

## **BIOL346 REPRODUCTION, HEALTH AND SOCIAL ISSUES**

Semester: 2

Academic: A/P Irina Pollard

Responses: 5

The lectures were interesting, essential to understanding the course work, and the lecturer was inspiring, although can be "a bit vague". Practicals and tutorials were relevant, helpful, well organised, and the demonstrator was clear. No student input involved in assessment, however the feedback was helpful, and detailed. The course content was broad, useful, and challenging, it inspires independent critical thought and is definitely recommended. The text book was comprehensive and covered all the material needed for the exams. However lecture overhead notes were difficult to read as they were hand written !!

Staff Response:

The aims of the course are to 'increase awareness of self in an environmental context by providing an overview of topics in reproduction as they relate to health and disease.' The numbers of students enrolled in 2001 were 24. The compulsory contact hours are 6, and several hours are required at home for revision and assignments. Textbooks are not required, as handouts are provided in the class for free. Consultation hours, are 'all the time', and students are free to offer suggestions as to how the course could be improved upon.

## **BIOL 349 CONSERVATION BIOLOGY**

Semester: 1

Academic: Prof Andrew Beattie

Responses: 1

Lectures were interesting and essential, tutorials were helpful, relevant and complemented the lectures. Each lecture was mostly held by a guest speaker who was currently working in this area of biology. There is adequate feedback, and there was some input in assessment. "This course was fantastic! The only course I have done in which I feel as though I have learnt something useful. I would recommend this course for anybody even slightly interested in the environment - it is not just for greenies!"

## **BIOL358 PHYSIOLOGY 2**

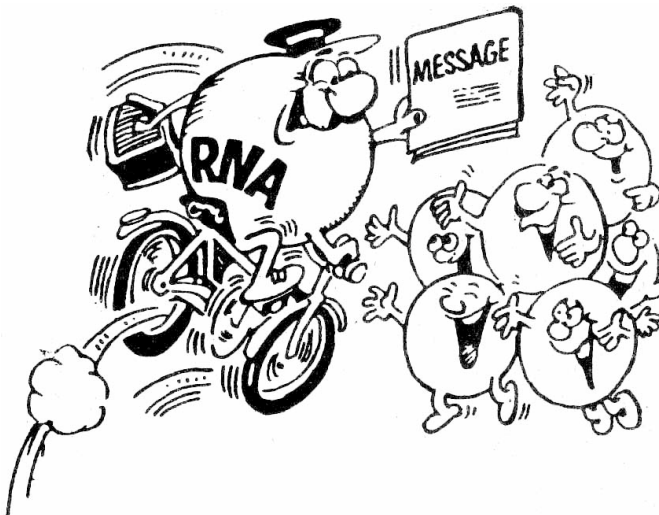
Semester: 2

Academic: Julia Raftos

Lecturer's comment:

'My aims are to introduce students to the study of how the organ systems of the body function and are regulated. In other words, to give the students some insight into how their bodies work'. There are 6 compulsory contact hours for the course, and usually there should be 5 hours spent at

home studying. Extensions and late penalties are allocated leniently, 'if there is a good reason for the delay'. The staff are available for consultation whenever they are not teaching, and are in their offices. Student opinions relating to how the course can be improved are always considered. The main problem encountered with the course is being able to present lectures, which are suitable for both internal and external students. Overall 'I am most impressed by the quality and positive attitude of the students'.



## **BIOL 363 BIODIVERSITY**

Semester: 1

Academic: Dr Mark Dangerfield

Responses: 1

The course is arranged with 1 week of lectures then 2 weeks of tutorials, and it really needs to be the other way around! The course needs more lectures to properly teach the material. The tutors, appeared uninterested and had their time divided between 3 other classes. So although the tutorials were not overcrowded, they were understaffed. "The course needs more lectures and less tutorials. There needs to be more explanation of prac. requirements, and more information in general. This subject involves a lot of opinions and concepts - not many hard facts."

## **BIOL 367 PRINCIPLES OF IMMUNOLOGY**

Semester: 1

Academic: Elizabeth Deanie

Responses: 0

Lecturer's comment:

Aims to " build the students understanding of immune function in health and disease". Contact hours 5-6 hours per week including weekend practical problem sessions. Assessment is by essay/ presentation, lab book/practical problem report and exam.

# Department of Chemistry *HECS band 2*

## **CHEM101 INTRODUCTORY CHEMISTRY**

Semester: 1

Responses: 1

“This course is poorly organised, and the lecturer seems incompetent at times. However, it is necessary to take this course if you did not do HSC chem. It prepares you for CHEM103, in that it provides you with background information. Towards the end of the course topics are covered in a single lecture, yet to understand it you need to spend weeks studying. It is impossible not to fall behind! But by the final exam you just hold your breath and hope to god that you don't have to sit through it again!”

## **CHEM 103 ORGANIC AND BIOLOGICAL CHEMISTRY**

Semester: 2

Academic: Bridget Marbutt

Responses: 1

“This course was fantastic! It was inspiring, interesting, structured, and well taught. The lecturers - particularly Andrew Try - were very motivating and well organised. They demonstrated a great understanding for what they taught. The tutorials were voluntry, but well worth attending. This is the type of course where if you do not keep up initially it is almost impossible to learn. The work load is very intense, especially towards the end; this aspect of the course has been criticised before, but because the topic is so broad, to give a satisfactory introduction to organic chem. it is all essential. Everything in this course is good, except for the practicals which did not involve much thought, only following a set of instructions - kinda like cooking. But apart from the practicals - the course was wonderful and is definitely recommended.”



MMMM....  
EDUCATIONALLY  
EXCITING,  
BUT WE ARE  
HERE TO TRAIN  
THEM, YOU  
KNOW



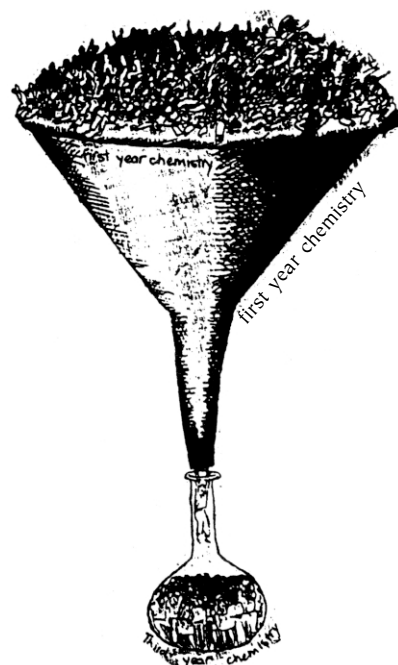
## **CHEM 234 CHEMISTRY IN THE HUMAN ENVIRONMENT**

Semester: 2

Academic: Peter Karuso

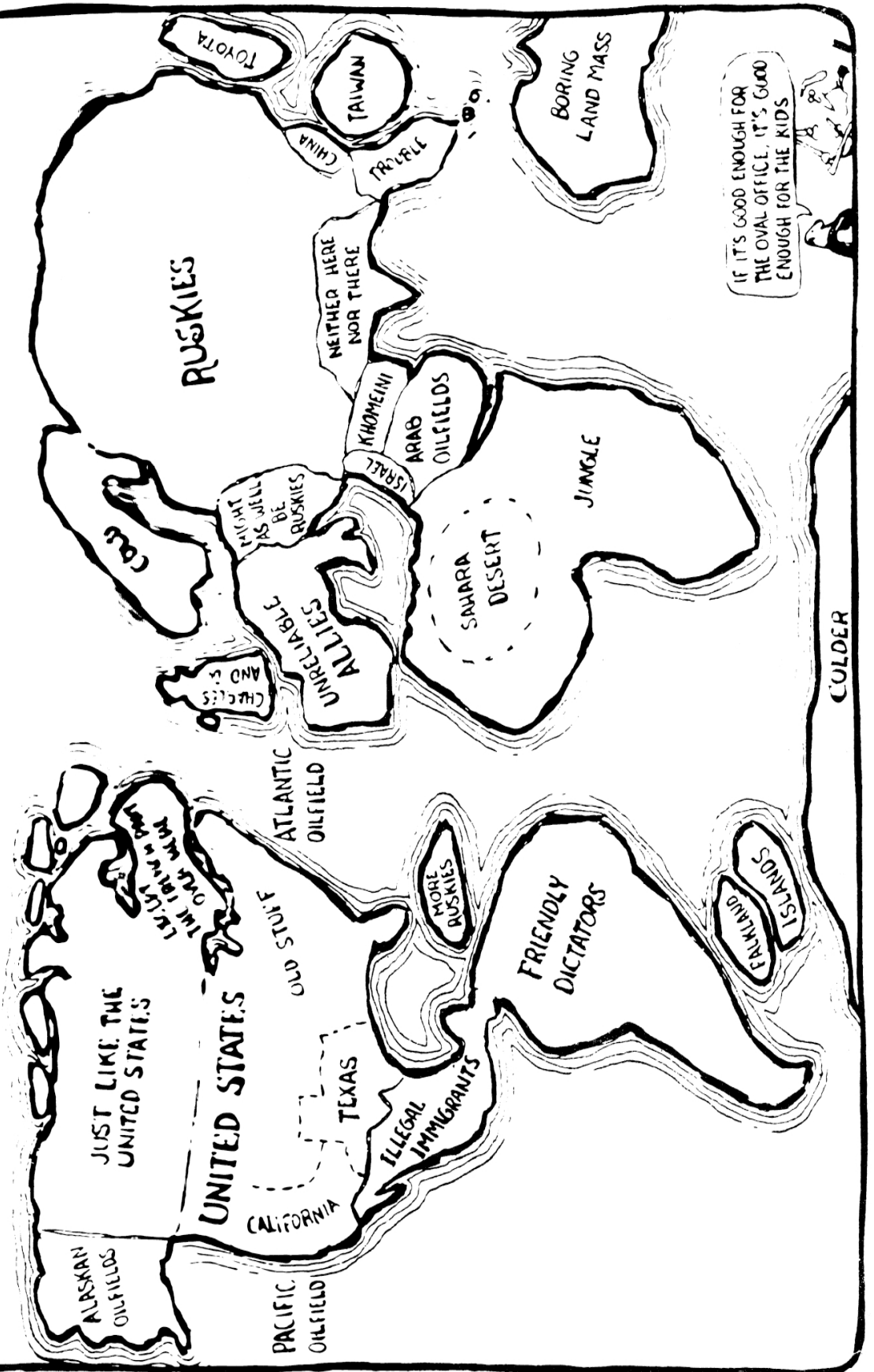
Responses: 2

The lectures were very interesting, however the outline material is so comprehensive that you can get away with not attending. There are no practicals or tutorials. There are many different options for assessment, ranging from essays to workshops, and feedback is “detailed”. This course inspires independent and critical thought from the students and is highly recommended. “This is a brilliant course. It is very well structured, and balanced. It provides a broad variety of topics that challenge thinking and widen your knowledge. A continuous effort is required to pass the course as there are weekly assessments. If you intend to do this course make sure that you have access to the internet, as it is a priceless resource for all assessments (which are even submitted on line).”



# Guide to Education Cutbacks

LESSON # 1: GEOGRAPHY. MAP SIMPLIFIED FOR LACK OF FUNDS.



# Department of Human Geography

HECS band 2, GEOS 264, 389, 426 - band 1

## **GEOS 114 GLOBAL ENVIRONMENTAL CRISES**

Semester: 2

Academic: Dr Peter Curson

Responses: 15/23

This course will rip you off as tutorials are only on the internet. Do not take this course. It is boring and you will be wasting heaps of time answering stupid virtual multiple choice. "Face to face tutorials are necessary. Geos 114 is a very interesting, thought provoking subject with lecturers very passionate about the subject they teach, so face to face discussions would have been extremely valuable. The online discussion board was very limiting, and very hard to debate." "Computers at this university are crap and there are not enough. Its stupid that it is hard to find a computer with both Internet and Word. Why is the exam time so short? Is it because the Department views students as faceless statistics in the bell curve, and slotting us into a pass or fail is so easy they have forgotten about the quality of our education?" To pass this course you must log into the online tutorial regularly, big brother is watching you bundy on and off to the education forum, but you can pass by boasting about how trashed you got on the weekend. The department is told every year to get students into classrooms but they don't listen, and the subject is a waste of time year after year. *BOYCOTT THIS SUBJECT*. Books, photocopying \$waste + HECS

Lecturer's comments: Convener is available for consultation all the time including via phone, email and web. Assessment: 3 assignments - 15% each, weekly computer quizzes - total worth 10%, final exam - 45%. Course expected to take 12 hours/week - lectures, reading, practical exercises, computer quizzes, assignments and assignments. Late penalties- 10% of the total mark taken off per day late. "Student evaluations and comments are always taken on board when planning and delivering the course." Regarding changes, "GEOS114 and the Resource and Environmental Management program are currently under review to ensure they are of the highest standard and relevant to current circumstances. However, at this stage 114 should retain a similar format for 2002."

## **GEOS 310 RESOURCE MANAGEMENT**

Semester: 1

Academic: A/P Richard Howitt

Responses: 3

"*DO IT*- the course is great & teaches you heaps. Great lecturer and interesting course material." "You will learn lots and take away ideas & concepts for your lifetime, not just a degree!" Workload is heavy but you can get a waiver to do it and avoid Geos 265!!! Lots of student input into assessment, and independent critical thought. Extensions available. Great lectures and tutorials. Books, photocopying \$80.

Lecturer's comments: Ritchie Howitt

Always available for consultation on web-based email; scheduled time 4-6hrs/wk; by appointment; by telephone sometimes. "The unit has evolved in response to student needs and concerns over the years." Texts: "2 texts. Big cost rise for university printery production this year meant costs were greater than anticipated". Regarding changes to next year's course: "Perhaps a change in set text (aim to reduce cost). Revise in response to student feedback, introduce more hands-on experience." Assessment: professional report: 25% (1500 words), research essay: 40% (2500 words), participation (web-based discussions): 10%, exam/review paper (optional exam): 25% (1200-1500 words).

## **GEOS 319 POPULATION, HEALTH AND THE ENVIRONMENT**

Semester: 1

Academic: Prof Peter Curzon, Dr Kevin McCracken

Responses: 1

Recommended course. Independent critical thought was encouraged. The prerequisite Geos219 was helpful. Lecturer and tutor were interesting. 3 teaching hours per week.

## **GEOS 368 ECONOMY PLACE & CULTURE**

Semester: next year

Academic: Prof Bob Fagan

Responses: 2

Good lectures, but you don't need to go to them. Tutorials are much more helpful. Definitely recommended course. Students get good feedback and critical thought is encouraged. 3 teaching hours per week. Books, photocopying \$20.

## **GEOS 371 GEOGRAPHIC INFORMATION SYSTEMS - TECHNICAL ISSUES**

Semester: 2

Academics: Carol Jacobson, Mike Poulsen

Responses: 0/ 30

Lecturer's comments: Assessment: 5 major components: 3 practical assignments and 1 tutorial assignment: 50%, vcoursework and the final exam (45% of coursework). Available for consultation "everyday, appointment definately recommended." Allocation of extensions and late penalties: " 1 mark per day is deducted for lateness, generally the furst 24 hours is an amnesty, becuae I hear a lot of stories about missed buses, broken-down cars etc." Texts/expenses: " Materials come from a wide range of sources rather than a sinfle text. A diligent student could spend \$30 on photocopying/printing. A zip disk is needed for practical work, costs \$40 but reuseable for other purposes." Main problems: "Some students fail to attend important course sessions and then expect that alterations to timetables will be made to accomodate them." There will be some changes to the aims , content and assessment to accomodate changes in this field.

# Department of Physical Geography

*HECS band 2, GEOS 114,265,266,371 band 1*

## **GEOS117 BIOPHYSICAL ENVIRONMENTS**

Semester: 1

Academic: Richard De Dear

Responses: 70

This course is definitely well organised, everyone agrees with that. However, there is some confusion as to whether it was interesting or a waste of time. Most people have answered that the lecturers were clear and interesting, however they said that the course material was sometimes dull and boring. The practicals were good and helpful, relevant and also well organised. This course encourages independent and critical thinking in the students and most say that they recommend it to others. It gives 'a good and practical introduction to environmental studies'. Overcrowding was definitely not a problem, and on some days the theatres were virtually empty. Penalties were given for late work, however the markers were very lenient with deductions and often accepted excuses. There was mostly adequate feedback, however some students claimed that on a couple of assignments there could have been more comments as to how the student might improve. Overall this course is recommended and is helpful to students as an introduction to future courses. Whether they find it interesting, or enjoyable depends on how much work they dedicate to the subject.

## **GEOS 328 ENVIRONMENTAL LAND MANAGEMENT**

Semester: 2

Academic: Dr Gary Brierley, Dr Paul Beggs

Responses: 26

This course covers a lot of work from Geos114 over again. Lecturers were mostly excellent except Paul Beggs. The Climate module needs immediate and total revision. "Subject matter should be *different* to previous courses eg Geos114, 265." "Assessment for climate module grossly unfair, unprofessional, pedantic." "Module 2: atmospheric was marked lower than the other lecturers. Lecturer is also *very* boring and not very approachable. Repeating Geos114 in module 2." "Need to bring in an international perspective and sustainable development" Books, photocopying \$20.

## **GEOS 398 APPLIED GEOMORPHOLOGY**

Semester: 2

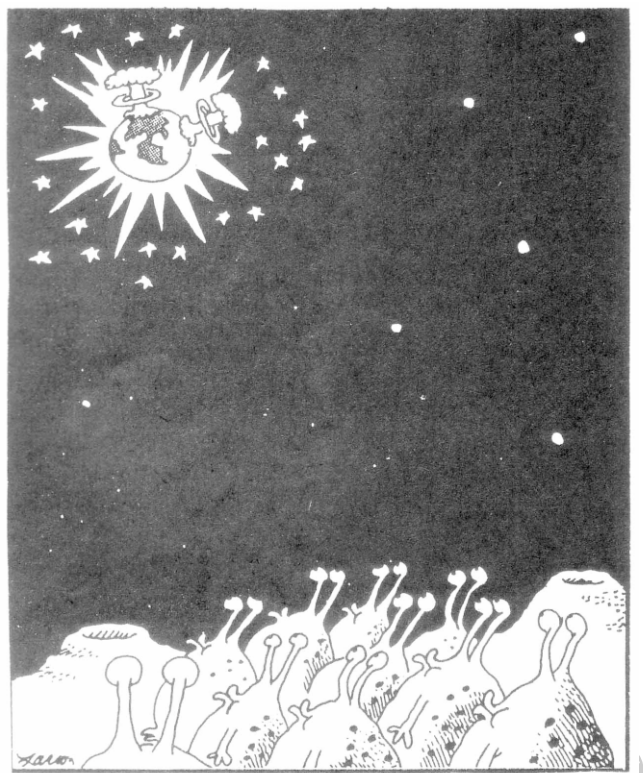
Academic: Dr Gary Brierley, Dr Damian Gore

Responses: 13

A subject about rivers. Gary Brierley was really good, Dr Gore not so good. No extensions. 6 hours per week. No feedback - assignments still not returned six weeks after the course! Great field trip. Highly recommended. Books, photocopying \$two weeks Youth Allowance.

## **GEOS 389 SPECIAL INTEREST SEMINAR - ASTROBIOLOGY**

See Dept of Earth and Planetary Sciences



"Oooooooooooooooooo!"

# Department of Earth and Planetary Sciences

HECS band 2

## **GEOS 115 EARTH DYNAMICS, MATERIALS AND THE ENVIRONMENT**

Semester: 1&2

Academic: Dr Kelsie Dadd, Prof. Trevor Green

Responses: 20

Very difficult for an introductory unit. BEWARE unless you have an interest in rocks, you human geography students. "Stay away unless you really like rocks". Practical classes were boring and poorly explained, though lectures were interesting for some. Standard of teaching fluctuated wildly between tutors. Suggested that this course requires one tutor per student - hence the name "tutorial". Books, photocopying \$110-\$300, two weeks Youth Allowance. Unless you know you have a good tutor, just dont bother.

## **GEOS 116 MARINE GEOSCIENCE**

Semester: 2

Academic: Dr Dick Flood, Dr Kelsie Dadd

Responses: 45

2 credit points. A lousy 2 credit points, the amount of work is clearly worth three credit points. A refreshingly different course to the boring Geos115. This course is *all* group work and open forum discussions coupled with your own research. Field trip was a good way to learn, but it needs a different location and is unnecesarily boring. "Too much group work - becomes unfair if people do not show up to scheduled meetings in order to complete group work, and its difficult to acheive good marks when you have to do the work of two or three people." "Create printed lecture notes. Reduce the workload or make it three credit points." "Course needs taped lectures, and *all* the notes on the web" "Course would be improved with more credit points allocated to it. The work was more than a three credit point subject, and we only got two." "ripped off." Books, photocopying \$100+, one weeks Youth Allowance.

## **GEOS 235 PALAEOONTOLOGY**

Semester: 2

Academic: Dr Glenn Brock

Responses: 21

Lecturer is really nice - gave extensions and was always available to help outside class. Lectures were taped, notes on internet. Quality lectures and tutorials. Feedback was adequate. Teaching hour 5 per week. Books, photocopying, field trip, over \$200 - two weeks Youth Allowance. Too darn expensive.

## **GEOS 254 MINERALS & ROCK MICROSTRUCTURE**

Semester: 2

Academic: Prof Trevor Green, Dr Dick Flood, Dr Simon Jackson

Responses: 14/20

A worthwhile course with great lecturers. Lots of microscope work - make sure the light works in yours. Heavy workload, but still recommended for geology students. Books, photocopying \$100+, one weeks Youth Allowance.

Lecturer's comments:

Available for consultation whenever in office (which is close to the laboratory where students do their microscope work). Assessment: combined theory/practical exam (prac, exam is open book): 50%, short tests during semester: 20%, 2 assignments (each 15%):30%. "Student opinion is important and taken note of." Problems encountered: "Poor attendance at a practical class beginning at 9am."

## **GEOS 255 GEOLOGICAL STRUCTURES**

Semester: 2

Academic: Dr Dave Durney, James Austin

Responses: 11/16

Only do this subject if it is a prerequisite for your degree. The course needs a new, committed and organised lecturer. More appropriate textbook required. "Displays for concepts of folds, faulting etc would be much easier to understand if they were presented using 3D modelling." It's not like it can't be done. Good field trip. Classes are small. Books, photocopying, field trip \$100+, one week's Youth Allowance.

Lecturer's comments: Available for consultation at lunch times generally, and after classes. "I try to adopt suggestions, or take note of comments made in student evaluations, particularly with regard to any problems they have experienced." "I think the Alternative Calendar can provide a useful service for students and for staff by informing them about student views. However, there may be a danger that some views could be unrepresentative if the statistical sample is small." "Planning to introduce some 3D visualisation, if possible." Problems encountered: " 1. If students are not able to attend classes, it can prejudice their progress unless specail arrangements are made. 2. Excessive rowdiness from a small number of locals on

weekends in country towns." Assessment: assignments 24%, fieldwork 30%, examination 46%.

## **GEOS 268 INTRODUCTION TO GEOPHYSICS**

Semester: 1

Academic: Dr Mark Lackie

Responses: 9

Heavy workload, but supported by good lecturers and tutors. 6 teaching hours per week but students still complain of not having time to understand concepts. Mark Lackie was very helpful outside class time. No student input into the course, but choice in assessment and field report. Good texts, taped lectures, notes on internet. Students complained this course was too expensive for what they got. Books, photocopying \$100+ one weeks Youth Allowance.



## **GEOS 314 ORE DEPOSITS**

Semester: 2

Academic: Dr John Rigby

Responses: 2

A recommended course with helpful lecturers and tutors. Watch out for scheduling of tutorial - last 4 hours of Friday afternoon. 6 hours a week class time. Fair assessment and workload, esp compared to Geos 395. Encourages critical thought, not just industry fodder. Books, photocopying \$30 + field trip.

## **GEOS 315 ENVIRONMENTAL & GROUNDWATER GEOPHYSICS**

Semester: next year

Academic: Dr Mark Lackie

Responses: 15

Very interesting course - you will not fall asleep like in so much of the rest of Geos. "More time should be spent teaching students *how* to interpret geophysical data i.e. linking anomalies with the appropriate geological structures." "Course is too light early on and too heavy at the end when time is short" Work on field report every week or the exam will be upon you! Heavy course load, but

highly recommended. Books, Photocopying, field trip \$100+ one weeks Youth Allowance.

## **GEOS 389 SPECIAL INTEREST SEMINAR - ASTROBIOLOGY**

Semester: 1&2

Academic: Dr Malcom Walter

Responses: 15/17

Highly recommended. Lots of really good guest lecturers. "Interesting variety of subjects, enough to blow your mind at what we have achieved and are able to do." Don't bother doing the difficult work unless you are totally into it, it's only 2 credit points! "Course needs better coverage of different areas, the unit is supposed to be interdisciplinary. For students not doing geology there was no coverage of basic assumed knowledge. Be prepared for lots of biology."

Assessment is group work so make sure you're not the one doing it. If you are don't forget to appeal your grade on these grounds. Books, photocopying \$min. "Very sexy demonstrator."

Lecturer's comments:

Matilda Thomas

"No late penalties, fairly relaxed with extensions." Available for consultation "Pretty much 9-5, Monday - Thursday, 9-1 Friday and on the net". Student opinion is "very important especially as it is such a new and interdisciplinary science (and course)." Regarding changes, "More cohesive course notes (perhaps a course folder) perhaps slightly different assignment and assessment structure."

Lecturer's comments: Malcolm Walter

Assessment: test: 20%, the rest assignments, essays, assessed practical work, talks. Extensions and late penalties allocated "liberally". Available for consultation "frequently, several times each week". Regarding considering student opinion on matters like course content and assessment procedures when planning and giving course, "I actively and explicitly seek student opinion." Main problems encountered: "This is a new course and there were some teething problems but overall there were no major problems."

## **GEOS 420 DATA & IMAGE PROCESSING IN GEOPHYSICS AND EXPLORATION**

Semester: 2

Academic: Dr Mark Lackie

Responses: 2

# Department of Physics

*HECS band 2*

## **PHYS 143 PHYSICS 1B**

Semester: 2

Academic: Dr Farrow

Responses: 1

The three lectures per week are fascinating but the work can be very difficult if you don't have the background or the willingness to devote your life to it. Tuts consist of solving problems and the tutor won't help if you have no idea. The three hour pracs are interesting and the demonstrator is helpful. The text is essential but you don't need the latest edition. The lectures were full but the tuts need to be smaller so that the tutor can devote more time to each student. It is a broad and interesting course but make sure you enrol by the right time if you find you're never going to manage the workload.

## **PHYS 201 PHYSICS 2A**

Semester: 1

Academic: Dr Deb Kane, Dr Terry Freeman

Responses: 5

Lectures were interesting and inspiring, tuts held only for assignments and practicals worthwhile and helpful. Assessment was fair and helpful, feedback was good, extensions available, and the late penalty was "a stern talking to". Workload was heavy, MATH 136 should be a prerequisite. \$70 - \$100. "There should be online lecture notes for PHYS 201. The only materials accessible on the internet are exam papers and assignment solutions. Very few handouts. For prospective students, tough it out; it can be boring, depending on the lecturer." "We should include a day for tutorial since there is not one currently, in past years there was a tutorial and it also counted for 4cp which should be reverted to." Students wanted the "Inclusion of Fourier transforms. Enjoy physics. Do CHEM 207 concurrently in addition."

## **PHYS 277 ASTRONOMY**

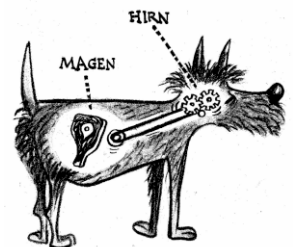
Semester: 1 (external)

Academic: Dr Alan Vaughn

Responses: 1

The lectures were interesting, inspiring, clear and the practicals were

There were no tuts. There was no input into course content but students got to choose subjects for essays or prac reports. Assessment and feedback were fair, workload was heavy. 4 teaching hours per week, the course was broad, useful, challenging and encouraged independent, critical thought. The text was good, but it all cost \$200 above HECS. Resources were excellent. "In 2002 it will probably be external, and therefore will be mainly reading out of the textbook. It would be better to do it in 2003 when it is internal again as Alan Vaughn is a fantastic lecturer!"



Seriously computer intensive. Get to use some ridiculously expensive equipment, like a \$50,000 box for measuring gravity to a fantastic level of accuracy. 6 teaching hours per week. Lecturer is very helpful outside class hours. Books, photocopying \$min

## **GEOS 428 CORAL REEF DYNAMICS**

Semester: 1 (external)

Academic: Dr Ruth Mawson, Dr Glenn Brock

Responses: 3

2 credit points. The field trip to Heron Island put this subject in a league of its own - the league of yuppie subjects. The field trip is \$500 so if you have paid off that advance on your Youth Allowance yet to pay your student fees your only option is to sell your body as you can't get more than one advance per year! Ha! "Fabulous field trip - unique opportunity to go to the Great Barrier Reef for 8 days with a bunch of experts. The field trip is extremely well organised. Lots of opportunities to learn a great deal in a beautiful setting & have a great time." Overall this was a very popular course for those with a high grade point average, as this course may lower it overall. "The practical component 45% involved a huge amount of time, energy and effort. In the end the marks awarded didn't reflect the quality of your work. Instead it was the personal opinion of Ruth and Glenn, combined with how your GPA stacked up." Tell it to the Grading Appeals Committee.

## **GEOS 846 MICROSCOPIC PETROLOGY**

Semester: 1

Academic: Dr Flood

Responses: 1

"This course is intended to train petrological microscopists - a field that is rapidly giving way to more modern methods of analysis." Computing and laboratory resources were "barely adequate". No independent critical thought, as course content was narrow. There was adequate feedback, course requirements were set out in advance, and extensions were readily available. Books, photocopying \$100 - by this point in your degree the government has thrown you off Youth Allowance and you will be paying *up front fees for your degrees*, a rolling back of accessible education started by the Fraser liberal government and continued by this one.



# Department of Mathematics

HECS band 2

## MATH 106 A VIEW OF MATHEMATICS

Semester: 2

Academic: Gerry Myerson

Responses: 5

This is the maths course for people who are scared of maths. Which means primary teachers who have to take a maths course. It's an interesting concept but seems to need some changes. The lectures were very boring and frustrating, students alternating between feeling intimidated and looked down on. In the first week the lecture theatre was overflowing but through most of the course only about three people turned up. Luckily there was no need to attend; assessment consisted

entirely of tutorial work which was a completely different matter. You were given a list of problems to choose from and complete in groups of four. Problems ranged from easy to puzzling, interesting to not, but

"everything depends on the group you are in". All the feedback came from the group "He would never let you know how you were progressing or how you should adapt your answer." Many considered the tuts overcrowded, but those in the smaller tuts found they had to change around to find enough people to work with. "Three hours of lectures are too much and one hour of tutorial is too little. You have to organise group meetings outside of class time which doesn't always work." Overall advice was to be very careful about taking this course. It was fun for some, painful for others. I suppose you have to like problems. And don't do the lectures.

## MATH 130 MATHEMATICS 1E

Semester: 1, 2 & full year

Responses: 23

This course will prepare you for the real first year subjects if you do well. The lectures were essential, and half the respondents considered them interesting, too. Of the four lecturers, opinions were heated and contradictory as to who was boring, too fast, inspiring. Many considered the tuts helpful, but they were never mentioned in the advice, for

which all comments were adamant "If you go to all your lectures and do all the assignments ie don't let work pile up this course is then quite easy and hassle free – otherwise it can be very hard." The workload was heavy, the content broad. There were four hours of lectures, each with two choices of time, none of which were overcrowded, plus a prac and a tut. The only text was a mostly comprehensive set of notes by two of the lecturers, which was free on the internet – as long as you have access to free printing. Assessment was 70% exam, 20% two tests and 10% five assignments but the exam counts for 90% if you did better in it than in the tests. People were unhappy with the scheme. "Marking only some of the assignment questions seems unfair!", "Too little time for tests, 50 minutes was nothing for my vast amount of knowledge, why limit us by time if a knowledge test. It's not a speed writing test. According to the load that we are given, we should be given at least few formulas. I'm turning into computer, it's as if they just want to test memory, not understanding of the concept", "The assessment places too much weight on the exam – 90% for the exam, 10% for all 7 other assignments", "Doing the assignments is where you learn, but they're only

worth 2% each." Advice: beware of having your assignments stolen if you don't turn up to the tut to pick them up, and make



sure you go to the Numeracy Centre, especially for the assignments because you need to learn from them.

## MATH 132 MATHEMATICS 1A (ADVANCED)

Semester: 1

Academic: Dr Ross Moore

Responses: 1

The workload was "insane", there was student input into the broad and challenging course. There were four teaching hours per week and eight students. "Think long and hard before you do this course. The computer skills are worthwhile but otherwise it's just really unorganized."

Lecturer's comment: Ross Moore

The course is only for students who have done HSC 4unit maths, "they are presented with miscellaneous advanced topics in Mathematics." Four teaching hours of lectures and/or computer practical lab. sessions, on average 4.5 hours more computing practice per week would develop

skills to a distinction grade. There are no late penalties “if it’s clear that work is being done seriously”. Expenses: Mathematica and Latex software CDs are provided free, it is useful to buy some software manuals, but they will be useful later, too. Dr Moore is available for consultation “whenever the door is open; if it’s closed but the light is on, then try again half an hour or an hour later.” “The course content is meant to be new, different and challenging. Mostly these students rise to the challenge. The staff are always open to receive comments and requests for help.”

## MATH 235 MATHEMATICS 2A

Semester: 1&2

Responses: 1

Partial Differential Equations.

“I was a short stocky man running to catch a bus which had left three hours beforehand when I stopped to remember a movie I will be seeing in three weeks which was very enjoyable. My memory is hazy, Jah is forgiving, my god MATH 235 is mindboggling. Rastafi.”

## MATH 237 MATHEMATICS 2C

Semester: 1&2

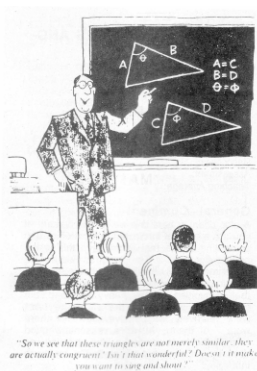
Academic: Dr Ross Moore

Responses: 0

Discrete Mathematics

Lecturer’s comment: Dr Ross Moore

The aims are “To present techniques in mathematics, and mathematical reasoning, that are particularly useful in computing. This unit helps to build a firm logical basis for material encountered in high-level COMP courses.” 4 hours of lectures, 1 non compulsory but advisable tutorial, 4+ hours of study and exercises expected. There is an 80% exam, 6 assignments for 10% and the rest is 4 tut quizzes. Notes are on the internet



## MATH 300 GEOMETRY AND TOPOLOGY

Semester: 1

Academic: Gerry Myerson

Responses: 0/9

Lecturer’s comment: Gerry Myerson

Four hours of lectures and eight more of work. Assignments, 15%; mid – semester tests, 15%; final exam, 70%. Course notes “The Hectic Geometric” are \$20.65 at the co-op. Extensions are rarely an option as solutions are generally distributed upon collection of work.

# Department of Electronics

HECS band 2



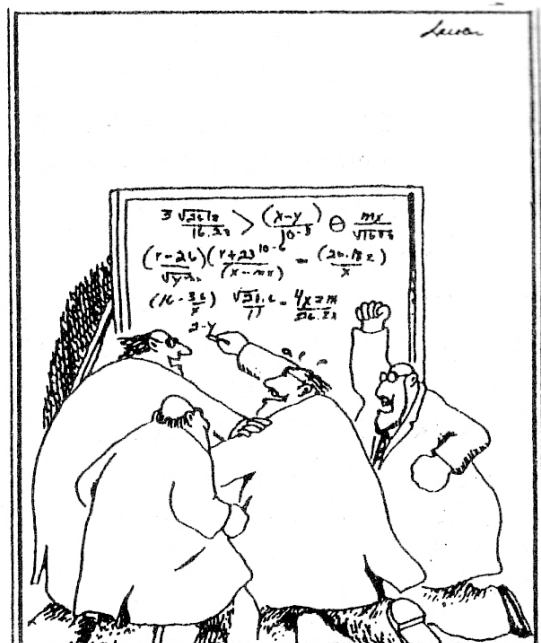
## ELEC 166 INTRODUCTION TO ELECTRONIC SYSTEMS

Semester: 1

Academic: Dr Batty

Responses: 1

The lectures were unclear and boring, with the lecturer reading out of the textbook, but the tutorials were helpful, relevant and actually “fun”! The respondent was, however, disappointed that there were no practicals among those seven teaching hours per week. The course was bland, there was no room for student input, no extensions and it doesn’t really encourage independent, critical thought, but at least the workload was about right and the feedback was good. Pity no one else at all wrote in to tell us if this is symptomatic of the subject or the department.



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PROJECT**

# Department of Computing

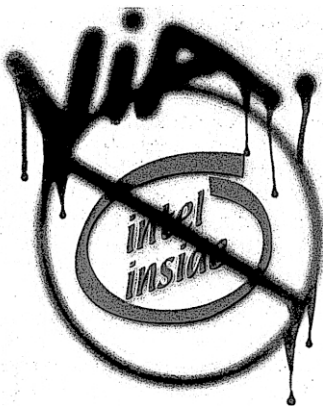
HECS band 2

## COMP 123 INTRODUCTION TO INFORMATION TECHNOLOGY

Semester: 1&2

Responses: 2

This subject exists to satisfy the Microsoft corporation, and the Microsoft Chair in the Computing department (yes, our university has corporatised its academic positions to the extent that such a thing exists!). This course will teach you bugger all about how to fix or understand computers, but will rather charge you HECS and make you pay for instruction books so you can learn all about how to use Microsoft software, to mould you into a more efficient techno-slave. The course consists of Microsoft Office and bugger all else is assessable. We can promise that lectures are so boring that you will not attend them - by week 6 they are still starting lectures with "a computer is a machine"! You *could* pick up some good information technology basics about how computers work if you had infinite patience and nothing better to do with your time, but the boredom factor ensures a full *99% non-attendance rate*. Really. Practicals are menial and oppressive. The fascist prac teachers flat out refuse to help students, saying we are responsible for our own learning and that they are not here to give us the answers, their sole function being to check on the completeness of our microsoft exercises. Naturally, there is no student input or choice in assessment. The exam at the end could be passed after perusing any newspaper IT liftout. There are not enough computers to service all the prac students making conditions impossible for the unlucky. Books, photocopying \$200, nearly two weeks Youth Allowance. Forget it - if you want to learn something about computers in this employment environment get out your motherboard manual and start overclocking your CPU.



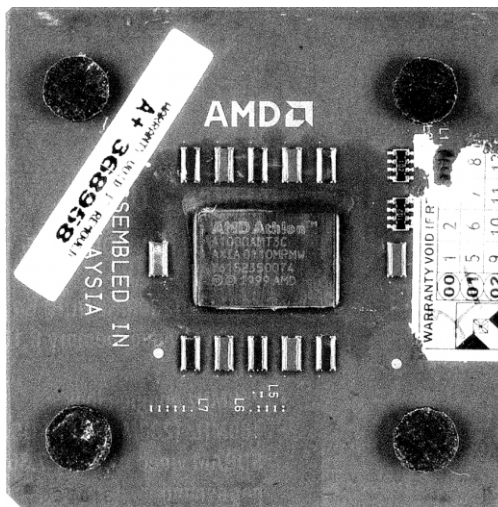
## COMP 124 INTRODUCTION TO INFORMATION SYSTEMS

Semester: 1

Responses: 1

COMP 124 is becoming 114 this year. We don't know what that will change.

The good parts of this course were the practicals, the textbook, and the fact that this is the start of learning programming. The bad parts were the utterly useless prac teachers, the dull lectures being a waste of time, the fact that the lecturer was dufficult to understand and spoke nominal english at best. Tutorials were on the internet. On the whole the course was organised well enough, but with the current lecturers the course cannot be recommended. Books, photocopying \$150, > one weeks Youth Allowance.



## COMP 224 DATABASE SYSTEMS

Semester: 2

Academic: Dr Lezcek Macausek

Responses: 1

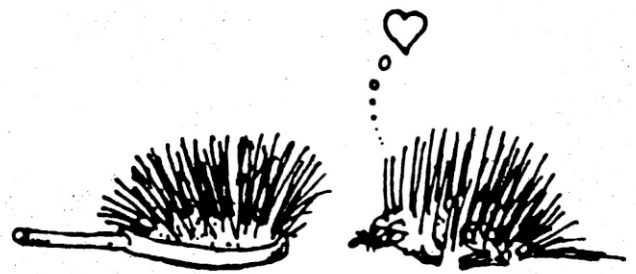
Although this course is a prerequisite, students should avoid doing it until pressure has been applied to the department through the class representative committee (there is one for computers), and by other means, to improve course quality. "Comp224 had 4 lecturers, so students had to adapt 4 times to different teaching styles. It happened that the lecturers were being tested out on us which is unacceptable. Assignments took too long to be given back, e.g. ass.2 submitted week 9 given back during exams. Assignment 2 was also marked unfairly, *only students getting everything right were given any marks*. Although Comp224 is a prerequisite it is a poor, uninteresting course and needs a lot of work to be one which any student would like to do." "Lectures have been overcrowded all semester." There is no student input into or choice of assessment. There are no extensions *students are given zero marks for late work*. Teaching hours per week: 5. Books, photocopying \$100. Education is a right, yet they make us pay for this shite!

## COMP 249 WEB TECHNOLOGY

Semester: 1

Academics: Dr Rolf Schwitter, Dr Steve Cassidy  
Responses: 12

“Great course - it should be offered in both semesters, and there should be evening classes as well.” “Really heavy workload, dont take the subject lightly”. This course had great promise but was let down by a shoddy lecturer. Steve Cassidy was awesome and inspiring, unfortunately the same cannot be said of the other guy who bored people out of their heads and made the already difficult material even more so. Lecturers who just read off the slides are not lecturing, or even teaching, or even doing the minimum to keep students in the room, they are making a mockery of your degree. Some students felt cheated that they were not actually taught how to implement a web database application as promised. Books, photocopying \$100



## COMP 805 FOUNDATIONS OF COMPUTING

Semester: 2

Academics: Dr Mike Johnston & Dr Kate Krastev  
Responses: 1

This course was difficult to understand because of the near-otteric subject matter. There were no tutorials or practicals for this subject. Once again, late work was given zero marks. There is supposed to be independant critical thought, but isn't. "Course needs more structure. Needs a textbooks that can be bought or borrowed cheaply, this subject has no textbook at the moment. Have regular visiting hours. I dont feel like staying late and asking questions after 9pm when I travel by public transport. Give more homework or have tutorials, we need better feedback. Not recommended."

