20 hours contact per block. In addition, I think people will spend an average of 1-2 hours per week reading and a total of about 15-20 hours doing assignments out of class. There are three assessment tasks: a media release/media conference, a bibliography and a research report/essay." "The course has developed in response to student input over recent years." "Getting completions from people with large community-based commitments is an issue every year. Support is given as far as possible, but still some incompletes are converted to fails each year." "There is a proposal to change from a two block format to a single block format."

# Department of Media and Communication

## HECS band 1

Basically if you're enrolled in a bachelor of Media, you should change your degree until such time as the department is funded to a level where they can provide a socially progressive, quality degree – as you will see.

presentation". The text was challenging, some felt it was too comprehensive for 100 level, its \$75 was unjustifiable, and the co-op did not have enough copies so many students went without a text for some time. Assessment methods we not commented upon except that there was no student input, and having the essays due on 12pm of the due date was ridiculous. The Mas104 prerequisite was helpful, but some felt that Cul100 was not. Teaching hours were 2 per week, consultation hours were *zero* on account of there being no lecturer. "Very poorly organised. Felt like we were the bottom of the barrel. Poor research material in the library. Web notes were hardly ever worth having & not put on the net till weeks later. Lectures didn't relate to weekly readings." Don't waste your HECS.



### MAS 104 AUSTRALIAN MEDIA

Semester: 1

Academic: Dr Matt Pearce

Responses: 3

Lectures were a waste of time and the lecturer was boring. Tutorials were the only good thing about the course, except for being hopelessly overcrowded. Zero student input into assessment. Some independent critical thought encouraged. Assessment was at times scathing, and a flaming from the markers does not constitute feedback. Overall, the subject does have the potential to be interesting. Books, photocopying \$60. – half weeks Youth Allowance.

### MAS 105 MEDIA CULTURES

Semester: 2

Academic: Dr Willa McDonald ("none – lecturer left" "what lecturer" "none")

Responses: 5

What a crap course. Lectures were a waste of time, Lecturers were boring – "apart from Renata they were useless, looked like they weren't interested". There was "no set lecturer, content was not relevant!" Tutorials were helpful, "but too much time was taken up by the class

### MAS 205 INTRODUCTION TO THE CINEMA

Semester: 2

Responses: 1

Lectures were dull and boring. Tutor gave a lecture but didn't know enough to be useful – discussion was minimal. 25 people in a class is not a tutorial. Assessment methods were unfair. There was not adequate feedback. Course content was narrow. Students were not allowed input into the course content – "we were very surprised at the fact that it was a history of film course". Not really any independent critical thought. "Most students seem to expect a film studies course & therefore weren't interested in a history of cinema. During lectures we watched films with the lights on, so they were hard to see, and it was mostly excerpts of films. The tutor should have used the TV/video in the tutorials to illustrate what she is saying." Books, photocopying \$90+, one weeks Youth Allowance. Make sure you really want to take this course before spending your HECS.

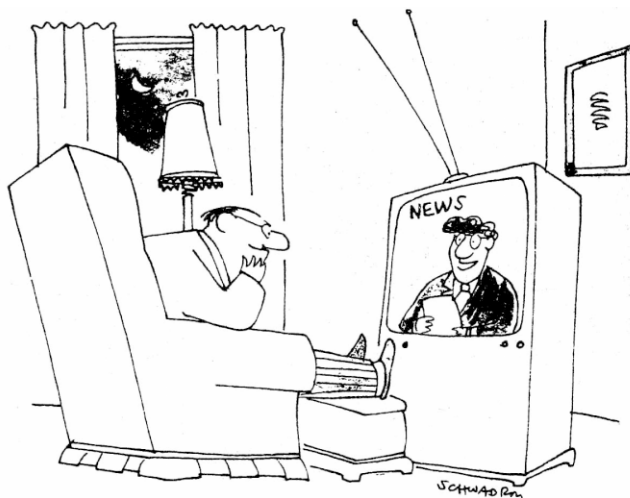
## MAS 210 PRINT MEDIA PRODUCTION 1

Semester: 1

Academic: Dr Jane Sloan

Responses: 1

Recommended course, but lectures were a waste of time, and went too fast. Tutor monopolized time in tutorials. Classes were overcrowded. There was a lot of choice in assessment, but assessment methods were unfair. Extensions were available. Prerequisites were not helpful. Broad and useful course content. Computing and laboratory resources are inadequate. Lectures are taped. "Course is very flexible. Essay choices are varied. Final essay was an essay in any genre on any topic. Course reader had a lot of varied, interesting readings." Books, photocopying \$50



*"Those were the facts, reported objectively. We now return you to your own irrational prejudices"*

## MAS 302 GENDER, IDENTITIES & THE MEDIA

Semester: 2

Academic: Dr Catherine Simpson

Responses: 1

Recommended course. Lectures were interesting and well organised, with a good, clear lecturer. Tutorials complemented lectures and discussion was good. Students have input into assessment, and have adequate feedback. Extensions are available. Teaching hours 2 per week. Useful course with independent critical thought. There is overcrowding. Texts are relevant, readable and fairly priced at \$30.

# Centre for Contemporary Music Studies

HECS band 2

If you want to do music, ditch the Macquarie Music Department - save up and buy yourself a Roland 808 and some turntables. It will be much cheaper when you factor in HECS and you will learn more from your own enthusiasm, which this department will take from you. This department does not provide a quality music degree, due to its slipshod teaching, fascist lack of access to equipment required to complete the subjects, and the fact that all the work is done by one person, Dave the technician. None of the lectures are taped, and none of the subjects have notes on the Internet. Library resources - forget it! Plus, to add insult to injury, you will be paying second level HECS! Such is the story of education quality at Macquarie. Go to Sydney Uni - at least the teachers, can and despite the fact that the Sydney department had their funding cut by 50% by *their* fascist admin they still teach quality courses.

## MUS 100 INTRODUCTION TO CONTEMPORARY MUSIC STUDIES

Semester: 1

Academic: Dr Christine Carroll

Responses: 26

We wanted to recommend this subject, really we did, because it can be very interesting. But there have been changes in the department over recent years which have meant that teaching has been focused away from the structure and artistic design of music, and more towards industry techniques to help students sell more records. Unbelievable but true, this cynical and half-arsed attempt to commercialise the music department has led to students wanting to learn about music and ending up having to write essays on why the spice girls are marketed to children to make more filthy lucre for record companies. The course does teach some basic musical terminology, but nothing you can't pick up with a bit of concentration and a musical dictionary. "A large component of the course involves listening tasks, so tapes would be helpful." Fat chance buddy, they don't even tape the lectures. Making original material available to students, that isn't copyrighted by a division of MTV, to demonstrate musical terminology would be *work* - and the department feels you don't deserve this kind of thing for second level HECS. The text is incoherent with the lectures and tutes. Lecturer could be worse with effort - she reads word for word from notes "in a moronic voice and doesn't seem to have a knowledgeable grasp of concepts. She avoided answering difficult queries, reinforcing the view students had of her as inexperienced." Lectures went too fast and were "a waste of time".

Tutorials were more helpful. There is some independent critical thought required. Books, photocopying \$20 for reader, + photocopying for obscure essay takes chunk out of Youth Allowance.



The elephant's nightmare

## MUS 202 INTRODUCTION TO MUSIC TECHNIQUE

Semester: 1

Academic: Dr Coralie Joyce

Responses: 1

Contrary to the blurb in the university calendar, the computer systems are neither intuitive nor user friendly. In this course you will be learning MIDI, not Audio which is MUS203 and much more fun, and MIDI is highly technical and requires digestion of entire product manuals to learn to a level where you can fix the weird problems of it not working which constantly arise. Your Virtual Studio Technology is Steinberg Cubase, and the only person who knows how to use it is the technician. *They do not teach you how to use it, ever!* You can get a whole degree and know nothing more about the software than was necessary to get a Credit, i.e. bummer all. Case in point is if you bring in a piece of your own gear, say a sampler with midi attachments, you'd better know how to connect it yourself because nobody will help you and you will have to save it for the Audio subject.

## MUS 300 COMPUTER MUSIC

Semester: 1

Academic: Dr Coralie Joyce

Responses: 1

The music department at Macquarie used to be really good. Back then the music labs were open 24 hours a day, seven days a week, and all students had access especially in the holidays when you need to have work done. Also, the equipment was available for students to produce their own music on or just experiment with stuff. But these days, the department doesn't give one fuck for the needs of students. Before the computer upgrade to the G4 collection, which were bought when processing speed had only just started its rapid Moore's Law increase toward the 1ghz, the music department ran on PowerMacs. With the introduction of the new expensive gear the department virtually closed under the pretense of stuff being stolen. While this may or may not be true, there are other ways to prevent things walking out of the labs other than closing them. This is the economic rationalist way out of the situation - to eradicate the problem of a lack of resources, cease providing the service! If you have bought computers without inbuilt floppy drives, and now you are constantly replacing them, you are a figure of fun - live with it. The music labs are now only open during the hours of 9am to 5pm. Complaints to the head of department that students who work and are unable to complete necessary homework due to the changed access hours are told that because the course is offered as a day course they should review whether the course is suited for them. This is bullshit as the only part of the course advertised in the university calendar as day are the lectures and tutorials. There is no mention of homework hours. Do not fall for this unless you are predisposed to being creative between 9 and 5 during term time while lecturers and tutors

kick you out of the rooms all the time because they need the computers for a class. Students have just recently been made unable to do their homework, and have had the majority of the value of their course and degree stripped from them in a single bureaucratic stroke. Boycott this department until it is widely publicized that the



decision has been reversed. In the meantime, save your money and buy your own equipment - it's cheaper in the long run.

# Department of English *HECS band 1*

## **ENGL 106 LITERATURE & THE SCREEN**

Semester: 2

Academic: A/P Tony Cousins and Rosemary Colmer

Responses: 1

"I would not recommend this course (or anything in the English department) to anyone. The course and office were disorganised, unhelpful, lost assignments, gave no feedback to students, kept students waiting (for 20 minutes before walking out) for film screenings, would not provide notes on internet even though that resource is widely used in other courses. (Excuse was "we won't do that") I'm really pissed off I wasted my time and money on this course and department." Library resources were rarely available. Department office was always closed. 1 lecture, 1 tutorial and one film screening (up to 3 hours) per week. Books, photocopying \$100-\$200 way too much. + HECS

## **ENGL 218 CREATIVE WRITING 1**

Semester: 1

Academic: Dr Marcelle Frieman

Responses: 21

This course was full to overflowing. The class sizes were way too large for students to get value for money. "Tutorial classes were so overfull the course became unmanageable, imagine workshopping fifteen pieces of full page work in two hours!" and again "we never get through all the writing in workshops!" Students are reaping the grim harvest of Liberal budget cuts in this course particularly severely. "Marcelle creates a friendly, non-threatening environment and gives great constructive criticism." The marking techniques were oppressive, but the course took student feedback into account. Course is highly recommended if you can find a small tutorial – the university does not work around your timetable! (You must have mistaken this government and Di Yerbury for someone who gives a fuck about education). C.W.1 teaches you to share your work and begin improving on those phrases you scribble in the border of your lecture book. Recommended. Books, photocopying \$20.

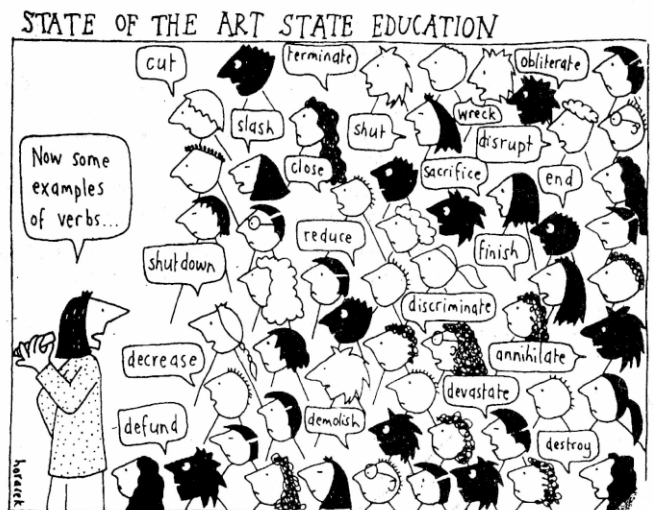
## **ENGL 265 REPRESENTATIONS OF THE MEDIEVAL**

Semester: 2

Academic: Dr Carmel Davis

Responses: 1

This is an excellent course, the calendar description does not do it justice. There is a lot of work to do, but it is worth it. A fantastic effort from Dr Davis who did an excellent job with the low resources she had. I strongly recommend this course for anyone with an interest in the middle ages. Books, photocopying \$150-\$200, one to two weeks income. For how much longer can the hard work of lecturers be relied upon to support underfunded courses? Academics are low paid and don't deserve to be put in this position.



## **ENGL 286 CHILDRENS LITERATURE**

Semester: 2

Academic: Dr John Stephens

Responses: 4

Its unanimous – lecturer is dull and boring! "mumbled too much", "seemed to speak in a different language". Tutorials were "pretty much silent". The idea of this course is not being realised with this lecturer and tutor. "Most of the children's and young adult fictions books that we studied were not available at local libraries, forcing us to buy them. Which I cannot afford." "The books are far too expensive, some of us cannot afford to spend \$250 on books for one subject. They were available in the library, but its an open book exam so you really need to buy them." People cannot afford to blow a fortnights Youth Allowance on one exam because of poor library resources. Course convener needs to make this course accessible, academically and

financially. Department office “out to lunch”. Very long feedback on essays. None of the information was on the web. Course reader was useless.

### **ENGL 288 THE METAPHORPHOSIS OF MYTH**

Semester: next year  
Academic: Dr M L Claflin  
Responses: 1

Lectures were fantastic and inspiring, and fitted well with tutorials. Lectures are taped and class size is small. Course is recommended, but with reservations. “The lecturer has too heavy a work schedule, it was almost impossible to consult with her. Final essay in lieu of exam = due Mon 18<sup>th</sup> June. No extension possible. Mon was first day of end of semester. Unfair pressure for presentation of essay. It was very difficult to source details for the final essay-in-lieu. With a librarian’s help gained *some* of the material required.” Library resources were rarely available. Books, photocopying \$100, roughly one weeks Youth Allowance. Department office was very helpful.

### **ENGL 300 LITERARY STUDIES A: CRIME AS A FICTIONAL PURSUIT**

Semester: 1&2  
Academic: Dr M L Claflin  
Responses: 1

“This is a fantastic, comprehensive course. However the workload is *deeply insane* for 4 credit points. I’d still recommend the course, but keep in mind that you’ll have to devote a disproportionate amount of time to it. Books, Photocopying \$200. Don’t even think about taking English on Youth Allowance.

### **ENGL 317 VICTORIAN LITERATURE**

Semester: 2  
Academic: Dr Yardley  
Responses: 2

Highly recommended course with fun tutorials, great lectures and challenging content. This course encourages independent critical thought and has a fair workload. 2 hours per week. Books, photocopying \$120, one weeks Youth Allowance. Has evening classes.

# **Department of European Languages**

HECS band: 1

Croatian, Macedonian, Polish, Serbian and Ukrainian subjects are only offered externally. Thanks to the Neumanns for being so helpful.

### **CRO 360 ADVANCED CROATIAN 3**

Semester: next year  
Academic: Dr Boris Skvorc  
Responses: 1

“Languages need more face to face especially Croatian which is one of the most beautiful and expressive. I fully recommend Croatian as it is one of the oldest languages in the world and Croatian history is something that affiliates itself with the experiences of any ordinary man around the world whether that be a Ghurka in Nepal, farmer on the rice paddies in China or an elderly ‘pensioner’ in Moscow, Croatian history is littered with tragedy, comedy and triumph over adversity.”

Lectures, on tape, were essential, well organized and clear, tuts were “held in agreement with the convener”. Assessment was fair, feedback was adequate, and there were NO penalties for late work!

### **UKR 322 UKRAINIAN LANGUAGE 5**

Semester: 1  
Academic: Dr Halyna Koscharsky  
Responses: 3

This is an external subject but there are optional weekly tutorials which were helpful and relevant. The lectures are on tape and readily available in the library. The \$50 textbook used is the one bought at the beginning of first year. Fresh copies of the notes need to be made as they’re often difficult to read.

### **UKR 323 UKRAINIAN LANGUAGE 6**

Semester: 2  
Academic: Dr Halyna Koscharsky  
Responses: 2

Taped lectures were interesting and essential. It was felt the course could be improved by contact with the Ukrainian community, so as to practice the language with native speakers. Assessment was fair, feedback adequate. Lecturer’s comment: Halyna Koscharsky  
Assessment: 3 assignments and a 2 hour exam.  
The texts are out of print, so new ones are going to be introduced.

# The DemMac School of MODERN LANGUAGES

(A subsidiary of Macquarie University)

**Have you ever been caught with a foreigner asking you the time? Would you like to be able to decipher the label on a bottle of French Champagne? Are you sick and tired of people swearing at you in a language you don't understand?**

If you answered YES to the above questions then Demmac's intensive language course is for you.

That's right in 10 days, or less, we will teach you German, Italian, French and Polish. "Four European languages in 10 days!"

I hear you gasp, but wait! There's more! If you reply within the half-hour we will throw in five Asian languages **AT NO EXTRA COST!** That's right - we will teach you Japanese, Mandarin, Cantonese, Thai and Tagalog along with German, Italian, French and Polish.

How much will this all cost?

**But wait - there's more.**

If you nominate to pay by either cash, cheque, credit card, debit card, or barter we will throw in an extra **seventeen languages FOR FREE!** That's right Russian, Spanish, Croatian, Modern Greek, Dutch, Double Dutch, Serbian, Ukrainian, Portuguese, Maori, Arabic, Hindi, Swahili, Gaelic, Kekche, Euskadi, and Yiddish.

"But how much will this cost me?" I hear you ask. Wait! - there's more! If you are amongst the first five hundred thousand to reply we will teach you, at no extra cost, the Ancient languages as well. That's right Latin, Ancient Greek, Middle English, Persian, Germanic, Celtic, Phoenician, and Old French will be at your command to wow people at parties!

How much would you expect to pay - but wait! There's more. If you enrol before 2125 we will throw in English as well. That's right! We will teach you Cockney, American, Australian, Pigeon English, the Queen's English, Computerspeak, and the art of Swearing.

So how much would you expect to pay?

**Not \$100. Not \$50. Not even \$20.**

**But only \$9.99. For all this!**

That's right we will teach you German, Italian, French, Polish, Japanese, Mandarin, Cantonese, Thai, Tagalog, Russian, Spanish, Croatian, Modern Greek, Dutch, Double Dutch, Serbian, Ukrainian, Portuguese, Maori, Arabic, Hindi, Swahili, Gaelic, Kekche, Euskadi, Yiddish, Latin, Ancient Greek, Persian, Germanic, Celtic, Phoenician, Old French, Cockney, American, Australian, Pigeon English, the Queen's English, Computerspeak, and the art of Swearing in 10-Days, or less, for only \$9.99.

Our computer lines are open so ring us on

**0055 805 7629**

but don't send any money - we'll bill you.



## PLH 120 INTRODUCTION TO POLISH

Semester: 1&2

Academic: Andrew Siedlecki

Responses: 0/10

Lecturer's comment

Assessment: 4 assignments and an on campus review session. Available for consultation every week. Costs: \$30 - \$35 above HECS, 6 - 12 hours study required

## PLH 121 ELEMENTARY POLISH

Semester: 1&2

Academic: Andrew Seidlecki

Responses: 0/1

Lecturer's comment

Assessment: 4 assignments, an on campus review session and a final test. There will be a change in the final test this year.

Elementary Polish for English Speaking Students \$35, a pocket English-Polish Polish-English dictionary \$30.

6 - 12 hours study required

## PLH 220 INTERMEDIATE POLISH 1

Semester: 1

Academic: Andrew Seidlecki

Responses: 0/3

Lecturer's comment

Assessment: 2 assignments and an on campus review session. Elementary Polish for English Speaking Students \$35, a pocket English-Polish Polish-English dictionary \$30.

6 - 12 hours study required

## PLH 320 ADVANCED POLISH

Semester: 1

Academic: Andrew Seidlecki

Responses: 0/2

Lecturer's comment

Assessment: 3 assignments and one essay. 6 - 21 hours study required. Elementary Polish for English Speaking Students \$35, a pocket English-Polish Polish-English dictionary \$30.

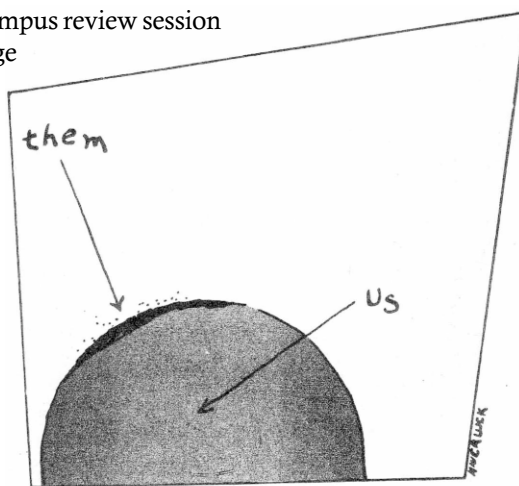
## RSN150 INTODUCTORY RUSSIAN 1

Semester: 1

Academic: Dr N. Ryan, Mrs F Lebedev

Responses: 14/31

Lectures interesting and inspiring, well-organised. Tutor stimulated discussion. Assignment methods fair and clearly explained. Two-thirds of respondents thought workload was about right and the other third heavy. Course content useful and challenging. Texts relevant and readable. "The poor teacher had to ask \$5 extra from each of us [for photocopying]. This is TERRIBLE considering the HECS. Maybe they should cut down on lavish lunches for the VC." "This is a very interesting and enjoyable unit. The lectures and tutors were extremely inspiring and full of excitement and always readily available for any questions or help you might need."



The Russians, being cunning and devious, hide their country behind the curve in the earth so we can't see we, on the other hand, are right out in the open on the flat part.

"The tutors are knowledgeable in the language, but could be better at teaching and taking control of the tutorial. The lecturer Dr Ryan is an excellent teacher and has great presence in the classroom, and it would be helpful if the tutors were likewise." "Dr Ryan obviously has a love for her language and an interest in its origins. Her description of the origin of words were excellent as they helped me to remember the new vocabulary" "Very good overall...grammar section in textbook a bit confusing though!" "I had an unfair advantage in this course - I've lived in Russia, so already knew some of the language. It moves pretty fast however - so be prepared to cover heaps of stuff really quickly. Miss a lecture or two, and you'll be

lost."

Lecturers comments:

Students: 19 day, 12 external

2 hour lecture, 4 hours tutorial

Expect to take 6 hours outside of class time

Assessment: class work, assignments and final examination.

Cost : about \$40

Available for consultation every day. Considers student opinions to a great extent on matters like course content and assessment procedures when planning and giving his course. Main problem encountered is in needing more time for face-to-face teaching.



## **GMN 104 INTRODUCTORY GERMAN 1**

Semester: 1

Lecturer: Ms Mollering

Responses: 17

The lectures are interesting and essential, they are not taped and there are no notes on the net but there are day and evening options. Five hours of classes per week. There is no choice involved, but assessment was fair, there was good feedback and it seems there is more focus on learning than meeting deadlines since there are no penalties for lateness. (probably not a really good reason to choose a subject, but it's nice to know there are still some places in this uni holding to their own values on how best not only to teach but to learn.) \$120 seems to cover you for this and GMN 105 though some indicated more. "Only do the course if you actually want to learn German or you're wasting your time and money", "German is not as easy as it is often advertised as. This course needs constant revision and seriously cut into my drinking time. The lectures are all like small tutorials and they know if you skipped it. Beware, they make you talk in class often to your own embarrassment."

Lecturer's comment: Ursula Ibaraki

5hrs compulsory

5 short tests/final test

"Most students enjoy the course and continue with GMN 105 in the second semester"

## **GMN 105 INTRODUCTORY GERMAN 2**

Semester: 2

Lecturer: Ms Mollering

Responses: 7

Very similar to GMN 104. This time, lectures are taped! "GMN 104 and 105 are challenging, interesting subjects. A fair but heavy workload. Enthusiastic, approachable teachers. I would really recommend these subjects to students requiring a quick, thorough introduction to German language studies." The course encouraged independent thought "as much as a language can." "There should be a noticeboard on the internet." "If you want to learn any language you should spend enough time and practice regularly."

## **GMN 287 INTERMEDIATE GERMAN 1**

Semester: 1

Lecturer: Ms Mollering

Responses: 21/24

"Intermediate German is suitable only for students who are quite sure they want to continue with German after 1st year. It is more challenging but rewarding if you work well enough. I love it." "Have learning materials and handouts on the internet. Sometimes it's hard for part time students to come into uni. (working full time) during the day." "This course is difficult for students who have completed GMN 104 and GMN 105. There is a lot of work involved."

"Advice: Go to Germany **first** - the prereq. (GMN 133) is **not bloody adequate** (as I have found)", "It's tough, but if you like languages in general you should be fine." "The levels of German in students within the class were not nearly similar. The fact that we had one or two students with much better German than the rest of us, made me feel intimidated and demoralised. I really don't understand why they weren't put in classes according to their German level, so they had to work for their grades as much as the rest of us did." "A very good course, but be prepared to spend a lot of time on grammar." "Some of the lessons were rushed to keep up with the programme. This can make it a little difficult to follow (especially with the nature of learning languages) however with a little work at home it was easy enough to keep up." "Could have been more Language Lab use for speaking and listening", "Perhaps more reading and discussion", "To students taking this course 1. work hard or you'll fail, 2. Do homework."

"The books as the lecturer said they're meant for people in Germany learning German. Not enough grammar explanation in them after you spend \$80 on the text. The text which explained the grammar thoroughly." I think that about says it all. I love when students care enough to write!

Lecturer's comment: Sabine Ludewig

time expected: "30 min every day plus 4 hours tutorials"  
main problems: "Tired, overworked students, too much commitment in other subjects."

assessment: "weekly and fortnightly tests or learning controls, 7 assignments (150 - 250 words), exam"

late penalties: "If no contact is made with me then 10% off the total mark"

## **GMN 288 INTERMEDIATE GERMAN 2**

Semester: 2

Lecturer: Ms Mollering

Responses: 17

"It's a lot of work but the classes are interesting and fun." Lots of tests and assignments, and a speech with choice of two topics. There were 8 - 10 students per class, day and evening. Nothing else exceptional; funnily enough seems like the one before.

### **GMN 311 ADVANCED GERMAN 2**

Semester: 2

Lecturer: Ms Mollering

Responses: 7

Well... it's a third year language course. You probably know pretty much what you're in for if you've gotten this far. There were no more than 10 students in any class, work was not marked if it was a week overdue, people quoted \$70 to \$150 expenditure and all agreed the office was open often enough! As for independent, critical thought, "Not a great deal - not advanced enough yet." So there is hope yet.

### **GMN 314 ADVANCED GERMAN 3**

Semester: 1

Lecturer: Ms Mollering

Responses: 6/6

This time we hear from everyone in the course, and they all recommend it. "Because you really do learn a lot". Broad, useful, challenging. Assignments, 4 class tests and a final exam. No choice, fair, adequate feedback, extensions. Heavy workload, but independent, critical thought encouraged! the text was not available in the Co-op. "Short, very limited. Only one novel." \$40 - \$100 was spent above HECS.

### **GMN 315 ADVANCED GERMAN 4**

Semester: 2

Lecturer: Ms Mollering

Responses: 8

Interesting, fair assessment with choice, not everyone happy with the feedback. Extensions, heavy workload, the lecturer is always available. "Textbook is just grammar and hard to get from the bookshop. The topics are interesting. For conversation class there are short speeches every few weeks. At the end there is a project self interest which is really interesting", "Improvements: A bit less difficult work - it was very intensive and stressful! Advice: Be prepared to work hard!!!"

### **GMN 361 GERMAN STUDIES OPTION**

Semester: 2

Lecturer: Ms Mollering

Responses: 6

two teaching hours per week, "No tutorials for this subject even though there should be one." Workload unanimously about right, fair assessment, choice, feedback and extensions. No extra expenditure required. "This was one of the most interesting and enjoyable classes I have ever taken."

### **ITL102 INTRODUCTORY ITALIAN 1**

Semester: 1

Academic: Dr Daniela Andrews, Rosalba Paris,

Concetta Perna, Emilio Lomonaco

Responses: 81/100-110

Assessment methods were clearly explained and fair. Classes were described as interesting, and well organised. Lecturers were described as inspiring and clear, while almost a quarter of respondents thought they were also too fast. While just over half the respondents did not consider the classes overcrowded, 30 did, with others describing classes from full to just right. Just over half thought the course workload was about right, while 30 considered it heavy and 6 far too heavy. The coordinator was available for consultation every day except Friday. The teachers being casual staff are available before and after classes. The students overall are crying out for more contact hours for oral work as well as cultural information. Perhaps Di could flog one of her artworks to pay for the extra hours... "Lecturer Concetta Perra was excellent. Was clear, fair and explained everything VERY WELL!" "More focus on cultural aspects to the language as these help to make the lessons more interesting." "I think if the tapes were more readily available more people could do the homework." "Coming from an Italian background and having studied Italian at school I found the course a real challenge. A dedicated tutorial time for speaking and listening is imperative." "I think the books/references we have to buy from the Co-op are too expensive because being at Uni means having little work and little money." "The teacher could be a little more calm when students respond incorrectly to questions. Some students are reluctant to ask questions at times for fear of upsetting the teacher. At the same time, the teacher knows the course content well and is helpful individually." "Enlightening and fast-paced enough to hold interest." "It would be good to be able to access course notes on the Internet. Having the answers to the exercises in the Text would allow us more time for practical work in class." "Demands of the tutor to always complete homework, which was given each session a bit excessive, but essential to learning Italian." "Be ready to work hard from beginning to end, and put time aside each day to teach yourself what tutorial/lecture didn't have time to teach."

Lecturer's comments: "I always take into account comments about workload etc. In the past we used to cover 8 chapters of the textbook and devote time to culture. Now we only cover 6 chapters. The workload in my opinion is light to just about right. Ideally ITL102 should be divided into two different units: one for students who have no prior knowledge of Italian and one for students who already have some knowledge of the language. Because of funding problems this is not possible. Twice I've asked Academic Senate to allow me to introduce a new course but I was refused. Moreover there should be 6 hours face-to-face

teaching so as to give more time to spoken Italian. Unfortunately staffing and funding problems make this impossible. The Italian Department is run by one full time member of staff and casual staff.” Assessment: Exam 60%, 4 Tests 20%, 4 assignments 10%, Language Lab Test + Oral work 10%.

Cost: \$110

### **ITL 210 INTERMEDIATE ITALIAN 1**

Semester: 1

Daniela Andrews, Rosalba Paris

Responses: 7/24

Lectures interesting and well organised. Lecturers inspiring. Assessment methods clearly explained and fair. Lecturer available for consultation every day except Friday. Course content challenging and would recommend it. “The



tape library wasn't always open when it was supposed to be which was pretty frustrating since I drove all the way to Uni (I live about 1.5 hours away) to exchange a tape.” “Too much work in too short a time.” “The entire study manual is in Italian. This adds to the degree of difficulty when one is trying to understand what is going on. It would be better if all the grammatical explanations were in English.” “Be organised, heavy workload. Need to keep up to date.”

Lecturer's comments: “There is never enough time to do all the work. The knowledge of Italian students possess when enrolling in the course vary enormously. Some students already speak Italian; others have simply completed 100 hours of Italian. It would be nice to exclude from the unit students who already speak the language fluently as these often intimidate the other students. However we didn't have specialised courses for native speakers of Italian so we have to do our best under the circumstances.” Assessment: End of half-year exam 60%, six assignments 15%, two grammar tests 15%, 1 language test and oral exam 10%. Expenses: \$25/\$30

### **ITL 310 ADVANCED ITALIAN 1**

Semester: 1

Responses: 22

Academic: Daniela Andrews, Emilio Lomanaco

Responses: 8/22

While lectures were interesting and inspiring half thought the lectures too fast as well. Assessment methods thought fair, though one commented, “Assignments took a long time but were weighted very lightly.” Almost half of the respondents considered their class overcrowded while others thought “very full - bordering on crowded”. Half considered the workload heavy and the other half about right. Lecturer was happy to see students whenever they needed help. “More time needed to be spent going through the grammar section of the course.” “Education should be free.”

Lecturer's comments: “I would like students to have 6 hours face to face teaching per week. However this is impossible firstly because we don't have staff available to do the teaching nor money to pay them and secondly because

most students probably would not be able to find an extra two hours to spend in Italian.” Main problems encountered: “Not enough time to go through all material. Not enough time to spend in communicative activities.” Assessment: 7 assignments 15%, 2 grammar

tests 15%, Exam 60%, Oral work 10%

### **MGK 101 INTRODUCTORY MODERN GREEK 1**

Semester: 1

Academic: Katerina Cassis

Responses: 6

Lectures were essential, tutor was helpful and stimulated discussion. Workload was generally felt to be about right and there was adequate feedback. Assessment was fair, students negotiated on assessment dates. Content was useful and challenging. Recommended. Cost \$70 - \$100

### **MGK 205 INTERMEDIATE GREEK**

Semester: 1

Academic: Dr Elisabeth Kefallinos

Responses: 8

Lecturer was inspiring and stimulated discussion. Content was challenging and workload about right. Only four or five dollars above HECS, all relevant readings were provided by the lecturer, who was always available for consultation. Overall, students highly recommend this interesting course which encourages independent critical thinking.

## FRN 106 BASIC SPOKEN FRENCH

Semester: 1&2

Academic: Dr Roda Kanawati, A/P Guy Neumann

Responses: 77/92

The classes were interesting, the lecturer was very entertaining and gave homework "need to do it, it's essential." There were two alternate class times. Both lecturers received glowing reviews, although one could be a little fast. Workload was about right, feedback good and extensions were available. "Very helpful if wanting to learn a language cause it had cassettes (only 2) to listen to - not too much work just enough."

"More time needed to be spent on grammar as there was not a lot of it in the text." "Advice would be to set aside 4 hours on top of lectures for regular revision and study", "There should be less concentration on getting the spelling right and more concentration on getting the speaking right." "The library needs some easy story cassettes that you could use for practising the language." "Fantastic course for beginners. Very thorough and enjoyable", "I think there could have been a little more time, it was quite quickly gone through, and, this is important, alphabet, numbers and days, months etc should be given at the beginning of the course." "It is a good course but the textbook is designed for older people with lots of money. Not so relevant to us poorer folk." "Take the course seriously. It seems easy at first, but there is a lot of information to study. It was a fun and useful class. Taped lectures would be useful." It appears tapes were introduced in second semester. The first semester students were also adamant that oral assessment was required. A 10% oral test was introduced in second semester and will continue. Students felt it should be worth three credit points not just two, also that four hours of classes would be more appropriate than two.

Lecturer's comment: 2 hours class time, 4 - 6 more in Language Laboratory. 3x 10% assignments, 2x 15% class tests, 30% final class test, written, 10% oral individual test. Text and 2 audio tapes \$55. This year, "More emphasis will be placed on the acquisition of practical skills", "The possibility of a 3rd optional hour in the language laboratory for more aural/oral practice."

## FRN 122 INTRODUCTORY FRENCH 1

Semester: 1

Lecturer: Dr Vicki Laveau-Harvie, Dr Roda Kanawati, Ms Claudia Grant

Responses: 58/132

The replies for this course came to me bundled into streams with notes about class sizes and lecturers. Two streams were much too crowded and two were fine.

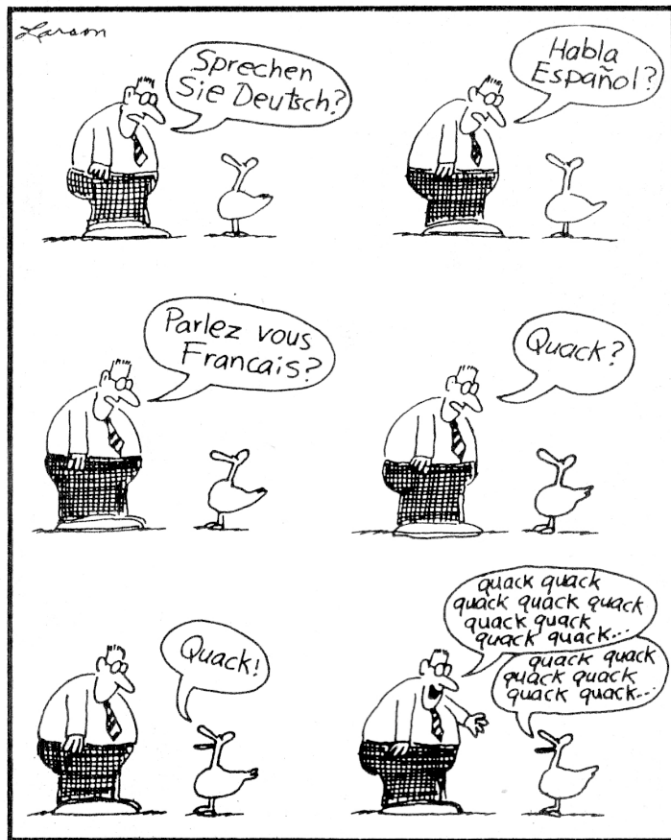
It is an interesting comment on people's perceptions of class size that even in a class where most are writing "very overcrowded" in various degrees of capitalisation and

underlining, still a few look around, see that all their classes are like this, therefore it must be alright. Keep in mind that the word "tutorial" comes from England, where tutors would meet with one student at a time for an in depth discussion.

Students' comments: "Intensive course - stay up to date, be prepared to do the work and there will be lots of re-

wards!". "Teacher was friendly and more than willing to help people having problems." "I thought the workload was very heavy - worthwhile course though - if you have the time necessary to devote to it." "Learning a language is always a labour of love but it is extremely rewarding".

Lecturer's comment: Dr Laveau-Harvie 100 on-campus students, 32 external. 4 classes per week and about 8 of study required. Final exam, 2 assignments, 4 mini tests, one class test. \$160 for book/workbook. "School leavers have often not studied grammar at all, so my course is arduous until they familiarise themselves with the concept." "In 2002, I'll try to do something about the overcrowding in some streams."



## **FRN 246 FRENCH LITERARY TEXTS 1**

Semester: 2

Academics: Dr Rhoda Kanawati, Barry Leal,  
Jenny Lane  
Responses: 5

“It was good having a different lecturer for each text.” Not too bad with extensions. Workload about right, but you definitely need to know some French already. Not much student input, but some choice of assessment. You definitely need to buy the textbooks. Watch out for the Co-op bookshop selling you the wrong version of the textbook as happened in 2001 which heavily disadvantaged many students. See Di Yerbury for a refund, she’s on the Co-op board! (see article Course Readers - The Big Rip-Off) Books, photocopying \$50.

## **FRN 336 ADVANCED FRENCH 1**

Semester: 1

Academic : Dr Roda Kanawati  
Responses: 19/30

“Do a lot of reading in French. Listen to French radio, read the French newspaper, watch French movies, perhaps even go for a holiday to a French speaking country before starting this course.” The textbook being in French disadvantaged a lot of students, who found it impossible to read up on what they weren’t learning. “This course needed about 6/7 hours per week class time. to cover what it aims to achieve. There was no time to correct our work!!!” “Lecturers were really good but the content was all over the place, and exams often did not relate to what we had learnt.” “Class was generally not happy with the textbook.” “Need more grammatical exercises and answers to our homework.” “No answers to homework. Very rushed, didnt get enough practice. Too many tests. No way had we covered all the work we were tested on.” Books, photocopying \$100, too expensive for Youth Allowance.

## **FRN 337 ADVANCED FRENCH 2**

Semester: 2

Academics: Dr Rhoda Kanawati, Barry Leal,  
Jenny Lane  
Responses: 20/26

We could only recommend this course if the text was changed - find this out before taking it. “The text was really inadequately lame. It was not clear in explanations, particularly of grammar. The lecturers are great, but there is too heavy a workload. For other student; get involved and ask questions. The grammar is tough but its good to be able to discover more about languages, not only French.” Other responses said the same. Books, photocopying \$100, too expensive for Youth Allowance.

## **FRN 348 ADVANCED FRENCH 3**

Semester: 1

Academic: A/P Guy Neumann  
Responses: 10/10

Students were very happy with this course, finding it well-organised and very interesting. “I would recommend it to other students who are intending to major in this subject.” “The French workroom was very helpful.” “Students must be prepared to talk and try to express their ideas - it is the perfect environment to build confidence in speaking a second language. This course is totally based an conversations...” Some students wanted more feedback. “I would like a better idea of where I stand before going into exams.”  
Cost: \$60-\$90

Lecturer’s comments:

“A rewarding, exciting unit for both students and teacher (and I’m not biased!)” 3 class hours (2 Seminars, 1 conversation) plus 1 hour video viewing. Course takes approximately 9 hours per week. Always available for consultation. Regarding changes to next year’s course: “Variation of the content of the presentations, maybe less group work unless all students are willing to co-operate.”  
Assessment: 4 written exercises, 5 class presentations (oral), 3 video texts and 1 formal exam.

## **FRN 349 ADVANCED FRENCH 4**

Semester: 2

Academic: A/P Guy Neumann  
Responses: 9/10

Lecturer described as “amusing and insightful”. “A very enjoyable course”. “Would have liked some more grammar work as well as letter writing ( formal and other). “A high level of class participation is absolutely necessary.” “The textbook we use is very good. Another version of this book exists examining Arts, Culture, Literature - perhaps, for variety, we could use some photocopies from this book, too?” “The course was very interesting. I enjoyed being in this class.”

Lecturer’s comments: “Group activity: when all students contribute they great fun and very productive - but it only takes one student to drag the chain for everyone to suffer.”  
Assesment: regular assignments (7) - 40%, video viewing texts (3) - 10%, conversation (oral) - 10%, exam - 40%.