



# THE UNIVERSITY OF ADELAIDE CALENDAR 1991

## Volume II Part C

Faculties of:  
Arts  
Performing Arts

Courses offered at the former SACAE (City Campus)



**THE  
UNIVERSITY  
OF ADELAIDE**

**CALENDAR  
1991**

**Volume II Part C**

The State and Commonwealth Governments have agreed that from 1 January 1991 higher education institutions in South Australia will be organised as follows:

- Flinders University of South Australia** - comprising the present Flinders University and the Sturt campus of the South Australian College of Advanced Education;
- University of Adelaide** - comprising the present University of Adelaide, the City campus of the South Australian College of Advanced Education and the Roseworthy Agricultural College;
- University of South Australia** - comprising the present South Australian Institute of Technology and the Magill, Salisbury and Underdale campuses of the South Australian College of Advanced Education.

Legislation is presently being framed to give effect to these institutional mergers. The course details given in this handbook pertain to the institutions as they are currently organised. Prospective students should be aware however that the names and /or composition of these institutions will be changing from 1991 onwards.

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**PREFACE**

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The South Australian College of Advanced Education was founded in 1982 by the amalgamation of four Colleges. However it has a long heritage, and some of its precursor institutions trace their origins back to the mid nineteenth century.

Courses are offered on five campuses: the City, Magill, Salisbury, Sturt and Underdale with the administration being located primarily at the City. The College also offers a range of courses externally. Eleven hundred staff are employed by the College and together with the eleven thousand students make it one of the largest colleges of advanced education in Australia.

The College's courses have a strong vocational emphasis, and an emphasis on community service. There is a diverse range of teacher education courses available as the College is the major provider of trained teachers in South Australia. The growth and development of nurse education courses continues within the College with the move of basic education from the hospital to the College sector. Three campuses, Sturt, Salisbury and Underdale offer nurse education awards.

There is also a wide range of courses outside teacher education. Undergraduate courses are offered in Aboriginal studies, art, business (accountancy, banking and finance, and office administration), community work, dance, design, developmental disabilities, health professions - including nursing and speech pathology, home economics, journalism, labour studies, music, recreation, wildlife and park management and women's studies.

Students with a degree or diploma may undertake graduate diplomas in various fields including Aboriginal studies, community languages, visual arts, educational computing and women's studies. A wide range of in-service courses is offered to practising teachers.

The majority of students are enrolled full-time but a large number undertake their studies externally, or mixed-mode, (that is, internal and external). The External Studies Unit provides excellent support to those who undertake all or part of their courses off-campus.

The College is large and complex and one of the challenges faced by it is the ability to adapt to the continually changing needs. To meet this challenge courses are constantly re-evaluated.

The academic staff are dedicated, skilled practitioners who will offer counselling and are always ready to assist and advise. By their administrative support the general staff facilitate the operation of the College, and they are ready to assist with enquiries on administrative matters.

The College has a commitment to equal opportunity in employment and study for disadvantaged groups and provides for the development of initiatives relating to ethnic minorities and the handicapped, as well as for women. It also provides a wide range of services in the areas of student counselling, careers counselling, health, welfare, childcare, and community services.

Students are encouraged to be involved in College decision-making processes through membership of Council, Standing Committees, Campus Boards and various working groups set up by these bodies as well as by the student organisation, Council of the South Australian College Student Organisation (CSACSO).

## UNIVERSITY OF ADELAIDE ACADEMIC YEAR 1991 (STANDARD STRUCTURE)

Week	Mon	Tue	Fri	
(Tues)	1 Jan	4 Jan		Summer Vacation
	7 Jan	11 Jan		Summer Vacation
	14 Jan	18 Jan		Summer Vacation
	21 Jan	25 Jan		Summer Vacation
	28 Jan	1 Feb		Summer Vacation
	4 Feb	8 Feb		Summer Vacation
	11 Feb	15 Feb		Summer Vacation
	18 Feb	22 Feb		Summer Vacation
	25 Feb	1 Mar		Summer Vacation
				Australia Day 28 January 4th, 5th yr Med Clin Teaching begins
				Education Department Term 1 begins
				6th yr Medicine Clinical Teaching begins
<b>Semester One</b>	4 Mar	8 Mar		Orientation Week Music Performance Teaching begins*
1	11 Mar	15 Mar		Lectures begin
2	18 Mar	22 Mar		
3	25 Mar	29 Mar		Good Friday 29 March
	1 Apr	5 Apr	Non-teaching week	Easter Monday 1 April - AVCC Common Week
4	8 Apr	12 Apr		
5	15 Apr	19 Apr		Education Department Term 1 ends
	22 Apr	26 Apr	Non-teaching week	Anzac Day 25 April - School holidays
6	29 Apr	3 May		Education Department Term 2 begins
7	6 May	10 May		
8	13 May	17 May		
9	20 May	24 May		Adelaide Cup Day 20 May
10	27 May	31 May		
11	3 June	7 June		
12	10 June	14 June		Queen's Birthday 10 June
13	17 June	21 June		Music Performance Teaching ends*
14	24 June	28 June	Swot week/non-teaching	Exams begin 28 June Medicine Clinical Teaching ends
(Sat)	29 June	5 July	Exams	Education Department Term 2 ends
	8 July	12 July	Exams end 10 July	AVCC Common Week/School holidays
	15 July	19 July	Non-teaching week	School holidays Medicine Clinical Teaching begins
	22 July	26 July	Non-teaching week	Education Dept. Term 3 begins Music Perf Teaching begins*
<b>Semester Two</b>	1 29 July	2 Aug		
2	5 Aug	9 Aug		
3	12 Aug	16 Aug		
4	19 Aug	23 Aug		
5	26 Aug	30 Aug		
6	2 Sept	6 Sept		
7	9 Sept	13 Sept		
8	16 Sept	20 Sept		
	23 Sept	27 Sept	Non-teaching week	Education Department Term 3 ends
	30 Sept	4 Oct	Non-teaching week	AVCC Common Week/School holidays Medicine Clinical Teaching begins
9	7 Oct	11 Oct		School holidays
10	14 Oct	18 Oct		Education Department Term 4 begins Labor Day 14 October
11	21 Oct	25 Oct		
12	28 Oct	1 Nov		
13	4 Nov	8 Nov		Medicine Clinical Teaching ends
14	11 Nov	15 Nov	Swot week/non-teaching	Music Performance Teaching ends*
(Sat)	16 Nov	22 Nov	Exams begin	
	25 Nov	30 Nov (Sat)	Exams end	
	2 Dec	6 Dec		
	9 Dec	13 Dec		
	16 Dec	20 Dec		Education Department Term 4 ends
	23 Dec	27 Dec	Summer Vacation	Christmas Day 25 December Proclamation Day 28 December
	30 Dec	31 Dec (Tues)		

(Summer Semester dates may be applicable for a limited number of courses in future.)

\* Performance Teaching dates subject to approval. Clinical Teaching dates for Dentistry not available at time of printing.

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**GLOSSARY OF TERMS**


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**Academic enrolment**

The process by which students are authorised to study particular units in their individual and approved programs of study. It occurs in conjunction with registration, at the campus where the student will be doing the majority of her/his study.

**Academic record**

A list of units studied and results gained, available from the site Student Records Office.

**Academic year**

Two semesters each of sixteen weeks, including assessment week.

**Admission**

The process of gaining a place and being permitted to register and enrol in a course offered by the College.

**Associate diploma**

The award conferred following the successful completion of a course of at least two years duration full-time, or equivalent part-time.

**Award**

The qualification (Associate Diploma, Diploma, Bachelor's degree, Graduate Diploma or Master's degree) conferred upon a student following the successful completion of a course.

**Bachelor's Degree**

The award conferred following the successful completion of a course of at least three years' duration full-time, or equivalent part-time.

**Campus**

The basic academic organisational unit of the College. The College comprises the following five campuses:

- City
- Magill
- Salisbury
- Sturt
- Underdale

**Code number**

The number assigned to each unit which is used to identify that unit on the College's record system.

**Contact time**

The number of hours per week a student spends in class; for example, in tutorials, lectures, workshops and practical sessions. Non-contact time is that devoted to private study; for example, assignment preparation, skills practice, research and reading.

**Core units**

Compulsory units within the required area or areas of specialisation.

**Co-requisite unit**

A unit which must be taken concurrently with another unit in a particular subject or study area.

**Corporate fee**

All students are required by the College Act to pay a Corporate Fee. The funds are used to support College student organisations.

**Course**

A program of study which leads to an award.

**Course Co-ordinator**

The staff member responsible for a particular course.

**Deferment**

Once offered a place in a course a student may apply through SATAC to postpone their study for a specified period, usually one year.

**Diploma**

The award conferred following the successful completion of a course of three years' duration full-time or equivalent part-time.

**Elective units**

Units chosen freely from the total range offered by the College provided that the individual unit prerequisite is met.

**Enrolment**

Enrolment is the procedure by which a person becomes a student of the College. It comprises two processes; for details see Academic Enrolment and Registration.

**External student**

A person undertaking study by correspondence on either a full-time or part-time basis.

**Exemption**

Exemption is defined as release in writing from part of the study and/or assessment requirements of a particular unit. It is granted after enrolment on the basis of either approved studies already completed at another tertiary or post secondary institution or work already undertaken or performed in a particular area relevant to the College unit.

N.B. The granting of exemption from part of the requirements of a unit will not reduce the HECS liability for that unit.

**Full-time student**

A student undertaking at least seventy five per cent of the amount of work described by the College as a year's work. The normal annual workload of a full-time student is 36 points.

**Graduate diploma**

The award conferred following the successful completion of a course of at least one years' duration full-time, or equivalent part-time. The course follows the successful completion of a degree or diploma or an equivalent qualification.

**Identity number**

The number given to a student during the registration/enrolment process. It is used as a means of identification on all official College forms.

**Internal student**

A student who attends regular, scheduled classes at the College.

**Lecturer**

The academic staff member responsible for the unit.

**Master's degree**

The award given following the successful completion of a course of at least two years' duration full-time, or equivalent part-time. The course follows the successful completion of a degree.

**Mature age student**

A person over twenty one years of age who does not meet the entry requirements of a particular course and is admitted to that course through mature age entry provisions.

**Mixed mode student**

A student who is enrolled for some units in the external mode at the same time as being enrolled as an internal student.

**Mode of study**

Refers to the way in which a unit or course is taught: Internal or External.

**Optional units**

Units chosen from a limited range within a particular study area.

**Part-time student**

A student who undertakes less than seventy five per cent of a normal annual full-time load in any two consecutive semesters. The student is enrolled in 26 points or less.

**Point**

A point represents forty hours of student work, including both contact and non-contact time. The normal annual workload for a full-time student is 36 points or 1440 hours (that is 36 points x 40 hours = 1440 hours).

**Postgraduate course**

An advanced level course available only to people holding a first degree or diploma.

**Prerequisite**

A unit, sequence of units or other studies which must be successfully completed before a student can undertake further study in that particular subject or study area.

**Registration**

Registration is the administrative procedure associated with the collection of statistical data, the creation of a student record and the payment of fees. It occurs prior to or in conjunction with academic enrolment at the Campus where the student will be doing the majority of his/her study.

**Semester**

A sixteen week teaching period, including assessment week; one half of the academic year.

**Sequence**

Units which form a cumulative and connected series.

**Single unit student**

A student enrolled in part of a course who is not proceeding to a College award.

**Status**

Status is defined as credit granted for whole units in a College award on the basis of approved work completed in a course undertaken at another tertiary institution or for work undertaken or performed in a particular area relevant to a College award.

**Student**

An applicant to a course becomes a student of the College in a particular academic year when the registration procedures have been completed. A person remains a student until he/she either resigns or completes the requirements of his/her course.

**Student workload**

The amount of work being undertaken by a student within a year as measured by the aggregated unit point value of the student's enrolment.

**Studies-in-lieu**

Approved studies undertaken at another tertiary or post-secondary institution or in another College course in lieu of normal enrolment in a current College course.

**Study program**

The pattern of units which makes up an approved course for a particular student or group of students.

**Subject**

A discrete area of study, for example English.

**Textbook**

Material that is central to the understanding of a unit. Students are normally required to purchase or have continuous access to books listed as texts.

**Transfer**

The process whereby a student admitted and enrolled in one course of study applies for and is admitted to another course of study offered by the College.

**Undergraduate course**

A course of study leading to a first qualification, such as an associate diploma, diploma or degree.

**Unit**

A discrete, basic component of a course. Units may vary in point value.

**Viva Voce**

An oral examination.

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**CAMPUS HANDBOOKS AND OTHER PUBLICATIONS**


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This handbook is one of five which cover the five campuses of the College at the City, Magill, Salisbury, Sturt and Underdale. These handbooks are prepared primarily for use within the College. A list of courses offered on each Campus is given below. Please note that not all courses have an intake each year.

**City Campus****Undergraduate**

dance  
interpreting and translating: Italian, Modern Greek, Vietnamese  
labour studies  
liberal studies  
music  
secondary teacher education: drama, languages, music  
educational theatre  
women's studies

**Graduate and postgraduate**

educational administration  
in-service teacher education  
jazz  
interpreting or translating  
secondary teacher education  
women's studies

**Magill Campus****Undergraduate**

business (accountancy, applied economics, banking and finance, business computing, office administration)  
communication studies  
early childhood education  
human services (child care)  
journalism  
junior primary and primary teacher education  
liberal studies  
secondary teacher education - accounting and economics, business

**Graduate and postgraduate**

business and business education  
child development  
early childhood education  
educational computing  
in-service teacher education  
junior primary and primary teacher education  
parent education and counselling  
teacher librarianship

**Salisbury Campus****Undergraduate**

community work  
junior primary and primary teacher education  
liberal studies  
nursing (pre-registration)  
nursing (post-registration)  
recreation, planning and management  
transport studies  
wildlife and park management

**Graduate and postgraduate**

in-service teacher education  
outdoor education and outdoor leadership  
teaching English to speakers of other languages

**Sturt Campus****Undergraduate**

developmental disabilities  
junior primary and primary teacher education

liberal studies  
middle school teacher education  
nursing (pre-registration)  
nursing (post-registration)

**Graduate and postgraduate**

health education  
in-service teacher education  
nursing  
professional development  
special education

**Underdale Campus****Undergraduate**

Aboriginal studies and teacher education  
adult and further education  
design  
exercise and sports science  
human services  
human resource development  
liberal studies  
junior primary and primary teacher education  
nursing  
secondary teacher education - art, design, family and community studies, physical education, and technology and industrial arts  
training and development  
visual arts

**Graduate and postgraduate**

Aboriginal studies and teacher education  
adult and further education  
curriculum leadership  
design  
distance education  
family and community studies  
human resource development  
in-service teacher education  
liberal studies  
literacy and language education  
occupational education  
religions education  
technology and industrial arts  
visual arts

**THE GENERAL INFORMATION HANDBOOK**

The General Information Handbook is concerned with policy and procedures related to students, such as - deferment, assessment, graduation, appeals, transfer between courses, status, and so on. This will be available free in 1991.

**THE PROSPECTUS**

The 'Prospectus' gives general information about the College, including student services and facilities, application procedures, and an overview of courses. Although it is intended primarily for prospective students it may also prove useful for enrolling students.

**EXTERNAL STUDIES HANDBOOK**

The External Studies Handbook gives details of all courses and units offered externally. Copies will be available for reading at enrolment, or at the Student Information Centre at the City Campus.

**LIBRARY GUIDE**

The College Library, which provides full library services on all campuses, publishes a comprehensive guide to its resources, services and special features. This is supplied to students during orientation sessions or may be obtained at the circulation desk at no charge.

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**STUDY OPPORTUNITIES**


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**EXTERNAL STUDIES**

The South Australian College of Advanced Education provides a range of courses for study in the external mode which is one of the most diverse in Australia. Study in the external mode is becoming increasingly popular for social and academic reasons as well as geographical ones. Working people with community and family commitments and those who have transport problems or are immobilised find that external study best suits their needs and lifestyles. Over three thousand students are enrolled in external studies through the South Australian College of Advanced Education.

The Head of External Studies is located at Underdale, together with a group of specialised production staff, and staff who service the academic programs offered through the different campuses of the College.

External study incorporates a variety of teaching approaches. Study materials prepared by teaching staff are sent by post to students located in metropolitan and rural areas throughout Australia and overseas. The learning materials vary with the type of subject being studied. Typically, study guides and books of readings are provided, and where appropriate more specialised resource materials such as audio tapes, video tapes, maps and slides. Library services are also available to external students.

There is generally no requirement to attend lectures, although in some courses attendance at workshops and seminars is required. Other contact with lecturers is usually by telephone, letter or audio-tape.

Full details of courses and units offered in the external mode are given in the External Studies Handbook. The Handbook is available from the campus offices of the External Studies Unit, the Course Information Centre at the City campus of the College, and Student Records on each campus.

**STUDY AT OTHER CAMPUSES OF THE COLLEGE**

In many College courses provision has been made for students to take units of other campuses at the College as part of the course requirements. Details of units offered at other campuses are given in the faculty handbooks.

In all cases the course co-ordinator must approve such enrolments.

**STUDY AT OTHER INSTITUTIONS**

In some College courses provision has been made for students to take units at other institutions as part of the course requirements, for example as electives.

In all cases the course co-ordinator must approve such enrolments.

**STUDENT EXCHANGE OVERSEAS**

State University College at Buffalo, USA  
The South Australian College of Advanced Education has had a student exchange program with the State University at Buffalo, New York, since 1976.

The exchange is open to students from both Institutions so that they may continue their studies in a foreign setting. The period of study is for one semester and is fully credited by both institutions.

Further information regarding the program is available from:

The Campus Secretariat at your Campus.

**Other Overseas/Exchange Programs**

From time to time other exchange programs are available.

For information contact the Academic Officer: Exchange.

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 SOUTH AUSTRALIAN COLLEGE OF ADVANCED EDUCATION – CITY CAMPUS
 

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The City Campus, located centrally in the educational environment of Kintore Avenue and North Terrace, offers courses which respond to professional and community trends and result in the acquisition of widely recognised and esteemed qualifications.

The Campus focuses on specific awards including Music, Dance, Educational Theatre, Languages, Teacher Education, Women's Studies and Labour Studies.

Associate Diploma courses in Music (Jazz) and Arts (Liberal Studies) allow students the opportunity to sample a range of complementary disciplines of their interest before moving to more specific career choices.

The Labour Studies course offers special opportunities for access to tertiary education to trade union officials and shop stewards, groups who, in the past, may not have had the opportunity for tertiary education.

From 1991, the Bachelor of Arts (Labour Studies) will be available to students wishing to improve their skills and qualifications to meet the demands placed on them by changes in unions, workplaces, etc.

The City Campus offers major studies in the College-wide award Bachelor of Liberal Studies. The course has been designed to meet the needs of those who wish to combine liberal arts with skills-based subjects in order to prepare for careers of their choice. It will also cater to those who wish to complete a general degree and then move on to undertake specific vocational training at postgraduate level. Major studies offered at the City Campus will include English, History, Languages, Women's Studies, Drama\* and Music\*.

The Bachelor of Arts (Educational Theatre) is another innovative award offered at the City Campus. This course provides a unique opportunity to train for specialist teaching in high schools as well as broad aspects of theatre, which could lead to careers in theatre administration, co-ordination for theatre projects, adult and youth work or theatre for the disabled.

Australia's first Bachelor of Arts degree in Dance continues to provide access to students who wish to pursue dance in an academic environment and enter careers in dance and drama related professions.

The Campus also provides a major teaching venue for Interpreting and Translating and Language Studies in Modern Greek, Italian and Vietnamese.

Women's Studies is offered at undergraduate and postgraduate levels. The Master of Arts [Women's Studies] will be available in both the internal and external modes. These awards provide access for professional people who may wish to focus on the Women's Studies aspect of their careers.

The City Campus is responsible for the only end-on pre-service course for secondary teachers in the advanced education sector, and the Bachelor of Education (In-service) specialisations allows teachers to upgrade their qualifications from a Diploma to a Degree. The Master of Education is also offered in Educational Administration.

\*Subject to staff availability.

The Campus, is of course, a major centre in South Australia for music performance, education and individual instruction. Courses are offered through active participation in chamber orchestral, string orchestral, big band, concert choir, studio orchestral and vocal jazz modes.

In summary, the courses leading to awards offered by the City Campus are as follows:

Associate Diploma of Music (Jazz)  
Associate Diploma of Arts (Labour Studies)  
Associate Diploma of Arts (Liberal Studies)

Bachelor of Arts (Dance)  
Bachelor of Arts (Educational Theatre)  
Bachelor of Arts (Interpreting and Translating)  
Bachelor of Arts (Liberal Studies)  
Bachelor of Arts (Labour Studies)\*\*  
Bachelor of Music

Bachelor of Education (In-service)  
Specialisations:

Educational Administration  
Italian Studies  
Modern Greek Studies  
Women's Studies

Graduate Diploma of Arts (Women's Studies)  
Graduate Diploma of Education (Educational Administration)  
Graduate Diploma of Education (Secondary)

Master of Arts (Women's Studies)  
Master of Education (Educational Administration)

\*\*Pending accreditation

BLANK

## CITY CAMPUS STAFF

## SCHOOL OF ARTS

## Academic Staff

Brown, Robert J BA MA(Hons) MA DipEd DipTchg BED  
MACE MACEA  
Head of School

Allen, Margaret BA(Hons) MA  
Senior Lecturer

Beasley, Christine BA(Hons) DipEd MED MA  
Lecturer

Betschild, Myra DipPhysEd GradDipHlthCouns MA  
Lecturer

Bridge, Kennedy J BA DipEd DipSocSci(SocioI)  
Lecturer

Broomhill, Raymond C BA(Hons) DipEd PhD  
Senior Lecturer

Brownlee, Mary TCed(Prim) TC(Sec) BSc(Hons) MED  
Lecturer

Coppola, Guido BEd(Music) Grad Dip(CommLang)  
Lecturer

Deliyannis, Kyriacos BA(Hons) BA  
Lecturer

England, Gerald, C BA DipEd BEd BEdStud(Hons)  
MACEA  
Senior Lecturer

Frazis, George BA(Hons) DipEd  
Lecturer

Galessi, Sergio BA(Hons) DipCap DipT  
GradDipArt(Music) NAATI Level III  
Lecturer

Ganzis, Nicholas BA(Hons) DipEd DipT CertModGk  
Senior Lecturer

Hancock, Bruce

Harmstorf, Ian A BA(Hons) DipT MA PhD  
Senior Lecturer

Hellander, P BA(Hons) NAATI Level III  
Lecturer

Hunt, John F BA(Hons) DipEd MA  
Lecturer

Kiek, J Rollo BA DipT LGSM MA  
Lecturer

Maddock, Trevor

Mauro, Angela BA(Hons) NAATI Level III  
Lecturer

Menary William BA(Hons) MA CertEd TechCert  
Lecturer

Mitton, Madge W BA(Hons) DipEd MLitt PhD  
Lecturer

Mosler, David F BA MA PhD  
Lecturer

Nicol, Robert BA(Hons) MA(Hons) PhD  
Senior Lecturer

Nien, Sr Marie Tran Thi Bacc BEd DipT  
Lecturer

Nilsson, Eleanor A BA(Hons) DipEd  
Lecturer

O'Leary, Gregory D BA(Hons) PhD  
Senior Lecturer

Pocock, Barbara BEc(Hons)  
Lecturer

Rubichi, Romano BA(Hons) DipT GradDipLangT  
Senior Lecturer

Schaffer, Kay BA MA PhD  
Senior Lecturer

Schwerdt, Dianne O BA(Hons) MA MA DipEd MA MACE  
Lecturer

Shanahan, Ross M BA AEd MA  
Senior Lecturer

Trafford-Walker, Lawrence BA DipEd BEd PhD RFD  
MACE MAPsS  
Senior Lecturer

Tuffin, P G BA(Hons) PhD  
Senior Lecturer

Woods, Jack BA DipEd MEdAdmin(Hons) MACE AFAIM  
FACEA  
Lecturer

Wright, Patrick BA(Hons) DipEd  
Lecturer (on secondment)

## General Staff

Barlow, Judy  
Clerical Officer - Labour Studies

Do, Huong  
Clerical Officer - Vietnamese Studies

Hinds, Carmen  
Clerical Officer, Field Experience

Reitano, Marie AsDipI/T  
Clerical Officer

Richards, Noreen  
Clerical Officer

## SA SCHOOL OF PERFORMING ARTS

## Academic Staff

Chatterton, Brian DipT(Prim), BMus(Hons)  
Head of School, Senior Lecturer

Anthony, Meredith AUA GradDipGpWk  
Senior Lecturer

Bourne, Warren ATCL LTh BMus(Hons) MA PhD  
Senior Lecturer

Crellin, Keith BMus(Hons) GradDipMus  
Lecturer

Crompton, Barbara BEd DipRBTC GoldMedal(LAMDA)  
MACE  
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DipEd(Movement and Dance)  
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Lecturer

Hennessy, William  
Lecturer

Hower, Bob BMusEd  
Lecturer

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McKenzie, John DipRSAM LRAM DipT(Sec) DipT(Prim)  
Senior Lecturer

Miller, Kevin Post-GradAA  
Lecturer

Mills, Alan BA MA  
Senior Lecturer

Roche, David BA MSc(Hons)  
Senior Lecturer

Roche, Francine BA MFA  
Lecturer

Rosevear, Jennifer BMus(Hons) DipEd Grad  
DipT(Jazz Ed) AMusA  
Lecturer

Rubens, P BA RBTC Dip DipT(S&D) FTCL MA GradDipHC  
GradDipSocSci MACE FCollP  
Lecturer

Whittington, Stephen BMus(Hons)  
Lecturer

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Dennie, Jim  
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Jasowski, Richard  
Technical Officer

Lavazanian, Yvette  
Clerical Officer

Lowe, Vanessa  
Clerical Officer

Rose, Barbara  
Clerical Officer

Stevens, Helen  
Clerical Officer

#### CAMPUS STAFF

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Dean

Webb, Valmai E  
Campus Secretary

Atkins, Cyril  
Clerical Officer

Boote, Mark  
Library

Bradshaw, Robin  
Resource Officer: Finance

Brazier, Joyce  
Tea Attendant

Burns, Marion  
Student Services

Cambridge, Robert  
Caretaker

Campbell, Neil  
Clerical Officer

Cleworth, Julianne  
Student Records Officer

Colwell, Evelyn  
Library

Dutton, Tina  
Library

Garreffa, Julie AsDip I/T  
Clerical Officer

Graham, Jennifer  
Library

Hebenstreit, Sally BA  
Student Counsellor

Howell, Sam  
Clerical Officer

Jaensch, Ann Marie  
Library

James, Stephen  
Caretaker

Keable, Diane  
Secretary to the Dean

Lucia-Brown, Candida  
Clerical Officer

McIntosh, William  
Resource Officer: Site Administrator

Nestler, Robert  
Caretaker

Newnham, Peter  
Library

Nowicki, George  
Caretaker

Pimlott, Joanne BA DipEd  
Career Counsellor

Saxon, Marilyn  
Resource Officer: Staffing

Sheppard, Heather DipT  
Academic Officer

Sierp, Gillian BA(Hons) DipEd  
Clerical Officer

Slater, Ruth  
City Campus Librarian

Swiderek, Alison  
Library

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**UNDERGRADUATE: COURSE STRUCTURES AND UNIT DETAILS**

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**ASSOCIATE DIPLOMA OF ARTS (LABOUR STUDIES)**  
**Undergraduate**
**COLLEGE CODE: CALS**  
**SATAC CODE: NON-SATAC**
**CO-ORDINATOR**  
 Greg O'Leary, City

 ULS005 Political Economy 1 1  
 ULS006 Political Economy 2 2

**INTRODUCTION**

The course provides studies on the nature and role of work in the context of Australian society. It examines the relationship between work experience and society; the political, economic and social structure of Australian society and the growth, development and current situation of trade unions and the trade union movement. The course is intended mainly, though not exclusively, for persons already in the workforce and for those involved with or interested in trade unions.

The following units may also be available to Bachelor of Arts students:

**Optional Units**

 ULS008 Trade Unions and the Third World 2  
 ULS009 Australian Labour History\*  
 ULS010 Occupational Health & Safety:  
           Workplace and Union Perspectives 1  
 ULS011 Gender, Work and Society\*  
 ULS012 Trade Unions: An International  
           Comparison\*  
 ULS013 Work, Race and Culture 1  
 ULS014 Issues in Labour Studies:  
           Award Restructuring 2

**LENGTH OF THE COURSE**

The course requires two years of full-time study or the part-time equivalent. On a part-time basis, the course would normally take four to five years to complete.

**Practical Project**

 ULS016 Practical Project (Part 1) 1  
 ULS017 Practical Project (Part 2) 2  
           (9 points each)

**LOCATION**

The course is offered at the City Campus of the South Australian College of Advanced Education. As of January 1991, this Campus will become part of the University of Adelaide.

\* Not offered in 1991

**EXTERNAL STUDIES**

Most units are available by external study. Please consult the 1991 External Studies Handbook for further details.

**LIBERAL STUDIES**
**Labour Studies**

Staff availability and student demand will determine which of the many Labour Studies units listed below will be available year by year to students in the Associate Diploma of Arts (Liberal Studies)

**ENTRY REQUIREMENTS**

The course is intended primarily for people with work experience. Special consideration will be given to those applicants who have qualifications and experience derived from their work, such as trade certificates, and an interest or involvement in union affairs.

**UNIT CODES**

ULS001	ULS009
ULS003	ULS010
ULS004	ULS012
ULS005	ULS013
ULS006	ULS014
ULS008	ULS016
	ULS017

**COURSE STRUCTURE**

The 72-point course is comprised of the following components:

Core Units	36 points
Optional Units	18 points
Practical Project	18 points

**BACHELOR OF ARTS (LIBERAL STUDIES)**

The following units constitute a Labour Studies major within the Bachelor of Arts. Staff availability and quota restrictions apply:

ULS001	Work Studies 1
ULS002	Work Studies 2
ULS003	Union Studies 1
ULS004	Union Studies 2
ULS005	Political Economy 1
ULS006	Political Economy 2

Units studied in each component of the course are listed in the summary table below. The Optional Units are selected from the range listed.

**FURTHER INFORMATION**

For details of units refer to Labour Studies (Undergraduate) section of this Handbook.

**PREREQUISITES**

Are indicated in unit outlines.

**COURSE UNITS**

Refer to the BACHELOR OF ARTS (LABOUR STUDIES) section on page 35 for unit details.

**UNIT**  
**CODE**    **UNIT TITLE**  
 (All units are 6 points)

Core Units		Semester
ULS001	Work Studies 1	1
ULS002	Work Studies 2	2
ULS003	Union Studies 1	1
ULS004	Union Studies 2	2

**ASSOCIATE DIPLOMA OF ARTS (LIBERAL STUDIES)**  
Undergraduate

COLLEGE CODE: CALI  
SATAC CODE: CALI

**COURSE CO-ORDINATOR**  
Robert Nicol, City

Electives\*      Studies totalling 18 points  
(eg 3 x 6 point units)

**INTRODUCTION**

The Associate Diploma of Arts (Liberal Studies) is intended to fulfill a vocational function, in bridging the gap between the intellectual demands of secondary schooling and a wide range of professional careers or more specialised academic studies, and to provide mature-age higher education to the wider community.

People who may find the course rewarding include:

- school leavers who wish to have a general introduction to tertiary education before making decisions about specific vocational or academic training;
- people with specific job skills who are already working but who for professional reasons may want to work at a tertiary level;
- people of any age who would like to undertake a more structured exploration of areas of interest, within the framework of a tertiary course.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City Campus.

**LENGTH OF THE COURSE**

The course requires two years of full-time study or the part-time equivalent.

**EXTERNAL STUDY**

The course is also offered in the external mode. For details consult the External Studies Handbook.

**ENTRY REQUIREMENTS**

The normal entry requirement for this course is the satisfactory completion of South Australian Year 12 studies or the interstate/overseas equivalent;

or  
completion or part-completion of a recognised higher education award;

or  
Mature Age Entry - people 21 years of age or over on 1 January of the year in which they wish to enrol, regardless of whether they have completed Year 12, may apply through the Mature Age Entry Scheme;

or  
completion of a relevant South Australian Department of Technical and Further Education certificate, or equivalent, requiring at least one year of full-time study (or part-time equivalent).

**COURSE STRUCTURE**

The award consists of the equivalent of 12 semester units, each of 6 points in value, for a total of 72 points.

Students are required to undertake studies in at least 3 subject areas as follows:

- Subject area 1    A minor of 24 points  
(eg 4 x 6 point units)
- Subject area 2    A second minor of 24 points  
(eg 4 x 6 point units)
- Subject area 3    A minimum of 6 points  
(eg 1 x 6 point units)

- \* Students may use the electives component to:
- (a) sample other subject areas; and/or
  - (b) augment minors to a maximum of 36 points; and/or
  - (c) augment Subject Area 3 to a maximum of 24 points for a third minor.

**COURSE UNITS**

Units are chosen from the wide range of subject areas listed below under the categories of General Studies and Professional Studies.

**GENERAL STUDIES**

Australian Studies  
Dance+  
Drama\*  
English  
History  
Italian Studies  
Interpreting and Translating  
Jazz  
Labour Studies  
Modern Greek Studies  
Multicultural Studies  
Music\*  
Vietnamese Studies  
Women's Studies

- + subject to audition  
\* limited range of units

**PROFESSIONAL STUDIES**

Through this award, students may have access to studies at any of the College's other campuses. Students wishing to undertake such studies should consult with the Course Co-ordinator.

**AUSTRALIAN STUDIES**

A combination of units from English, History, Labour Studies, Drama and Dance. Some units require special approval from the Co-ordinator. Units will be made available subject to enrolment quotas, staff availability and special conditions pertaining to admission to the courses from which the units are drawn.

**Unit Codes**

TDA105	ULS001	ULS006
UDR301	ULS002	UHY009
UEN001	ULS003	ULS009
UHY001	ULS004	ULS010
UHY002	ULS005	ULS014
UHY008		

**MULTICULTURAL STUDIES**

A combination of units from Italian Studies, Modern Greek Studies, Vietnamese Studies, Interpreting and Translating, History and Labour Studies. Some units are available only with the special approval of the Co-ordinator, being subject to staff availability and student demand.

**Unit Codes**

BCT001	BCG006	UHY002
BCT002	BVT001	ULS011
BCT003	BVT002	ULS013
BCG001	BVT017	BTR101
BCG002	BCU300	BCU100
BCG003	BCU301	BCU200
BCG004	UHY001	BCU201

**ASSOCIATE DIPLOMA OF MUSIC (JAZZ)**  
 Undergraduate

 COLLEGE CODE: CAJA  
 SATAC CODE: CAJA

**COURSE CO-ORDINATOR**  
 Hal Hall, City

**INTRODUCTION**

The Associate Diploma of Music (Jazz) provides a program of study for the performing musician who already possesses satisfactory technical skills.

The course aims to develop the student's potential for jazz performance, composition and arranging, while providing a thorough knowledge of the theoretical and historical aspects of jazz. Any instrument or voice may be studied.

This course provides training in professional jazz and popular music performance, introducing students to the various styles of jazz ranging from New Orleans to contemporary, and providing them with a thorough knowledge of the theoretical and historical aspects of jazz.

**ENTRY REQUIREMENTS**

The normal entry requirements for this course are a satisfactory audition on the applicant's principal instrument and the successful completion of South Australian Year 12 studies or the interstate/overseas equivalent.

People who have previously undertaken post-secondary study or who have special circumstances may also apply. They should give full details of their circumstances on the application form.

Selection is based mainly on the audition. However, Year 12 results or the equivalent are also taken into account by the Selection Committee.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City.

**LENGTH OF COURSE**

The course requires two years of full-time study, or four years of part-time study.

**NOTE ON ATTENDANCE**

There are specific attendance requirements for all School of Performing Arts programs. In particular, students are expected to attend all classes, lectures or ensemble sessions and the regulations require students to provide reasonable explanations for, or proper notification of, failure to attend. Students who do not comply with these regulations may be failed in a given unit. Full details on attendance requirements are available from the course co-ordinators and lecturers.

**COURSE STRUCTURE**

The 72-point course consists of two main components:

Core Units	30 points
Related Music Disciplines	42 points

Course units studied are set out in the accompanying table.

**STUDY PROGRAM**
**Year 1**

	Core Units	Point Value
BJA100	Jazz Performance 1	9
BJA101	Small Jazz Ensemble 1	6
BJA102	Large Jazz Ensemble 1	3

**Related Music Disciplines**

BJA103	Improvisation 1	6
BJA104	Jazz Theory 1	3
BJA105	Jazz Piano Class 1	3
BJA106	Jazz Arranging	3
BJA107	Jazz History 1	3
BJA108	Aural Training 1	3

**Year 2**

	Core Units	
BJA200	Jazz Performance 2	9
BJA201	Small Jazz Ensemble 2	6
BJA202	Large Jazz Ensemble 2	3

**Related Music Disciplines**

BJA203	Improvisation 2	6
BJA204	Jazz Theory 2	3
BJA205	Jazz Piano Class 2	3
BJA208	Aural Training 2	3

**LIBERAL STUDIES**
**Jazz**

Subject to enrolment quotas, staff availability, consultation with the Co-ordinator and audition as for admission to the Associate Diploma of Music (Jazz), several of the Jazz units listed will be made available to students in the Associate Diploma of Arts (Liberal Studies).

**Unit Codes**

BJA104  
 BJA107  
 BJA204

**UNIT DETAILS**

BJA100	Semester: 1 and 2
JAZZ PERFORMANCE 1	9 pts

This unit aims to develop the students performing skills on a principal instrument.

Progressive technique appropriate to the student's level of attainment, supported by the content of BJA103 is pursued in this unit.

Assessment: Semester 1: 15 minute examination 40%; Semester 2: 20 minute examination 60%. Students must also attend Instrumental Workshop (1 hr/week).

Textbooks: As selected by lecturer;  
 Real Book 1.

Contact time: 2.5 hours per week for 2 semesters

Prerequisite: Nil  
 Co-requisite: Theory 1, Improvisation 1  
 BJA104, BJA103

Lecturer: Hal Hall, City

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**BJA101** Semester: 1 and 2  
**SMALL JAZZ ENSEMBLE 1** 6 pts

This unit aims to develop ensemble sensitivity through the medium of small jazz ensembles. Activities include rehearsals and performances in various styles of jazz.

**Assessment:** There is an examination of 30 mins. playing time at the end of semesters 1 and 2, the results of which comprise 50% of the semester grade. Continuous assessment for the semester comprises the other 50%. Students enrolled in the small ensemble unit must attend Jazz Forum each week. Students are required to perform at least twice per semester at the Jazz Forum.

**Textbooks:** As selected by lecturer

**Contact time:** 4 hours per week for 2 semesters  
2 X 1.5 hour rehearsal, 45 min. of which will be supervised; 1 hour/week Jazz Forum

**Prerequisite:** Nil

**Co-requisite:** Performance 1

**Lecturer:** Bruce Hancock, City

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**BJA102** Semester: 1 and 2  
**LARGE JAZZ ENSEMBLE 1** 3 pts

This unit aims to develop ensemble sensitivity through the medium of large jazz ensembles. Activities include rehearsals and performance in various styles of jazz for Big Band or Jazz Choir.

**Assessment:** Satisfactory participation in rehearsals and performances. Students are required to make themselves available for public performances and tours; the dates of which will be decided at the beginning of the year.

**Textbooks:** To be selected by lecturer

**Contact time:** 3 hours per week for 2 semesters

**Prerequisite:** Nil

**Lecturer:** Hal Hall, City

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**BJA103** Semester: 1 and 2  
**IMPROVISATION 1** 6 pts

This unit aims to enable students to develop and apply improvisational techniques. The unit considers the application of basic improvisational techniques such as rhythm, modal scales and patterns to the Jazz repertoire. The study of various styles beginning with Dixieland to Swing, and Blues up to Early Be Bops also are considered. One hour of contact time will be devoted to the practical application of Afro-American rhythms.

**Assessment:** Continuous based on assignments and participation in class. Written and practical examination at end of each semester. Improvisation: 80%; Rhythm: 20%.

**Textbooks:** Techniques of Improvisation  
Berklee Latin American Rhythms  
Humberto Morales

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**Contact time:** 1 X 2 hour lecture, plus 1 X 1 hour Applied Rhythm Class

**Prerequisite:** Jazz Theory 1

**Co-requisite:** Theory 1, Jazz Piano Class 1 (BJA105)

**Lecturer:** Hal Hall, City

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**BJA104** Semester: 1 and 2  
**JAZZ THEORY 1** 3 pts

The unit aims to provide a theoretical framework which students can implement in jazz improvisation, composition and arranging. The unit considers nomenclature of chords, functional harmony and the studies of related harmonies, aural training, jazz rhythms and phrasings. All theoretical aspects will be followed by practical application.

**Assessment:** Weekly assignments (50%) and examination at the end of each semester (50%)

**Textbook:** Grove, D. The Encyclopaedia of Basic Harmony and Theory Applied to Improvisation on all Instruments. Vol II.

**References:** Piston, Walter and Ce Voto, Mark Harmony.

**Contact time:** 2 hours per week

**Prerequisite:** Nil

**Lecturer:** Hal Hall, City

---

**BJA105** Semester: 1 and 2  
**JAZZ PIANO CLASS 1** 3 pts

This unit aims to provide sufficient stylistic knowledge and technique to allow the student to use keyboard as a means of relating to other units (eg. Theory, Arranging, etc.).

**Assessment:** Assignments/Projects 25%  
Written and Practical examination at the end of each semester 75%

**Textbook:** Real Book 1.

**Contact time:** 1 hour per week for 2 semesters

**Prerequisite:** Nil

**Co-requisite:** Theory 1 (BJA104), Aural Training 1 (BJA108)

**Lecturer:** Hal Hall, City

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**BJA106** Semester: 1 and 2  
**JAZZ ARRANGING** 3 pts

This unit aims to enable students to score and write instrumental parts for various small ensemble combinations.

The unit considers calligraphy, effective range and transposition of instruments, an awareness of the individual characteristics of instrumental playing and scoring.

**Assessment:** Weekly assignments to be assessed in class 70%; end of semester examinations 30%

**Textbooks:** No set text

**Contact time:** 1 hour per week for 2 semesters

**Prerequisite:** Jazz Theory 1 (BJA104), Aural Training 1 (BJA108), Jazz Piano Class 1 (BJA105), Improvisation 1 (BJA103)

**Lecturer:** Hal Hall, City

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**BJA107** Semester: 1 and 2  
**JAZZ HISTORY 1** 3 pts

Study analysis, and application of the various styles of jazz ranging from New Orleans to contemporary.

Assessment: One written/listening examination each semester 50%; assignments 50%

Textbook: Collier, J. L., The making of Jazz - a comprehensive history. Hart-Davis MacGibbon, 1978.

Contact time: 1 hour per week for 2 semesters  
 Prerequisite: Nil  
 Lecturer: Hal Hall, City

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**BJA108** Semester: 1 and 2  
**AURAL TRAINING 1** 3 pts

This unit aims to develop the aural recognition and comprehension of the basic elements of rhythm, melody and harmony, together with sight-reading and singing.

The unit includes: progressive sight-singing exercises; progressive exercises in rhythmic reading and general aural skills, including interval and chord recognition and dictation.

Assessment: By attendance and performance in classes, and regular assessment tests

Textbooks: Materials devised by tutor, supplemented by: Hindemith, P., Elementary Training for Musicians. Mainz, Schott, 1949. Szonyi, E., Musical Reading and Writing. London, Boosey and Hawkes, 1973-1979. Trubitt, A. & Hines, R., Ear Training and Sight Singing. New York, Schirmer, 1979.

Contact time: 1 x 1 hour workshop  
 Prerequisite: Nil  
 Lecturer: Alan Mills, City

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**BJA200** Semester: 1 and 2  
**JAZZ PERFORMANCE 2** 9 pts

This unit aims to further develop the students performing skills on principal instrument.

Progressive technique appropriate to the student's level of attainment supported by the content of BJA203 is pursued in this unit.

Assessment: Semester 1: 20 min. examination 30%; Semester 2: 30 min. recital 70%. Students must also attend Instrumental Workshop (1 hr/week).

Textbooks: As selected by lecturer  
 Real Book 1

Contact time: 2.5 hours per week for 2 semesters  
 Prerequisite: BJA100  
 Co-requisite: BJA203, BJA204  
 Lecturer: Hal Hall, City

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**BJA201** Semester: 1 and 2  
**SMALL JAZZ ENSEMBLE 2** 6 pts

This unit aims to further develop ensemble sensitivity through the medium of small jazz ensembles.

Activities include rehearsals and performances in various styles of jazz.

Assessment: There is an examination of 30 mins. playing time at the end of semesters 1 and 2, the results of which comprise 50% of the semester grade. Continuous assessment for the semester comprises the other 50%. Students enrolled in the small ensemble unit must attend Jazz Forum each week. Students are required to perform at least twice per semester at the Jazz Forum.

Textbooks: To be advised by lecturer  
 Contact time: 4 hours per week for 2 semesters  
 2 X 1.5 hour rehearsal, 45 min. of which will be supervised; 1 hour/week Jazz Forum

Prerequisite: BJA101  
 Co-requisite: Performance 2  
 Lecturer: Bruce Hancock, City

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**BJA202** Semester: 1 and 2  
**LARGE JAZZ ENSEMBLE 2** 3 pts

This unit aims to develop ensemble sensitivity through the medium of large jazz ensembles.

Activities include rehearsals and performance in various styles of jazz for Big Band or Jazz Choir.

Assessment: Satisfactory participation in rehearsals and performances. Students are required to make themselves available for public performances and tours the dates of which will be decided at the beginning of the year

Textbooks: To be selected by lecturer  
 Contact time: 3 hours per week for 2 semesters  
 Prerequisite: Nil  
 Lecturer: Hal Hall, City

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**BJA203** Semester: 1 and 2  
**IMPROVISATION 2** 6 pts

This unit aims to enable students to further develop and apply improvisational techniques.

The application of improvisational techniques in be-bop, Blues Modal and Contemporary Styles. This will entail a thorough knowledge of scales, modes and chords and will include transcribing solos, ear training and listening assignments. One hour of contact time will be devoted to the practical application of Afro-American rhythms.

Assessment: By written and practical assessment at the end of each semester.

Textbooks: Real Book 1  
 Coker, J., The Complete Method of Improvisation.

Contact time: 3 hours per week for 2 semesters  
 Prerequisite: Improvisation 1 (BJA103)  
 Co-requisite: Jazz Theory 2 (BJA204), Jazz Piano Class 2 (BJA205)  
 Lecturer: Hal Hall, City

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**BJA204** Semester: 1 and 2  
**JAZZ THEORY 2** 3 pts

This unit aims to develop an understanding of the tonal organisation and rhythmic structure of contemporary jazz.

The unit considers modes—study and implementation of chord substitution, poly-tonality, and jazz rhythms. The Lydian Chromatic Concept of tonal organisation is introduced. Continued aural and practical application of above.

Assessment: Weekly assignments assessed in class 50% and examinations at the end of each semester 50%

Textbook: Grove, D. The Encyclopedia of Basic Harmony and Theory Applied to Improvisation on all Instruments. Vol. II & III.

Contact time: 2 hours per week

Prerequisite: Jazz Theory 1 (BJA104)

Lecturer: Hal Hall, City

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**BJA205** Semester: 1 and 2  
**JAZZ PIANO CLASS 2** 3 pts

Further study on stylistic and technical areas of Jazz Piano. Simple accompaniment and improvisation.

Assessment: Assignments/Projects 25%  
 Written and Practical examination at the end of each semester 75%

Textbooks: Haerle, D. Jazz Rock Voicings for the Contemporary Keyboard Players. Studio PR, 1974;  
 Real Book 1.

Contact time: 1 hour per week for 2 semesters

Prerequisite: BJA105

Co-requisite: Theory 2 (BJA204), Aural Training 2 (BJA208)

Lecturer: Hal Hall, City

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**BJA208** Semester: 1 and 2  
**AURAL TRAINING 2** 3 pts

This unit aims to further develop the aural recognition and comprehension of rhythm, melody and harmony, together with sight-reading and singing.

The unit includes progressive sight-singing exercises; progressive exercises in rhythmic reading, and general aural skills including interval and chord recognition and dictation.

Assessment: By attendance and performance in classes, and regular assessment tests

Textbooks: Materials selected by lecturer, supplemented by:  
 Hindemith, P. Elementary Training for Musicians. Mainz: Schott, 1949.  
 Szonyi, E. Musical Reading and Writing. London: Boosey and Hawkes, 1939-1979.  
 Trubitt, A. & Hines, R. Ear Training and Sight singing. New York: Schirmer, 1979.

Contact time: 1.5 hours per week for 2 semesters

Prerequisite: BJA108

Lecturer: Stephen Whittington, City

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**BACHELOR OF ARTS (DANCE)**  
 Undergraduate

 COLLEGE CODE: CBDA  
 SATAC CODE: CBDA

**COURSE CO-ORDINATOR**  
 David Roche, City

**INTRODUCTION**

This course is the first full-time dance degree in Australia. It provides preparation for careers in dance and dance-related professions. There is a strong focus on modern dance, and throughout the award the student is encouraged to explore – separately and collectively – the relationships of movement, reason and intuition.

A core of dance technique, dance composition, repertory, performance and production is supported by academic studies in dance criticism, aesthetic, choreologic studies, and dance history.

**LOCATION**

The course is offered at the South Australian College of Advanced Education – City.

**LENGTH OF COURSE**

The course requires three years of full-time study. It is not available on a part-time basis.

**ENTRY REQUIREMENTS**

The normal entry requirements for this course are the satisfactory completion of South Australian Year 12 studies or the interstate/overseas equivalent and an advanced level of competence or potential in dance.

Candidates will preferably have achieved SA Year 12 Dance (or equivalent) or RAD Elementary Standard. However, candidates with an extensive background in gymnastics, ballroom dancing, swimming, or other disciplined movement-based activities are admitted.

Applicants are auditioned for places in the program. Applicants who do not fully satisfy the normal requirements but demonstrate outstanding dance potential may be admitted.

**COURSE STRUCTURE**

The course comprises a total of 108 points. Students will be required to study 18 points per semester per year for three years.

**YEAR 1**
**Semester 1**

BDA150	Dance Technique 1	6 points
TDA104	Composition 1	3 points
TDA105	Elementary Labanotation	3 points
TDA108	Choreologic Studies 1	3 points
TDA109	Anatomy and Biomechanics for Dancers	3 points

**Semester 2**

BDA151	Dance Technique 2	6 points
TDA106	Repertory 1	3 points
BDA152	Dance History 1	3 points
TDA107	Music for Dance	3 points
BDA154	Arts in Australia	3 points

**YEAR 2**
**Semester 1**

BDA250	Dance Technique 3	6 points
TDA203	Composition 2	3 points
TDA204	Intermediate Labanotation	3 points
BDA252	Dance History 2	3 points
BDA256	Dance Criticism and Styles Analysis 1	3 points

**Semester 2**

BDA251	Dance Technique 4	6 points
TDA205	Repertory 2	3 points
TDA206	Choreologic Studies 2	3 points
BDA254	Dance and the Child	3 points
BDA257	Dance Criticism and Styles Analysis 2	3 points

**YEAR 3**
**Semester 1**

BDA350	Dance Technique 5	6 points
BDA352	Performance and Production (Annual Unit)	
	Electives	6 points

**Semester 2**

BDA351	Dance Technique 6	6 points
BDA352	Performance and Production (Annual Unit)	12 points
	Electives	6 points

**ELECTIVES**

Students may choose electives from the broad range of subjects offered by the College.

Electives offered within the dance program include:

BDA353	Apprenticeship Teaching Program
BDA354/355	Directed Study 1
BDA356/357	Directed Study 2

**LIBERAL STUDIES**
**Dance**

Subject to enrolment quota, consultation with the Co-ordinator and audition as for admission to the Bachelor of Arts (Dance), the following range of units will be made available to students in the Associate Diploma of Arts (Liberal Studies):

**Unit Codes**

BDA150/151	TDA107	TDA204
TDA104	TDA109	BDA252
TDA106	BDA154	TDA206
TDA105	BDA250/251	TDA254
BDA152	TDA203	BDA256
TDA108	TDA205	BDA257

Normal pre-requisites apply for each unit.

## UNIT DETAILS

**BDA150/151** Semester: 1 and 2  
**DANCE TECHNIQUE 1/2** 6 points

Modern dance technique; classical ballet; styles. Styles offered include ballroom, jazz, character, and are dependent on staff availability.

Assessment: Modern dance 60%; classical ballet 30%; styles 10%.

Contact Time: 13.5 hours per week for two semesters

Prerequisites: Nil  
 Lecturer: David Roche, Simi Roche, City

**TDA104** Semester 1  
**COMPOSITION 1** 3 pts

Compositional studies beginning with the investigation of source materials; improvisation; compositional devices; investigation of the principles of art form: individual and group compositional studies.

Assessment: Practical work 90%; dance log 10%.

Contact time: 3 hours per week for one semester

Prerequisites: Nil  
 Lecturer: David Roche, City

**BDA106** Semester: 2  
**REPERTORY 1** 3 pts

Practical studio sessions in the reconstruction and performance of works in modern dance repertory; practical experience in the creation and performance of choreographic work by faculty and visiting artists.

Assessment: Practical work 90%; dance log 10%.

Contact time: 3 hours per week for one semester

Prerequisites: Nil  
 Lecturer: David Roche, City

**TDA105** Semester: 1  
**ELEMENTARY LABANOTATION** 3 pts

Basic principles of Labanotation including directional symbols, gestures, turns, airwork, floor-plans; application of principles and skills through repertory; application of Labanotation to composition.

Assessment: Class work 25%; assignments and tests 25%; Elementary Labanotation Certification 50%.

Textbooks: Hackney, P., Manno, S., and Topaz, H. Elementary Reading Studies. New York: Dance Notation Bureau Press, 1983.  
 Topaz, M. Study Guide - Elementary Labanotation. New York: Dance Notation Bureau Press, 1983.

Contact time: 2 hours per week for one semester  
 Lecturer: Genevieve Shaw, City

**BDA152** Semester: 2  
**DANCE HISTORY 1** 3 pts

An introduction to the history of dance from prehistoric cultures to the Baroque period, focussing particularly on four periods - prehistory/primitive, Medieval, Renaissance and Baroque. Practical studio work recreating dances from the periods studied is also included.

Assessment: Examination 30%; research paper 30%; seminar presentation 20%; practical workshop 20%.

Textbook: Copeland, R and Cohen, M (eds) What is Dance? Oxford: OUP, 1983.

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Anita Donaldson, City

**TDA108** Semester: 1  
**CHOREOLOGIC STUDIES 1** 3 pts

Principles of Choreology; the work of Rudolf Laban; choreological analysis of dance - body, action, space, dynamics and relationship; choreutic analysis; effort analysis; Laban-based systems of notation.

Assessment: Practical studies 30%; choreutic analysis 20%; working notebook 10%; examination 40%.

Contact time: 3 hours per week for one semester

Prerequisites: Nil  
 Lecturer: Anita Donaldson, City

**TDA107** Semester: 2  
**MUSIC FOR DANCE** 3 pts

Elementary music notation; the role of music in dance; music as a stimulus for composition; music for technique class; rhythm ensemble; vocal ensemble; aural studies.

Assessment: Group participation 15%; theory assignments 20%; tutorial presentation 25%; practical work 25%; practical performance 15%.

Contact time: 2 hours per week for one semester

Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

**TDA109** Semester: 1  
**ANATOMY AND BIOMECHANICS FOR DANCERS** 3 pts

Structure and function of human motion systems; anatomy and the dancer; physical and mechanical principles; fitness and lifestyle; application - posture, everyday activities, injury

Assessment: Examination 50%; laboratory assignments 50%

Contact time: 3 hours per week for one semester

Prerequisites: Nil  
 Lecturer: Barry Couzner, Salisbury

**BDA154** Semester: 2  
**ARTS IN AUSTRALIA** 3 pts

Defining the arts; the arts as related disciplines; an examination of key issues; the arts in Aboriginal culture; major Australian artists; national and state institutions supporting the arts.

Assessment: Seminar presentation 30%; group research project 40%; resource folder 30%

Contact time: 2 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Anita Donaldson

**BDA250/251** Semester: 1 and 2  
**DANCE TECHNIQUE 3/4** 6 pts

Modern dance technique; classical ballet; styles. Styles offered include ballroom, jazz, character and are dependent on staff availability.

Assessment: Modern dance 60%; classical ballet 30%; styles 10%

Contact time: 13.5 hours per week for two semesters  
 Prerequisites: BDA150/151  
 Lecturer: David Roche, Simi Roche, City

**TDA203** Semester: 1  
**COMPOSITION 2** 3 pts

Investigation of compositional devices including musical and theatrical aspects; individual and group studies and completed works; performance showings of work created during the semester.

Assessment: Practical class work 50%; choreographic experimentation 25%; performance showings 25%.

Contact time: 3 hours per week for one semester  
 Prerequisite: TDA104  
 Lecturer: Simi Roche, City

**TDA205** Semester: 2  
**REPERTORY 2** 3 pts

The study, reconstruction and performance of works in established modern dance repertory; the creation and performance of new works by faculty and visiting artists.

Assessment: Practical work 60%; class participation 10%; working notebook 10%; performance showing 20%.

Contact time: 3 hours per week for one semester  
 Prerequisite: TDA106  
 Lecturer: Simi Roche, City

**TDA204** Semester: 1  
**INTERMEDIATE LABANOTATION** 3 pts

Advanced principles of Labanotation; movements of specific body parts; combined body movements; application of skills through repertory, composition and choreographic analysis.

Assessment: Classwork 25%; assignments and tests 25%; Intermediate Labanotation Certification Examination 50%.

Textbooks: Topaz, M. Study Guide - International Notation. New York: Dance Notation Bureau Press, 1972  
 Topaz, M. Intermediate Reading Studies. New York: Dance Notation Bureau Press, 1977.

Contact time: 3 hours per week for one semester  
 Prerequisites: TDA105  
 Lecturer: Genevieve Shaw, City

**BDA252** Semester: 2  
**DANCE HISTORY 2** 3 pts

The origins of modern dance in the twentieth century; the development of modern dance; modern dance innovators; dance as reflection of socio-cultural development in the twentieth century; practical studio work recreating dances of the innovators studied.

Assessment: Book report 20%; research paper 40%; seminar presentation 20%; practical workshop 20%

Textbooks: Copeland, R. and Cohen, M. (eds) What is Dance? Oxford: Oxford University Press, 1983

Contact time: 3 hours per week for one semester  
 Prerequisites: BDA152  
 Lecturer: Anita Donaldson, David Roche, City

**TDA206** Semester: 2  
**CHOREOLOGIC STUDIES 2** 3 pts

Advanced study in Choreotic Analysis and notation; advanced study of Effort Analysis and notation; structural analysis of dance works; studies using choreologic principles as a basis for choreographic invention.

Assessment: Effort study 20%; choreotic study 20%; structural analysis 25%; major choreological project 35%.

Contact time: 3 hours per week for one semester  
 Prerequisites: TDA108  
 Lecturer: Anita Donaldson, City

**BDA254** Semester: 2  
**DANCE AND THE CHILD** 3 pts

Dance as a form of knowledge; the nature of aesthetic education; types and stages of development; the history of dance education; the learning environment - practices and strategies, dance activities for children.

Assessment: Minor assignments 40%; written session preparation and evaluation 15%; leading of workshop experiences 25%; participation in discussions 20%

Contact time: 3 hours per week for one semester  
 Prerequisites: Satisfactory completion of Year 1 studies  
 Lecturer: Meredith Anthoney, City and Norma Jenner, Underdale

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**BDA256** Semester: 1  
**DANCE CRITICISM AND STYLES ANALYSIS 1** 3 pts

Theoretical issues of criticism; modes of critical enquiry; historical survey of dance criticism; issues in criticism; skills of dance criticism; practical critical analysis.

Assessment: Research paper 30%; critical reviews 30%; seminar presentation 30%; class contribution 10%

Textbooks: Copeland, R. and Cohen, M. (eds) What is Dance? Oxford: Oxford University Press, 1983

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Anita Donaldson, City

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**BDA257** Semester: 2  
**DANCE CRITICISM AND STYLES ANALYSIS 2** 3 pts

Aesthetic theories and allied concepts – the nature of art, creativity, process and product, perceptions, imagination, feeling, expression; the nature of dance as an art form; dance as a 'language'; the concept of style in dance; methods of dance style analysis; the study of dance styles.

Assessment: Research paper 30%; critical reviews 20%; critical appraisals 30%; seminar presentation 25%; resource folder 20%

Textbooks: Copeland, R and Cohen, M. Ed What is Dance? Oxford: Oxford University Press, 1983.

Contact Time: 3 hours per week for one semester  
 Prerequisites: BDA256  
 Lecturer: Anita Donaldson, City

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**BDA350/351** Semester: 1 and 2  
**DANCE TECHNIQUE 5 & 6** 6 pts

Modern dance technique; classical ballet; styles. Styles offered include ballroom, jazz, character and are dependent on staff availability.

Assessment: Modern dance 60%; classical ballet 30%; styles 10%

Contact time: 13.5 hours per week for two semesters  
 Prerequisites: BDA250/251  
 Lecturer: David Roche, Simi Roche, City

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**BDA352** Semester: 1 and 2  
**PERFORMANCE & PRODUCTION** 12 pts

Students are expected to participate in a three week tour, or equivalent performance arrangements; visiting artists; choreography – the development of student works for performance; costume design and construction – design and creation of costumes; traditional and non-traditional avenues of costume creation; practical aspects of costume making. Lighting design and stage management – practical experience in stage lighting and stage management; design and development of stage plans; cue sheets; colour and special effects. touring the dance company – three week tour; pre-tour preparations; management responsibilities; funding; publicity.

Assessment: Repertory 30%; choreography 30%; costume design and construction 10%; lighting design and stage management 20%; touring the company 20%

Contact time: 9 hours per week average for two semesters

Prerequisites: BDA251, TDA203, TDA205  
 Lecturer: David Roche, Simi Roche, City

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**BDA353** Semester: 1 or 2  
**APPRENTICESHIP TEACHING PROGRAM** 3 pts

Methods of teaching dance; the teaching of community dance groups; construction and teaching of dance lessons.

Assessment: Practical teaching 50%; lesson plans 25%; resource journal 25%

Contact time: 3 hours per week for one semester  
 Prerequisites: Satisfactory completion of Year 2 studies  
 Lecturer: Simi Roche, City

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**BDA354/355** Semester: 1  
**DIRECTED STUDY 1** 3 or 6 pts

This elective provides the opportunity for the scholastically qualified student to undertake an in-depth study in a chosen area of dance scholarship. The student will be required to prepare and present a fully documented paper on the chosen topic.

Specific study supervision may be undertaken by any person approved by the Course Team.

Assessment: The completed study will be reviewed and assessed by the Course Committee

Contact time: To be negotiated  
 Prerequisites: Satisfactory completion of Year 2 studies, or permission of Course Team

Lecturer: Anita Donaldson, David Roche, City

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**BDA356/357** Semester: 2  
**DIRECTED STUDY 2** 3 or 6 pts

This elective provides the opportunity for the scholastically qualified student to undertake an in-depth study in a chosen area of dance scholarship. The student will be required to prepare and present a fully documented paper on the chosen topic.

Specific study supervision may be undertaken by any person approved by the Course Team.

Assessment: The completed study will be reviewed and assessed by the Course Committee

Contact time: To be negotiated  
 Prerequisites: Satisfactory completion of Year 2 studies, or permission of Course Team

Lecturer: Anita Donaldson, David Roche, City

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**ELECTIVES**

Students are required to complete electives equivalent to 12 points in their award. Electives may be chosen from the broad range of College offerings.

**BACHELOR OF ARTS (EDUCATIONAL THEATRE)**  
 Undergraduate

 COLLEGE CODE: CBET  
 SATAC CODE: CBET

**COURSE CO-ORDINATORS**

 Barbara Crompton and  
 Frank Ford (City)

**INTRODUCTION**

This new course seeks to ensure that graduating students will have developed an understanding in depth of the concepts in the discipline of Educational Theatre; developed understanding of the concepts in at least one other discipline; a broad foundation of knowledge for the development of more specific professional skills in the area of Educational Theatre; developed skills of critical enquiry, independent thinking, self-direction and initiative; knowledge of and skills connected with the area of Educational Theatre; and an ability to work creatively in the area of Educational Theatre, both individually and in groups.

The course will enable graduates to choose a vocational option best suited to their interests, such as: Secondary Drama Teacher (after taking a one year end-on Graduate Diploma in Education); Co-ordinator for theatre projects; Theatre Administrator (after taking the SAIT Graduate Diploma in Arts Administration); Adult and youth worker and theatre worker with the disabled, etc.

**LENGTH OF COURSE**

Three years of full time study or the part-time equivalent.

**ENTRY REQUIREMENTS**

Admission to the Bachelor of Arts (Educational Theatre) is competitive and will be conducted in accordance with the College Policy and Procedures on Admissions and Enrolment.

Candidates for admission to the Bachelor of Arts (Educational Theatre) must attend an audition/interview.

**COURSE STRUCTURE**

The 108 point course structure comprises three main components:

Theatre Studies Core	60 points
Educational Theatre Options	12 points
Major in Second Area	36 points
or	
Minor in Second Area (24 points) and Electives (12 points)	36 points
or	
Negotiated Major or Minor plus electives	36 points

**EDUCATIONAL THEATRE CORE: COMPULSORY UNITS**

TDR100 Educational Theatre Skills 1	3 points
TDR101 Educational Theatre Skills 2	3 points
TDR102 Basic Technical Theatre	3 points
TDA100 Movement	3 points
TDR103 Theory and Practice of Theatre 1	6 points
TDR104 Theory and Practice of Theatre 2	6 points
TDR200 Theory and Practice of Theatre 3	6 points
TDR201 Performance for Schools	6 points
TDR202 Design for Theatre	3 points
TDR203 Practicum	6 points
TDR300 Directing 1	3 points
TDR301 Directing 2	6 points
TDR302 Major Production	6 points

**EDUCATIONAL THEATRE OPTIONS**

TDR001 Modern Approaches to Theatre	3 points
TDR002 Epic and Documentary Theatre	3 points
TDR003 Surrealism and the Absurd	3 points
TDR004 American Theatre	3 points
TDR005 Asian Theatre	3 points
TDR006 Music Theatre	3 points
TDR009 Aesthetics and Criticism	3 points
TDR007 Contemporary Australian Theatre	6 points
TDR008 Individually Negotiated Unit	3 points
TDR009 Aesthetics and Criticism	3 points
TDR204 Youth Theatre Workshop	6 points

**SPECIAL INTEREST OPTIONS**

TDR303 Advanced Technical Theatre	6 points
TDR304 Drama in Education	6 points
TDR305 Drama for People with Special Needs	6 points
TDR306 Introduction to Arts Administration	6 points
TDR307 Radio Drama	6 points

**NB:** Not all options will be available each year. Contact Drama Department for 1991 options.

**PROGRAM OF STUDY (See note below)**
**Year 1**
**Semester 1**

Educational Theatre Skills 1	3 pts
Basic Technical Theatre	3 pts
Theory and Practice of Theatre 1	6 pts
Major/Minor/Elective	6 pts

**Semester 2**

Educational Theatre Skills 2	3 pts
Movement	3 pts
Theory and Practice of Theatre 2	6 pts
Major/Minor/Elective	6 pts

**Year 2**
**Semester 3**

Theory and Practice of Theatre 3	6 pts
Practicum	6 pts
Design for Theatre	3 pts
Educational Theatre Option	3 pts

**Semester 4**

Performance for Schools	6 pts
Major/Minor/Option/Elective	12 pts

**Year 3**
**Semester 5**

Directing 1	3 pts
Major Production	6 pts
Major/Minor/Option/Elective	9 pts

**Semester 6**

Directing 2	6 pts
Educational Theatre Option(s) or Special Interest Option	6 pts
Major/Minor/Option/Elective	6 pts

**NB:** Students may use up to 12 points of electives by undertaking further Educational Theatre Options.

In 1991 certain adjustments may be made to the programs to accommodate staff leave and students in transition. **STUDENTS MUST CONTACT DRAMA STAFF FOR DETAILS.**

## UNIT DETAILS

**TDR100** Semester: 1  
**EDUCATIONAL THEATRE SKILLS 1** 3 pts

An examination of the voice in theory and the voice in practice. The mechanics of voice production; breath, note, tone, word. The elements of speech. The use of situations, stressing theatrical truth. Improvisation.

Assessment: Classwork, 50%; manual, 20%; presentations, 30%

Textbooks: Berry, Cicely Voice and the Actor London: Harrap, 1973  
 Turner, Clifford J Voice and Speech in the Theatre (3rd ed) London: A & C Black, 1985  
 Barkworth, Peter About Acting London: Secker & Warburg, 1980

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Frank Ford, Barbara Crompton, City

**TDR102** Semester: 1  
**BASIC TECHNICAL THEATRE** 3 pts

Backstage equipment and terminology. Lighting and sound equipment operation and control. Stage management.

Assessment: Attendance and participation, 20%; in-class and take-home tests, 20%; backstage log book, 20%; final technical exercise (practical exam), 40%

Textbooks: Notes and references supplied

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Rollo Kiek, City

**TDR103** Semester: 1  
**THEORY AND PRACTICE OF THEATRE 1** 6 pts

Ritual Origins; Ancient Greece and Rome; Middle Ages; Renaissance Italy, France, Spain and England; Restoration England; 18th Century; Melodrama and the Romantic Movement; 19th Century; courtesies and dances of each period.

Assessment: Three written tests; 20%; seminar paper, (2500 words approx) 40%; manual, 20%; project, 20%

Textbook: Hartnoll, Phyllis A Concise History of Theatre London: Thames and Hudson, 1985

Contact time: 7 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Paul Rubens

**TDR101** Semester: 2  
**EDUCATIONAL THEATRE SKILLS 2** 3 pts

Acting scene - working with another student; written character portraits and objectives for scenes; theatre games; acting scenes; movement for acting; vocal and interpretative exercises.

Assessment: Classwork, 50%; final acting presentations, 30%; manual containing notes on sessions, reading, written exercises and additional resource material, 20%

Textbooks: Berry, Cicely The Actor and his Text London: Harrap, 1987  
 Linklater, Kristin Freeing the Natural Voice New York: Drama Book Publishers, 1976  
 Barkworth, Peter More About Acting London: Secker & Warburg, 1984

Contact time: 3 hours per week for one semester  
 Prerequisites: Satisfactory completion of Educational Theatre Skills 1  
 Lecturers: Frank Ford and Barbara Crompton, City

**TDR104** Semester: 2  
**THEORY AND PRACTICE OF THEATRE 2** 6 pts

The development of the modern theatre from about 1830 - 1920. Selected plays of: Büchner; Chekhov; Gogol; Ibsen; Ostrovsky; Strindberg; Stanislavsky; Steiner. Stage movement, including Eurythmy, and acting styles relevant to the period.

Assessment: Manual, 40%; seminar paper, 30%; a self-directed performance, 30%

Textbooks: Styan, J L Modern Drama in Theory and Practice vols 1 & 3 Cambridge CUP, 1983  
 Selected play scripts as per Unit Outline.

Contact time: 6 hours per week for one semester  
 Prerequisite: Satisfactory completion of Theory and Practice of Theatre 1  
 Lecturer: Paul Rubens, City

**TDA100** Semester: 2  
**MOVEMENT** 3 pts

Laban's effort analysis; spatial dimensions of movement; body awareness; elementary choreographic forms and structures; individual, small group and large group dances; innovators - including Delsarte, Dalcroze, Laban.

Assessment: Progress, 40%; preparation and performance of a solo, duo or trio, 10%; preparation and performance of a group work, 30%; 1500 word essay, 20%

Textbooks: Preston, Dunlop V. A handbook for Dance in Education. (2nd ed) London: Macdonald and Evans, 1982.

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Meredith Anthoney, City

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**TDR203** Semester: 1  
**PRACTICUM** 6 pts

Practical experience within an arts environment and within a variety of specialised areas of arts administration such as information service, venue management, youth and education program, publicity, organising youth arts days, etc

Assessment: Supervised participation, report on Performing Arts Group

Textbooks:: Textual material to be distributed

Contact time: T.B.A.

Prerequisites: Satisfactory completion of first year Educational Theatre units

Lecturer: Rollo Kiek, City

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**TDR202** Semester: 1  
**DESIGN FOR THEATRE** 3 pts

Assessment: Principles of design: the design concept in relation to the directorial concept; realization of the design concept; stage setting; costume; lighting; sound; a workable organizational procedure for production; historical survey of major design styles in the 20th century; stage make-up.

Assessment: Design exercises, 50%; design project, 50%

Textbooks: Textual material distributed weekly

Contact time: 3 hours per week

Prerequisites: Basic Technical Theatre

Lecturers: Frank Ford, Barbara Crompton, City

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**TDR200** Semester: 1  
**THEORY AND PRACTICE OF THEATRE 3** 6 pts

PREREQUISITES: Satisfactory completion of first year Educational Theatre units.

The first Australian plays, melodrama and vaudeville, early Australian film, J C Williamson, the Pioneer Plays, 'little theatre', radio drama, development of alternative theatres, new-wave realism, high and low culture, radio, TV, concepts of "popular" theatre, prison and frontier plays, women playwrights, Irish Catholic contribution, South Australian playwrights, aboriginal theatre, ethnic theatre.

Assessment: Major assignment, 30%; manual seminar, 40%; dramatic presentation, 30%

Textbooks: Fitzpatrick, P After the Doll Melbourne: Edward Arnold, 1979  
 Rees, L A History of Australian Drama vols 1 & 2 Sydney: Angus & Robertson, 1978

Contact time: 5 hours per week for one semester

Prerequisites: Satisfactory completion of first year Educational Theatre units

Lecturer: Frank Ford, City

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**TDR300** Semester: 1  
**DIRECTING 1** 3 pts

An introduction to the major concepts and practices in artistic direction; play analysis and interpretation; the directional concept; directing exercises.

Assessment: Exercises 50%; Study of a director 30%; Theatre reviews 20%

Textbooks:: Dean and Caura, Fundamentals of Play Direction. Holt, Rhinehardt and Winston, New York 1965.

Contact time: 3 hours per week

Prerequisites: Satisfactory completion of Second year Educational Theatre

Lecturer: Frank Ford, City

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**TDR302** Semester: 1  
**MAJOR PRODUCTION** 6 pts

The rehearsal process, workshopping, production and performance of a piece of theatre.

Assessment: Contribution to rehearsal session 50%; Performance 30%; Log 20%

Textbooks:: As selected by Lecturer-in-Charge

Contact time: 6 hours per week plus extra rehearsals as necessary

Prerequisites: Satisfactory completion of Second year Educational Theatre

Lecturer: Drama Staff, City

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**TDR301** Semester: 2  
**DIRECTING 2** 6 pts

The direction and production of a short one-act play or approved alternative.

Assessment: Preparation 40%; Performance 40%; Director's Commentary 20%

Textbooks:: Student selected script

Contact time:

Prerequisites: Satisfactory completion of Yr 2 Ed. Theatre and Directing 1

Lecturer: Frank Ford, City

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**TDR201** Semester: 2  
**PERFORMANCE FOR SCHOOLS** 6 pts

The preparation, presentation and evaluation of the performance of a play suitable for young people.

Assessment: Classwork 25%; Project 50%; Journal 25%

Textbooks:: Script as chosen/devised for target audience

Contact time: 4 hours per week plus extra rehearsals

Prerequisites: Satisfactory completion of Yr 1 B.A. Educational Theatre

Lecturer: Barbara Crompton, City

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For details of Educational Theatre and Special Interest options, contact the Drama Staff.

**BACHELOR OF ARTS (INTERPRETING AND TRANSLATING)**  
 Undergraduate

 COLLEGE CODE: CBIT  
 SATAC CODE: CBIT

**COURSE CO-ORDINATOR**  
 Angela Mauro

**INTRODUCTION**

Interpreting and Translating is offered by the College through the School of Arts. The School also offers study in Italian Studies, Modern Greek Studies and a Postgraduate course in Interpreting.

The Bachelor of Arts (Interpreting and Translating) courses provide students with a recognised award in the field of applied languages. It also provides students with the necessary skills and knowledge to become professional interpreters and/or translators.

On completion of the course it is expected that students will:

- be able to interpret and translate fluently and accurately from English into Italian or Modern Greek, and vice-versa;
- understand the ethics, techniques and skills involved in interpreting and translating;
- be aware of the cultural, social and institutional differences operating within the various countries of origin and the different communities within Australia;
- have acquired knowledge of interpersonal relationships and communicative skills;
- be aware of their own competence as interpreters/translators.

**LOCATION**

The courses are offered at the South Australian College of Advanced Education - City.

**LENGTH OF COURSES**

The Bachelor of Arts course requires three years of full-time study or the part-time equivalent.

Some classes are held in the late afternoon or early evening to accommodate part-time students.

**ENTRY REQUIREMENTS**

The normal entry requirement for these courses is the satisfactory completion of South Australian Year 12 studies or the interstate/overseas equivalent. A written language test and an oral interview are required to ascertain that applicants have a thorough working knowledge of both English and either Italian or Modern Greek.

People 21 years of age or over, regardless of whether they have completed Year 12 studies, who have a good working knowledge of Italian or Modern Greek may apply.

In 1991 there will not be a First Year Student Intake.

**PROFESSIONAL RECOGNITION**

The Bachelor of Arts course leads to accreditation at NAATI Level 3. Students who complete the Bachelor of Arts degree gain automatic accreditation at NAATI Level 3.

**COURSE STRUCTURE**

Bachelor of Arts	108 points
Language Studies	42 points
Professional Studies	51 points
Cultural Studies	15 points

**Language Studies**

Students study two languages, English and one other, currently either Italian or Modern Greek. Students devote twice as much study to their weaker language.

**Professional Studies**

The Professional Studies component provides professional training in the approaches, skills, theory and techniques of interpreting and/or translating. The integration of theory and practice is achieved through the use of translation exercises, simulated interpreting situations, applied skills exercises including word processing and field experience.

**Cultural Studies**

In the Cultural Studies component students study the cultural, social and institutional differences operating within the countries of origin - at present Italy and Greece - and the different communities in Australia. Students also gain an understanding of the study of culture from a theoretical standpoint.

**UNIT DETAILS**

For details of all units refer to the Interpreting and translating section in the Undergraduate unit details section of this handbook.

**SUMMARY OF UNITS**

	Language Studies	
BEN150	Language Studies 1 English	(Not offered)
BCG150	Language Studies 1 Greek	(Not offered)
BCT150	Language Studies 1 Italian	(Not offered)
BEN151	Language Studies 1A English	(Not offered)
BCG151	Language Studies 1A Greek	(Not offered)
BCT151	Language Studies 1A Italian	(Not offered)
BTR100	Introduction to Linguistics	(Not offered)
BEN152	Language Studies 2 English	(Not offered)
BCG152	Language Studies 2 Greek	(Not offered)
BCT152	Language Studies 2 Italian	(Not offered)
BEN153	Language Studies 2A English	(Not offered)
BCG153	Language Studies 2A Greek	(Not offered)
BCT153	Language Studies 2A Italian	(Not offered)
BEN250	Language Studies 3 English	
BCG250	Language Studies 3 Greek	(Not offered)
BCT250	Language Studies 3 Italian	
BEN251	Language Studies 3A English	
BCG251	Language Studies 3A Greek	(Not offered)
BCT251	Language Studies 3A Italian	
BEN252	Language Studies 4 English	
BCG252	Language Studies 4 Greek	(Not offered)
BCT252	Language Studies 4 Italian	
BEN253	Language Studies 4A English	
BCG253	Language Studies 4A Greek	(Not offered)
BCT253	Language Studies 4A Italian	
BCG350	Sociolinguistics Greek	(Not offered)
BCT350	Sociolinguistics Italian	

**Professional Studies**

BTR101	Interpreting and Translating 1	(N/o)
BCG154	Interpreting and Translating 2 Greek	(N/o)
BCT154	Interpreting and Translating 2 Italian	(N/o)
BCG254	Interpreting and Translating 3 Greek	(N/o)
BCT254	Interpreting and Translating 3 Italian	
BCG351	Interpreting and Translating 4 Greek	(N/o)
BCT351	Interpreting and Translating 4 Italian	
BCG352	Interpreting and Translating 5 Greek	(N/o)
BCT352	Interpreting and Translating 5 Italian	
BCG353	Applied Translation Greek	(N/o)
BCT353	Applied Translation Italian	
BTR300	Field Experience 1	
BTR301	Field Experience 2	

**Cultural Studies**

BCU100	Cultural Studies 1	(N/o)
BCU200	Cultural Studies 2	
BCU201	Cultural Studies 3	
BCU300	Cultural Studies 4	
BCU301	Cultural Studies 5	

## LIBERAL STUDIES

## Interpreting and Translating

Several units in Interpreting and Translating are available to students in the Bachelor of Liberal Studies. Staff resources and student demand will determine which units from those listed will be available:

## Unit Codes

BTR101 (N/o)	BCU201
BTR100	BCU300
BCU100 (N/o)	BCU301
BCU200	

## UNIT DETAILS

**BEN250** Semester: 1  
**LANGUAGE STUDIES 3 (ENGLISH)** 6 pts

The unit aims to enable students to achieve oral/aural and written skills at a level of near native fluency and accuracy sufficient to meet most social and practical demands. The unit also introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Government and Health; and continues the study of literary and historical texts.

Assessment: Oral/aural & written exercises 50%; Examination 50%

Textbooks: Huxley, A. Brave New World. Penguin. Original 1932. 1955, 1985.  
Schoenheimer, H. Expressive English. 2nd edition Melbourne: Longman Cheshire, 1976, 1983.

Contact time: 6 hours per week for one semester  
Prerequisite: BEN152  
Lecturer: Bill Menary, City

**BCT250** Semester: 1  
**LANGUAGE STUDIES 3 (ITALIAN)** 6 pts

This unit aims to enable students to achieve oral/aural and written skills at a level of near native fluency and accuracy sufficient to meet most social and practical demands. The unit also introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Government and Health; and continues the study of literary and/or historical texts.

Assessment: Oral/aural & written exercises 50%; examination 50%

Textbooks: Zingarelli, N. Vocabolario della lingua italiana. Bologna: Zanichelli, 1984.  
Eco, U. Il Nome della Rosa. Torino: Einaudi.

Contact time: 6 hours per week for one semester  
Prerequisite: BCT152  
Lecturer: Angela Mauro, City

**BEN251** Semester: 1  
**LANGUAGE STUDIES 3A (ENGLISH)** 3 pts

The unit introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Government and Health; and continues the study of literary and/or historical texts.

Assessment: Oral/aural & written exercises, 40%; examination, 60%

Textbooks: Huxley, A. Brave New World. Penguin. Original 1932. 1955, 1985.  
Schoenheimer, H. Expressive English 2nd edition Melbourne: Longman Cheshire, 1976, 1983.

Contact time: 3 hours per week for one semester  
Prerequisite: BEN153  
Lecturer: Bill Menary, City

**BCT251** Semester: 1  
**LANGUAGE STUDIES 3A (ITALIAN)** 3 pts

The unit introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Government and Health; and continues the study of literary and/or historical texts.

Assessment: Oral/aural & written exercises 40%; examination 60%

Textbooks: Zingarelli, N. Vocabolario della lingua italiana. Bologna: Zanichelli, 1984.  
Eco, U. Il Nome della Rosa. Torino: Einaudi.

Contact time: 3 hours per week for one semester  
Prerequisite: BCT153  
Lecturer: Angela Mauro, City

**BEN252** Semester: 2  
**LANGUAGE STUDIES 4 (ENGLISH)** 6 pts

The unit introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Law and Industry; and continues the study of literary and/or historical texts.

Assessment: Oral/aural & written exercises 50%; examination 50%

Textbooks: Fisher, R. ed Seven One-Act Plays. Sydney: Currency Press, 1983.

Contact time: 6 hours per week for one semester  
Prerequisite: BEN250  
Lecturer: Bill Menary, City

**BCT252** Semester: 2  
**LANGUAGE STUDIES 4 (ITALIAN)** 6 pts

The unit introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Law and Industry; and continues the study of literary and/or historical texts.

Assessment: Oral/aural & written exercises 50%; examination 50%

Textbooks: Zingarelli, N. Vocabolario della lingua italiana. Bologna: Zanichelli, 1984.  
Eco, U. Il Nome della Rosa. Torino: Einaudi.

Contact time: 6 hours per week for one semester  
Prerequisite: BCT250  
Lecturer: Angela Mauro, City

**BEN253** Semester: 2  
**LANGUAGE STUDIES 4A (ENGLISH)** 3 pts

The unit introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Law and Industry and continues the study of literary and/or historical texts.

Assessment: Oral/aural & written exercises 40%; examination 60%

Textbooks: Fisher, R. (ed) Seven One-Act Plays. Currency Press, Sydney: 1983.

Contact time: 3 hours per week for one semester  
Prerequisite: BEN251  
Lecturer: Bill Menary, City

**BCT253** Semester: 2  
**LANGUAGE STUDIES 4A (ITALIAN)** 3 pts

The unit introduces students to themes related to some of the major fields of activity within which interpreting/translating work is carried out - Law and Industry; and continues the study of literary and historical texts.

Assessment: Oral/aural & written exercises 40%; examination 60%

Textbooks: As for BCT251

Contact time: 3 hours per week for one semester  
Prerequisite: BCT251  
Lecturer: Angela Mauro, City

**BCT350** Semester: 1  
**SOCIOLINGUISTICS (ITALIAN)** 3 pts

This unit provides students with a logical framework for the study of linguistic phenomena such as regional dialects, diglossia, sociolects and idiolects. It also provides students with the theoretical base required to gain a passive understanding of these linguistic phenomena as they occur within the work of interpreters and translators in Australia. Students analyse linguistic phenomena, including, regional dialects; dialectal influences on modern standardised Italian; lingua and linguaggio; Italian 'immigranto', other varieties of language.

Assessment: Term work and written assignment 50%; examination 50%

Textbook: Berruto, G and Berrette, M. Lezioni di sociolinguistica applicata. Napoli: 1980.

Contact time: 2 hours per week for one semester  
Prerequisite: As for BCT351  
Lecturer: Sergio Galessi, City

**BCT254** Semester: 1 and 2  
**INTERPRETING AND TRANSLATING 3** 12 pts  
**(ITALIAN)**

The unit aims to further students' knowledge of the approaches, techniques and applied skills of interpreting and translating by their application to specific areas of professional activity, consonant with Level 2 practice - particularly, Health, Law, Government, Industry/Employment.

The unit also aims, by involving students in interpreting tasks within two field placements, to ensure that they are able to operate effectively as Level 2 interpreters and/or translators.

Assessment: Interpreting: oral exercises 10%; examination 25%; translating: semester translations 30%; examination 20%; field experience: performance 15%

Textbooks: Di Stefano, R. & Difazio, F. A Glossary of Legal Terms. SACAE, 1984.

Contact time: 6 hours per week for two semesters; 2 weeks field experience in the inter semester break

Prerequisite: BCT154  
Lecturer: Angela Mauro, City

**BCT351** Semester: 1  
**INTERPRETING AND TRANSLATING 4** 6 pts  
**(ITALIAN)**

The unit has two aims:

- to develop further students' linguistic knowledge of specific areas of social and professional activities already introduced in the second year, notably Government and Health and;
- to enable students to gain further expertise in the applied skills and techniques of interpreting and translating pertaining to those areas.

Assessment: Interpreting: semester work 5%; examination 45%; translating: semester translations 30%; examination 20%

Textbooks: References will be supplied.

Contact time: 6 hours per week for one semester

Prerequisite: Pass level in Year 2 subjects and NAATI Level 2 Accreditation in at least interpreting or translating

Lecturer: Sergio Galessi, City

**BCT352** Semester: 2  
**INTERPRETING AND TRANSLATING 5** 6 pts  
**(ITALIAN)**

The unit has two aims:

- to develop further students' linguistic knowledge of specific areas of social and professional activities already introduced in the second year, notably the Law, Welfare
- to enable students to gain further expertise in the applied skills and techniques of interpreting and translating pertaining to those areas.

Assessment: Interpreting: semester work 5%; examination 45%; translating: semester work 30%; examination 20%

Textbooks: References will be supplied.

Contact time: 6 hours per week for one semester

Prerequisite: Pass level in Year 2 subjects and NAATI Level 2 Accreditation in at least interpreting or translating

Lecturer: Angela Mauro, City

**BCT353** Semester: 2  
**APPLIED TRANSLATION (ITALIAN)** 3 pts

This unit aims to provide students with a theoretical framework for aspects of editing, proofreading and producing texts of a technically publishable standard.

It also aims to provide students with practical experience in applying theoretical knowledge to the actual process of producing texts which have been subject to the processes of editing, proofreading and word processing.

Assessment: Semester work 50%; examination 50%

Textbooks: DIEA. Standards and Remuneration for Casual Translators. Canberra, 1985.  
Picken, C. The Translators' Handbook. ASLIB, 1985.

Contact time: 2 hours per week for one semester

Prerequisite: As for BCT352

Lecturer: Sergio Galessi, City

**BTR300** Semester: 1  
**FIELD EXPERIENCE 1** 6 pts

The placement is designed to tie in with the specialised themes being studied in BCG351/BCT351, and is thus largely with the Health Interpreting Service of the Ethnic Affairs Commission, in the two major hospitals, the Royal Adelaide and the Queen Elizabeth, but also with Federal Government Departments concerned with Immigration, Customs and Taxation.

The unit aims to ensure that students are able to acquit themselves to Level 3 interpreting standard in each work environment.

Assessment: Written work 10%; performance 90%

Textbooks: Shackman, J. The Right to be Understood. A Handbook on Working with, Employing and Training Community Interpreters. NEC Cambridge, UK: 1984.  
SA. Guidelines to Improve Migrant Access to Hospitals. SA Health Commission, 1985.

Contact time: Normally 4 days per week for a half semester

Prerequisite: As for BCG351 or BCT351

Lecturer: Angela Mauro, City

**BTR301** Semester: 2  
**FIELD EXPERIENCE 2** 6 pts

The placement is designed to tie in with the specialised themes being studied in BCG352/BCT352, and is thus mainly with the Legal and Police interpreting service of the Ethnic Affairs Commission, but also with Welfare departments, Federal and State.

The unit aims to ensure that students are able to acquit themselves to Level 3 interpreting standard in each work environment.

Assessment: Written work 10%; performance 90%

Textbook: Crouch, A. Barriers to Understanding in the Legal Situation. CHOMI, No 372.

Contact time: Normally 4 days per week for a half semester

Prerequisite: As for BCG351 or BCT351

Lecturer: Paul Hellander, Sergio Galessi, City

**BCU200** Semester: 2  
**CULTURAL STUDIES 2** 3 pts

This unit covers the social foundations of Australia by examining the following aspects: the growth of 'egalitarianism', migration and racism; Church-State relations; the Labour Movement; the growth of capitalism; education; social welfare and the Australian national identity.

Assessment: Written work 50%; examination 50%

Textbooks: Alexander, F. Australia Since Federation. Melbourne: Nelson, 1980.  
Osborne, G. & Mandle, W.F. eds New History: Studying Australia Today. Sydney: Allen & Unwin, 1982.

Contact time: 2 hours per week for one semester

Prerequisite: BCU100

Lecturer: Nick Ganzis, City

**BCU201** Semester: 1  
**CULTURAL STUDIES 3** 3 pts

The unit has three aspects:

- a study of contemporary institutions in the source countries, with emphasis on such themes as family, education, religion, welfare; philosophies of life and death;
- an analysis of the social, economic, and political environment in these countries, with particular emphasis on the legal and political systems and government and
- a comparative analysis of these institutions with those in Australia

Assessment: Written work 50%; examination 50%

Textbooks: Galli, G. & Prandi, A. Patterns of Political Participation in Italy. Yale: Yale Uni Press, 1970.  
Koumoulides, J.T.A. ed Greece in Transition. London: Zeno, 1977.

Contact time: 2 hours per week for one semester

Prerequisite: BCU200

Lecturer: Nick Ganzis, City

**BCU300** Semester: 1  
**CULTURAL STUDIES 4** 3 pts

This unit considers migration from the source countries before World War 2; migration from the source countries since World War 2; refugees; Australia's migration policies and programs including legislation covering migration; cross cultural comparisons with migration patterns of other countries; the ethnic composition and demographic structure of Australia and an

analysis of the theories of migration and their application to the specific countries concerned.

Assessment: Written work 100%  
 Textbook: Price, C.A. Southern Europeans in Australia. Melbourne: OUP, 1963.

Contact time: 3 hours per week for one semester  
 Prerequisite: As for BCG351 or BCT351  
 Lecturer: Nick Ganzis, City

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BCU301 Semester: 2  
 CULTURAL STUDIES 5 3 pts

The unit aims to enable students to bring together and clarify all that they have learnt in the previous units, experienced in field placement and discovered through the various projects undertaken: by focusing on the major issues and debates engendered in post 1945 Australia by the increasingly varied migrant presence, and by examining the relationship of those various migrant groups to the host society and its institutions.

Assessment: Written work 100%  
 Textbooks: Burnley, I.H., Encel, S. and McCall, Grant. Immigration and Ethnicity in the 1980's. Longman Cheshire, 1985.  
 Philips, D.J. & Johnston, J. Australian Multicultural Society. Dove: Victoria, 1984.

Contact time: 5 hours per week for a half semester  
 Prerequisite: As for BCG351 or BCT351  
 Lecturer: Nick Ganzis, City

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**BACHELOR OF ARTS (LABOUR STUDIES)**  
 Undergraduate

 COLLEGE CODE: CBL5  
 SATAC CODE: TBA

**COURSE CO-ORDINATOR**  
 Greg O'Leary, City

**\*PLEASE NOTE:** THIS AWARD WILL BE OFFERED IN  
 1991 SUBJECT TO ACCREDITATION

**INTRODUCTION**
**THE COURSE**

The course builds on the Associate Diploma of Labour Studies by providing a theoretical dimension to studies already undertaken. Students of the award will be provided with a formal, systematic and comprehensive education in labour issues.

**LENGTH OF COURSE**

The course requires three years of full-time study or the part-time equivalent. On a part-time basis, the course would normally take six to seven years to complete.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City.

**EXTERNAL STUDIES**

Most units are available by external study. Please consult the 1991 External Studies Handbook for further details.

**ENTRY REQUIREMENTS**

Entrance to the course will normally be through the Associate Diploma of Labour Studies. Students who successfully complete the Practical Project in ways which meet the entrance criteria for the BA (Labour Studies) may proceed to the Bachelor degree.

**COURSE STRUCTURE**

The course is comprised of the following components:

Core Units	36 points
Optional Units	18 points
Practical Project	18 points
Third Year Units	36 points
<b>Total</b>	<b>108 points</b>

Units studied in each component of the course are listed in the summary table below. The Optional Units are selected from the range listed.

**FURTHER INFORMATION**

For details of units refer to Labour Studies (Undergraduate) section of this Handbook.

**PREREQUISITES**

Are indicated in unit outlines.

**COURSE UNITS**
**UNIT CODE**                      **UNIT TITLE**  
 (All units are 6 points)

**CORE UNITS**

UNIT CODE	UNIT TITLE	Semester
ULS001	Work Studies 1	1
ULS002	Work Studies 2	2
ULS003	Union Studies 1	1
ULS004	Union Studies 2	2
ULS005	Political Economy 1	1
ULS006	Political Economy 2	2

**Optional Units**

ULS008	Trade Unions & the Third World	2
ULS009	Australian Labour History*	
ULS010	Occupational Health & Safety: Workplace & Union Perspectives	1
ULS011	Gender, Work and Society*	
ULS012	Trade Unions: An International Comparison*	
ULS013	Work, Race and Culture	
ULS014	Issues in Labour Studies: Award Restructuring	2
ULSO	Communication and Organisation Skills for Trade Unionists*	
ULSO	Information Technology for Unions*	
ULSO	Trade Union Theories and Strategies*	

**Practical Project (Each part is 9 points)**

ULS016	Practical Project (Part 1)	1
ULS017	Practical Project (Part 2)	2

**Third Year Units (Each 18 points)**

ULSO	Work Studies 3*
ULSO	Union Studies 3*
ULSO	Political Economy 3*

\*Not offered in 1991

**LIBERAL STUDIES**
**Labour Studies**

Staff availability and student demand will determine which of the many Labour Studies units listed below will be available year by year to students in the Associate Diploma of Arts (Liberal Studies)

**UNIT CODES**

ULS001	ULS009
ULS003	ULS010
ULS004	ULS012
ULS005	ULS013
ULS006	ULS014
ULS008	ULS016
	ULS017

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**UNIT DETAILS**


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**ULS001** Semester: 1  
**WORK STUDIES 1** 6 pts

This unit provides a systematic analysis of the structure and organisation of work in Australia. It traces the development of work structures, gives an account of their present shape and discusses likely or possible futures.

Assessment: Class presentation and written paper.  
 Textbooks: Kriegler, R & Stendal, G (eds) At Work. Allen & Unwin, 1984.  
 Littler, C.R. The Development of the Labour Process in Capitalist Societies. Heinemann Educational, 1982.

Contact time: 3 hours per week for one semester  
 Prerequisite: Nil  
 Lecturer: Ross Shanahan, City

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**ULS002** Semester: 2  
**WORK STUDIES 2** 6 pts

This unit deals with the role of the worker in the paid and unpaid work structure of the modern society. The unit examines both the 'public' and 'private' world of the worker in Australian society.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Prerequisite: ULS001  
 Lecturer: Ross Shanahan, City

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**ULS003** Semester: 1  
**UNION STUDIES 1** 6 pts

This unit will deal with union structures and the nature and role of trade unions in society. Central themes will include decision making within unions and the changing place of women in the union movement.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Barbara Pocock, City

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**ULS004** Semester: 2  
**UNION STUDIES 2** 6 pts

This unit deals with the activities of unions within the broader social and political movements of our society. In pursuing this theme it explores, amongst other matters, the organisational machinery of industrial relations in Australia as they affect trade unions and the labour movement.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Contact time: 3 hours per week  
 Prerequisites: ULS003  
 Lecturer: Barbara Pocock, City

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**ULS005** Semester: 1  
**POLITICAL ECONOMY 1** 6 pts

This unit focuses on the political structure in Australia within both a political economy and international context. There is also an examination of class and gender inequalities.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Greg O'Leary, City

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**ULS006** Semester: 2  
**POLITICAL ECONOMY 2** 6 pts

This unit examines in detail the relationship of the Australian economy with international capitalism. It includes case studies of Australian industries and sectors of the economy. It also examines the role of the state in public policy initiatives and canvasses alternative policies of importance to the labour movement.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Ray Broomhill, City

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**ULS008** Semester: 2  
**TRADE UNIONS & THE THIRD WORLD** 6 pts

This unit provides students with an understanding of the mechanisms by which contemporary underdevelopment was created and is currently maintained. It will examine the implications for the trade unions in Australia and in the Third World of the existence and operation of these mechanisms.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Greg O'Leary, City

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**ULS010** Semester: 1  
**OCCUPATIONAL HEALTH & SAFETY: WORKPLACE & UNION PERSPECTIVES** 6 pts

This unit deals with issues affecting the health and safety of the Australian workforce. The unit raises questions and examines evidence to penetrate the prevailing ideology of individual responsibility for industrial health. Employer and Government action is analysed historically and responses of workers and trade unions considered.

Assessment: Class presentation and written paper  
 Textbooks: Nil

Contact time: 3 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Ken Bridge, City

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**ULSQ11** Semester: 6 pts  
**GENDER, WORK AND SOCIETY**

Not offered in 1991

This unit examines the nature and extent of inequality in the workplace and society as a result of gender. It also examines the forces which maintain this inequality and the policies necessary for its removal.

Assessment: Class presentation and written paper

Textbooks: Nil

Contact time: 3 hours per week for one semester

Prerequisites: Nil

Lecturer: Ray Broomhill, City

**ULSQ12** Semester: 6 pts  
**TRADE UNIONS: AN INTERNATIONAL COMPARISON**

Not offered in 1991

This unit examines the nature of unions in various countries around the world. It provides a basis for comparison and contrast with Australian experience.

Assessment: Class presentation and written paper

Textbooks: Nil

Contact time: 3 hours per week for one semester

Prerequisites: Nil

Lecturer: Greg O'Leary, City

**ULSQ13** Semester: 1  
**WORK, RACE AND CULTURE** 6 pts

This unit will examine the paid and unpaid workforce in the light of its ethnic, social and cultural diversity. It will study the inter-relations of the various groups identified, their place in the history of Australian society, their current situation and possible futures. The influence of cultural differences within the relationships that exist between capital and labour will be studied.

Assessment: Two written exercises (or equivalent) of equal weight. Each 2000 words (or equivalent).

Textbooks: Nil

Contact time: 3 hours per week for one semester

Prerequisites: Nil

Lecturer: Ross Shanahan, City

**ULSQ14** Semester: 2  
**ISSUES IN LABOUR STUDIES: AWARD RESTRUCTURING** 6 pts

This unit will deal with Award Restructuring as a preoccupation of Australian unions in the climate of changing Industrial Relations.

Assessment: Class presentation and written paper

Textbooks: Nil

Contact time: 3 hours per week for one semester

Prerequisites: Nil

Lecturer: Barbara Pocock, City

**ULSQ** Semester: 6 pts  
**COMMUNICATION AND ORGANISATION SKILLS FOR TRADE UNIONISTS**

Not offered in 1991

This unit aims to develop communication and organisational skills. These skills include communicating with fellow unionists, workers and their families outside the union movement, union resources, campaigns, employees and other aspects of union operation; development of strategies to manage limited resources in demanding climate; to manage political, economic and organisational challenges and change; and to integrate the contributions of paid/unpaid, elected/non-elected and administrative workers/officials and women and men within the organisation.

Assessment:

Textbooks:

Contact time:

Prerequisites: Nil

Lecturer:

**ULSQ** Semester: 6 pts  
**INFORMATION TECHNOLOGY FOR UNIONS**

Not offered in 1991

This unit aims to empower students with access to information of interest to unions and with skills in the use of information technology to organise, manipulate, process and present such information. The focus is the effective use of Microsoft Works software on either an IBM PC or Apple Macintosh micro-computer.

Assessment:

Textbooks:

Contact time:

Prerequisites: Nil

Lecturer: Pat Wright

**ULSQ** Semester: 18 pts  
**WORK STUDIES 3**

Not offered in 1991

This unit examines the structures and processes of work and working life. The analytical framework will have general application but most attention will be given to the Australian case.

Assessment:

Textbooks:

Contact time:

Prerequisites: All units of the Associate

Diploma of Labour Studies

Lecturer: Ross Shanahan, City



## BACHELOR OF ARTS (LIBERAL STUDIES)

COLLEGE CODE: CBLI  
SATAC CODE: CBL8

## COURSE CO-ORDINATOR

Robert Nicol, City

CODES	CAMPUS
CBLS:	City Campus
MBLS:	Magill Campus
LBLS:	Salisbury Campus
SBLS:	Sturt Campus
UBLS:	Underdale Campus

## INTRODUCTION

## THE COURSE

The course of study leading to the degree will provide students with:

- the opportunity to develop communication, interpersonal and information management skills relevant to the requirements of employers
- the opportunity to develop a foundation of knowledge, understanding and skills onto which they can build further specifically vocational study at postgraduate level
- a liberal education by means of in-depth study in one or more areas.

The course has been designed to meet the needs of those who wish to combine liberal arts with skills-based subjects in order to prepare themselves for the paid workforce. It will also cater to those who wish to complete a general degree and then move on to undertake more specific vocational training at postgraduate level.

## LOCATION

The course is offered at all five campuses of the South Australian College of Advanced Education.

## LENGTH OF THE COURSE

The course requires three years of full-time study or the part-time equivalent. From 1991 onwards it is proposed to make the course available by means of both on-campus and external study. In 1991 however it will only be available to students on-campus.

## ENTRY REQUIREMENTS

The entry requirements for this course are as follows:  
satisfactory completion of South Australian Year 12 studies (see below) - that is, achieving a tertiary entrance score of not less than 59 points - or the interstate/overseas equivalent;  
or  
completion or part-completion of a recognised higher education award;  
or  
Mature Age Entry - people 21 years of age or over on 1 January of the year in which they wish to enrol, regardless of whether they have completed Year 12, may apply through the Mature Age Entry Scheme, which involves a test. Applicants may be invited to attend an interview;  
or  
completion of a South Australian Department of Technical and Further Education certificate or advanced certificate at or above the level 3212/3222.

## COURSE STRUCTURE

The 108-point course comprises four main components:

Professional Foundation	24 points
Liberal Studies Major	36 points
Sub-major	24 points
Electives	24 points
Total	108 points

A 'point' is a measure of student workload. It is defined as forty hours of student work and includes both time spent in classes and in private study.

## PROFESSIONAL FOUNDATION

The professional foundation studies consist of four 6-point units:

## Communication Skills 1

will provide skills in practical writing (including report writing), business correspondence and minute taking), effective speaking and audio-visual techniques.

## Communication Skills 2

will provide a theoretical basis for understanding interpersonal interactions in personal and professional settings, and will enable students to develop effective communication skills.

## Computers and Information Management

will introduce students to computers and their uses, and will enable students to develop skills in word processing and the use of data bases and statistics.

## Social Diversity

will provide students with a cultural awareness of Australian society and an opportunity to develop skills in intercultural communication.

It is proposed to offer the professional foundation units at each College campus.

## LIBERAL STUDIES

Students will undertake an in-depth major study of 36 points in a single discipline-based or multi-disciplinary area. They will also complete a sub-major of 24 points in another liberal studies area.

Major and sub-major studies can be selected from the following subject areas:

## City Campus

Dance\*  
Drama\*  
English  
History  
Labour Studies  
Italian Studies  
Modern Greek Studies  
Music  
Vietnamese Studies  
Women's Studies

\* Denotes not available in 1991.

Magill Campus  
 Asian Studies  
 Australian Studies  
 Community Theatre  
 English  
 Environmental Studies  
 Indonesian and Malaysian Studies  
 Mathematical Studies  
 Media Studies  
 Philosophy  
 Science  
 Women's Studies

Salisbury Campus  
 Applied Psychology  
 Asian Studies  
 Australian Studies  
 Biology  
 Chemistry  
 Children's Literature  
 Computing Studies  
 Creative Arts  
 English  
 Environmental Studies  
 Geography  
 Geology  
 History  
 Mathematics  
 Physics  
 Screen Studies  
 Social Science

Sturt Campus  
 Australian Studies  
 Environmental Studies  
 Mathematical Studies

Underdale Campus  
 Aboriginal Studies  
 Art  
 Asian Studies  
 Australian Studies  
 Environmental Studies  
 Geography  
 History  
 Mathematics  
 Religion Studies - students may undertake a  
 Religion Studies or a Catholic Studies  
 specialisation  
 Science

Electives  
 Electives to the value of 24 points may be  
 selected from amongst the full range of college  
 unit offerings.

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#### PROFESSIONAL FOUNDATION UNIT DETAILS

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TCM100  
**COMMUNICATION SKILLS 1** Semester: 6 pts

This unit aims to provide students with the  
 opportunity to develop skills in three specific  
 forms of communication:  
 - practical writing  
 - effective speaking  
 - audio and video production

Assessment: Four assignments with total of  
 6000 words, 25% each  
 Textbooks: Andrews, P.B. Basic Public  
 Speaking. New York: Harper & Row,  
 1985.  
 Strano, Z., Mohan, T., McGregor,  
 H. Communicating. Sydney:  
 Harcourt Bruce Jovanovich, 1989.

Van Alstyne, J. Professional and  
 Technical Writing Strategies. New  
 Jersey: Prentice Hall, 1986.  
 Windschuttle, K & Windschuttle,  
 E. Writing, Researching,  
 Communicating. Roseville,  
 McGraw-Hill, 1988.

Contact time: 4 hours per week of seminars,  
 lectures, workshops, excursions,  
 films, etc., for one semester  
 Prerequisite: Nil  
 Lecturer: Bill Menary, City

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TCM200  
**COMMUNICATION SKILLS 2** Semester: 6 pts

This unit aims to provide students with a  
 theoretical basis for understanding  
 interpersonal communication in personal and  
 professional settings; to encourage students to  
 understand their rights and responsibilities in  
 both personal and professional interactions; to  
 give students the opportunity to learn and  
 develop effective verbal, non-verbal and group  
 communication skills; to provide students with  
 an understanding of the nature of stress in  
 personal and professional life and to introduce  
 some stress management techniques.

Assessment: Three assignments, either written  
 work or practical  
 Textbooks: De Vito. The Interpersonal  
 Communication Book. New York,  
 Harper & Row, 1989  
 Tubbs, S. & Moss. Human  
 Communication. New York, Random  
 House, 1987.

Prerequisite: Nil  
 Lecturer: Myra Betschild, City

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TCP105  
**COMPUTERS AND INFORMATION  
 MANAGEMENT** Semester: 6 pts

Students will be:  
 - introduced to the structure and use of  
 computer systems;  
 - explore the ways in which the computer can be  
 used to obtain, manipulate and present  
 information;  
 - investigate ways of presenting information in  
 quantitative form;

Assessment: Four assignments of 1500 words,  
 each 25%  
 Textbooks: Behan, K., Holmes, D.  
Understanding Information  
 Technology. Sydney: Prentice  
 Hall, 1989.  
 Chan, C & Schweizer, S.  
Computers: Tools for an  
 Information Age. Benjamin  
 Cummins, 1987.  
 Elzey, F A First Reader in  
 Statistics. 2nd ed. Monterey:  
 Brooks/Cole, 1974.  
 Pitter, K Using Application  
 Software. Santa Cruz: Mitchell  
 Pub, 1988.

Contact time: 4 hours lectures and tutorials  
 per week for one semester  
 Prerequisite: Nil  
 Lecturer: Paul Hellander, City

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**TSY205  
SOCIAL DIVERSITY**
**Semester: 1  
6 pts**

Aims to provide students with knowledge and skills of cultural and social awareness of the society in which they work and live.

Assessment: Continuous assessment, presentation or written exercise 50%; written papers 3000 words 50%.

Textbooks: A list will be provided

Prerequisite: Nil  
Lecturer: To be advised

**CITY CAMPUS OFFERINGS**
**DANCE – MAJOR SEQUENCE**
**CO-ORDINATOR**

Meredith Anthony, City

**INTRODUCTION**

This sequence of units provides for the gradual development and extension of skills, relevant to the understanding of Dance as a discipline and to basic grounding in the discipline.

**LOCATION**

The course is offered at the South Australian College of Advanced Education – City Campus.

**LENGTH OF THE COURSE**

The course requires three years of full-time study or the part-time equivalent.

**ENTRY REQUIREMENTS**

The entry requirements for this course is previous dance experience at school or in the private sector.

**COURSE STRUCTURE**

Major 36 points  
(12 points per year)

**STUDY PROGRAM**

\*To be offered in 1991 subject to student demand and staff availability.

**Core Units:**
**Year 1**

TDA101	Dance Technique 1	3 points
TDA102	Movement Studies 1	3 points
TDA103	Dance Origins	6 points

**Year 2**

TDA200	Dance Technique 2	3 points
TDA201	Movement Studies 2	3 points
TDA202	Psychological/Social Aspects	6 points

**Year 3**

TDA300	Dance Technique 3 and Composition	6 points
TDA301	Field Work	6 points

**Electives**

These will be available to students outside the Dance major:

TDA001	Dance and the Arts	6 points
TDA002	The Performer and Spectator of Dance	6 points

**DRAMA**
**CO-ORDINATORS**

Barbara Crompton/Frank Ford, City

**INTRODUCTION**

The sequence of units available in the Bachelor of Arts (Liberal Studies) award is appropriate for those students interested in Drama as part of a generalist or liberal arts degree or some other vocational goal for which the specialist award provides the foundation, and who do not have an orientation towards teaching. The units available are concerned primarily with the historical origins and development of dramatic texts, with topics of intrinsic educational interest relevant to contemporary manifestations of Drama and to the place of Drama in modern culture and society.

TDR103	Theory and Practice of Theatre 1	6 points
TDR104	Theory and Practice of Theatre 2	6 points
TDR200	Theory and Practice of Theatre 3	6 points
TDR001	Modern Approaches to Theatre	3 points
TDR002	Epic and Documentary Theatre	3 points
TDR003	Surrealism and the Absurd	3 points
TDR004	American Theatre	3 points
TDR005	Asian Theatre	3 points
TDR006	Music Theatre	3 points
TDR009	Aesthetics and Criticism	3 points
TDR007	Contemporary Australian Theatre	3 points

There may be no intake into Drama units for the Bachelor of Arts (Liberal Studies) in 1991.

Students must check with staff for details.

## ENGLISH

CO-ORDINATOR: Dianne Schwerdt, City

## INTRODUCTION

The specialisation aims to develop in students a critical understanding of the Literature in its successive and developing social contexts, as well as the ability to develop and value their own responses to what they read and view, and express them in a variety of written and other modes.

## STRUCTURE

Level 1 units serve as introductions to the various methodologies, critical approaches, modes of writing and other responses and genres which will be encountered in the subsequent year of study. They are all suitable elective studies.

Level 2 units build on Level 1 to achieve a greater depth and complexity of literary insight and demonstrate this in assignments and other responses within a broad range of literary movements (eg Romanticism, Victorian).

Level 3 units concentrates on studies defined by geographical location, gender, historical epoch, genre or other characteristic. Students will be expected to show an ability to study authors, groups of authors, or literary movements in ways which demonstrate considerable depth and complexity, as well as self direction.

Code	Unit Title	Points
Year/Level 1		
TEN100	Australian Literature 1*	6
UEN005	Twentieth Century Literature	6
Year/Level 2		
TEN200	Australian Literature 2	6
TEN201	Modernism	6
TEN202	Victorian Literature	6
TEN203	Romanticism	6
UEN004	Dramatic Literature 1*	6
Year/Level 3		
TEN301	New Literature in English (African)*	6
TEN302	Dramatic Literature 2 (Shakespeare to Sheridan)	6
TEN303	Women Writers*	6
TEN300	Directed Study Unit	6
TEN304	Dramatic Literature 2	6
TEN305	Modern Drama	6

\* Denotes unit will not be available in 1991. Units will be offered on a rotating basis according to staff availability and student need.

## ENGLISH UNIT DETAILS

TEN100 Semester: 6 pts  
AUSTRALIAN LITERATURE 1

Not available in 1991

Aims to provide an opportunity to study and respond to a range of contemporary Australian Literature; introduction to the skills of literary analysis and modes of response to literature.

Assessment: Four assignments 25% each.  
Textbooks: A wide range of texts. To be advised.

Contact time: 4 hours per week for one semester  
Prerequisite: Nil  
Lecturer: Dianne Schwerdt, City

TEN200 Semester: 6 pts  
AUSTRALIAN LITERATURE 2

Not available in 1991

Aims to provide an overview of the development of Australian literature from its inception to 1950 and to develop an understanding of the cultural context and literary preoccupations of Australian literature prior to 1950.

Assessment: Four assignments 25% each.  
Textbooks: Boyd, M. A Difficult Young Man.  
Herbert, X. Capricornia.  
Stewart, D. Selected Poems.  
Other texts to be advised.

Contact time: 4 hours per week for one semester  
Prerequisite: Level 1 English: 2 units ie;  
Australian Literature 1 and either Twentieth Century Literature or Adolescent Literature  
Lecturer: Dianne Schwerdt, City

TEN201 Semester: 6 pts  
MODERNISM

Not available in 1991

Aims to provide an overview of the name and nature of modernism in the arts, with an emphasis on poetry and prose literature; develop an understanding of some of the cultural contexts which gave rise to modernism and an appreciation of some of the varied literary and critical works considered to be key texts in modernism.

Assessment: Four assignments 25% each.  
Textbooks: Conrad, J Heart of Darkness.  
Forster, E.M. Howard's End.  
Kafka, J. The Trial.  
Woolf, V. Mrs Dalloway.

Contact time: 4 hours per week for one semester  
Prerequisite: Level 1 English: 2 units ie;  
Australian Literature 1 and either Twentieth Century Literature or Adolescent Literature  
Lecturer: Madge Mitton, City

TEN202 Semester: 2  
VICTORIAN LITERATURE 6 pts

Introduces students to the work of some major Victorian writers and broadens awareness of a culture in transition to which the writers responded; to further develop skills of literary analysis and knowledge of modes of response to literature and other forms of cultural expression of this period.

Assessment: Two essays of 2,000 words, 80%;  
Tutorial presentation, 10%;  
Tutorial participation, 10%.  
Textbooks: Collins: The Woman in White,  
Oxford.  
Dickens: Bleak House, Penguin.  
Gaskell: Cousin Phillis and Other Stories, Oxford.

Hardy: The Return of the Native, Penguin.  
 Macbeth (ed): The Penguin Book of Victorian Verse, Penguin.  
 Thackeray: Vanity Fair, Oxford.  
 Trollope: Barchester Towers, Oxford.  
 Wilde: Plays, Penguin.

Contact time: 4 hours per week  
 Prerequisite: Two units of English at Level 1  
 Lecturer: Madge Mitton, City

**TEN301** Semester: 6 pts  
**NEW LITERATURE IN ENGLISH (AFRICA)**

Not available in 1991

A range of literary works is examined and discussed as literary works within their cultural contexts; an exploration of relevant themes and issues found in the literature and a consideration of the relationship between new literature in English, specifically African, and traditional English literature.

Assessment: Two seminar presentations 30% each 1500 words 60%; major essay 40%.

Textbooks: A list of texts and references will be supplied at the beginning of the course

Contact time: 4 hours per week for one semester  
 Prerequisite:  
 Lecturer: Dianne Schwerdt, City

**TEN303** Semester: 6 pts  
**WOMEN WRITERS**

Not available in 1991

To present for student study and investigation a selection of texts written by representative women writers over the last 300 years, and for students to attempt to analyse the literary and political debates concerning women's writing.

Assessment: Assignments to a total of 6000 words

Textbooks: A wide range of texts is available

Contact time: 4 hours per week for one semester  
 Prerequisite: Two Level 2 units of English  
 Lecturer: Madge Mitton, City

**TEN300** Semester: 6 pts  
**DIRECTED STUDY UNIT (ENGLISH)**

Not available in 1991

The study of a particular author, genre or literary movement in depth, and the development of an elaborated response of considerable substance to reading and studies.

Assessment: Major assignment 6000 words 70%; other 10%.

Textbooks: By consultation with supervisor

Contact time: Regular meetings with supervising lecturer

Prerequisite: Four units of English at first (2) and second (2) year level and permission of Head of School

Lecturer: Dianne Schwerdt, City

**TEN304** Semester: 6 pts  
**DRAMATIC LITERATURE (SHAKESPEARE)**

Not available in 1991

The examination in depth of a selection of Shakespeare's major plays and understanding of the inter-relationships between the dramatic mode, the nature of Elizabethan and Jacobean theatres, and prevailing historical and cultural forces.

Assessment: Three essays 2000 words each 80%; tutorial paper 10%; tutorial participation 10%.

Textbooks: Shakespeare, W. Romeo and Juliet/ Richard III/ The Merchant of Venice/ Henry V Part I/ Twelfth Night/ Julius Caesar/ Measure for Measure/ Hamlet/ Othello/ King Lear/ Antony and Cleopatra/ A Winter's Tale

Contact time: 4 hours per week for one semester  
 Prerequisite: Two units of Level 2 English  
 Lecturer: Madge Mitton, City

**TEN305** Semester: 6 pts  
**MODERN DRAMA**

Not available in 1991

A survey of English, European, American drama from Ibsen to the present day, with an emphasis on new developments within the dramatic form during the last century.

Assessment: One major essay 3000 words 50%; two essays or reviews 1500 words 30%; tutorial paper 10%; tutorial performance 10%.

Textbooks: Beckett. Waiting for Godot. Faber  
 Brecht. Mother Courage and her children. Methuen  
 Checkov. Plays. Penguin  
 Durrenmatt. The Visit. Jonathon Cape  
 Ibsen. A doll's house and other plays. Penguin  
 Ionesco. Rhinoceros and other plays. Penguin  
 Miller. A View from the bridge. Penguin.

Contact time: 4 hours per week for one semester  
 Prerequisite: Two units of Level 2 English  
 Lecturer: Madge Mitton, City

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**HISTORY**


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**CO-ORDINATOR**  
Robert Nicol

**INTRODUCTION**

The focus of the History specialisation is twofold: an academic study of history and exposure to the development of the major civilisations that have shaped the modern world. Within this overall framework the study of history is aimed at:

- . Promoting an understanding of civilisations and cultures other than our own, both in point of time and distance, and of the problems which these cultures have had to face.
- . Developing an understanding of the origins of our own society and of the values and institutions on which it is based.
- . Promoting an understanding of at least some of the important movements and conflicts which have contributed to the shaping of the modern world.
- . Providing an opportunity for the development of historical skills.
- . Providing an historical and comparative background against which students may examine and develop their own values and beliefs.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City Campus.

**COURSE STRUCTURE**

History units equivalent to those accredited for the B.Ed. (UHY code numbers) will be offered as part of this degree. For details consult the History Co-ordinator.

**UNIT DETAILS**

For unit details, refer to the History units listed under the Bachelor of Education - History entry in this Handbook.

**External Mode**

No history units will be offered externally in 1991.

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**LANGUAGES STUDIES**


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**CO-ORDINATOR**  
Romano Rubichi, City

**INTRODUCTION**

Learning a language other than English in Australia is an essential part of education for many reasons. Two key reasons are these:

- 1 Learning languages gives us direct experience of another culture, of other logical ways of seeing the world and viewing reality. Only learning a language can give us this direct and intimate experience - other learning is always from the outside looking in;
- 2 Learning languages in Australia can help us directly to develop positive attitudes to other cultures which are essential to a harmonious and rewarding life in Australia's multicultural society and in a multicultural and multilingual world.

Language programs in the Bachelor of Liberal Studies are available in Italian, Modern Greek and Vietnamese.

Students who successfully complete a major and electives in one of these languages will have fluency and a range of cultural and linguistic knowledge.

Language programs in the Bachelor of Liberal Studies emphasise language learning and applying the language being learned to different professional situations like teaching, interpreting, translating, legal services, health services, word processing and commercial services.

First year units aim to meet the needs both of beginners and of students who have Year 12 or the equivalent competence in the language.

The Beginners' Courses A1 and A2 permit and encourage first year students to gain an introduction to an initial competence in the new language. They also provide a means, for those students who wish to make a greater commitment to their studies in the language, to work towards the level of competence which is prerequisite for Language Studies 1 (the post-Year 12 course).

Students who have successfully completed Year 12 studies in the language or who have an equivalent knowledge will commence their first year with Language Studies 1 and can follow their studies, including electives, right through to third year.

**UNITS AVAILABLE IN LANGUAGE STUDIES**

For students without Year 12 or equivalent competence in the language:

	Unit Title	Points
<b>Year 1</b>		
<b>Semester 1</b>		
	Beginners Course A1	6 pts
<b>Semester 2</b>		
	Beginners Course A2	6 pts
<b>Year 2</b>		
<b>Semester 1</b>		
	Language Studies 1	6 pts
<b>Semester 2</b>		
	Language Studies 2	6 pts
<b>Year 3</b>		
<b>Semester 1</b>		
	Language Studies 3	6 pts
<b>Semester 2</b>		
	Language Studies 4	6 pts

For students with Year 12 or equivalent competence in the language

Year 1		
Semester 1	Language Studies 1	6 pts
Semester 2	Language Studies 2	6 pts
Year 2		
Semester 1	Language Studies 3	6 pts
Semester 2	Language Studies 4	6 pts
Year 3		
Semester 1	Language Studies 5	6 pts
Semester 2	Language Studies 6	6 pts
Electives		
TLT100	Study of Literature in Translation Greek/Italian/Vietnamese	6 pts
TLG100	Languages in Computing	6 pts
TSY100	Study of Civilization Greek/Italian/Vietnamese	6 pts
TLN100	Sociolinguistics	6 pts
TLG300	Directed Studies 1	6 pts
TLG301	Directed Studies 2	6 pts
TTR300	Interpreting/Translating Theory and Practice 1	6 pts
TTR301	Interpreting/Translating Theory and Practice 2	6 pts

For details of other units available, please refer to Bachelor of Education (Secondary Languages) entry (page 51).

#### UNIT DETAILS – ITALIAN STUDIES

**TCT100** Semester: 1  
**ITALIAN STUDIES BEGINNERS COURSE A1** 6pts

Students are introduced to the spoken and written use of Italian and to aspects of the Italian culture.

Assessment: Oral/written exercises 50%; two class tests 50%.

Textbooks: BBC. Buongiorno Italia! London: BBC, 1985.  
Clay, K. & Favret, A. Uno sguardo all'Italia. London: Harrap, 1982.  
McDonnell, R.C. Racconti Australiani. London: Holt-Saunders, 1980

Contact time: 6 hours per week for one semester  
Prerequisite: No previous knowledge of Italian  
Lecturer: To be advised, City

**TCT101** Semester: 2  
**ITALIAN STUDIES BEGINNERS COURSE A2** 6pts

Students are provided with the opportunity to increase their ability to use the spoken and written language and encouraged to learn more about the associated culture.

Assessment: Oral/written exercises 50%; two class tests 50%.

Textbooks: BBC. Buongiorno Italia! London: BBC, 1985.  
Clay, K. & Favret, A. Uno Sguardo all'Italia. London: Harrap, 1982.  
McDonnell, R.C. Racconti Australiani. London: Holt-Saunders, 1980

Contact time: 6 hours per week for one semester  
Prerequisite: Beginners course A1  
Lecturer: To be advised, City

**BCT101** Semester: 1  
**ITALIAN STUDIES 1** 6 pts

Students are provided with an opportunity to build on their existing abilities in using Italian; to assist in gaining a better analytical knowledge of Italian and have an opportunity to study aspects of the literature, history and culture of Italy.

Assessment: Two class tests 50%; oral/written exercises 25%; project and report 25%.

Textbooks: Marini, P. & Vincentini, G. Imparare dal vivo (2 vols) Roma: Bonacci, 1986.  
Arpino, G. Le mille e una Italia. Torino: Einaudi, 1982.  
Berto, G. Anonimo veneziano. Milano: Rizzoli, 1980.  
Testori, G. L'Arialdia. Milano: Feltrinelli, 1976.

Contact time: 6 hours per week for one semester  
Prerequisite: Year 12 knowledge of Italian or equivalent  
Lecturer: To be advised, City

**BCT102** Semester: 2  
**ITALIAN STUDIES 2** 6 pts

This unit provides further opportunities for students to build on abilities in the use of Italian, to increase analytical knowledge of Italian and an opportunity for further study of the literature, history and culture of Italy.

Assessment: Two class tests 50%; oral/written exercises 25%; written assignment 25%.

Textbooks: Marini, P. & Vincentini, G. Imparare dal vivo (2 vols) Roma: Bonacci, 1986.  
Arpino, G. Le mille e una Italia. Torino: Einaudi, 1982.  
Berto, G. Anonimo veneziano. Milano: Rizzoli, 1980.  
Testori, G. L'Arialdia. Milano: Feltrinelli, 1976.

Contact time: 6 hours per week for one semester  
Prerequisite: Italian Studies 1  
Lecturer: To be advised, City

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**UNIT DETAILS – MODERN GREEK STUDIES**


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**TCG100** Semester: 1  
**MODERN GREEK BEGINNERS COURSE A1** 6 pts

Students are introduced to the spoken and written use of Modern Greek and aspects of culture.

Assessment: Oral/written exercises 50%; two class tests 50%.

Textbooks: Bien, P. Rassian, J. & Bien, C. Demotic Greek. Hanover: Uni Press of New England, 1984.  
 Bien, P. Rassian, J. & Bien, C. Workbook for Demotic Greek. Hanover: Uni Press of New England, 1984.

Contact time: 6 hours per week for one semester

Prerequisite: No previous knowledge or a limited knowledge of Modern Greek and/or demonstrated literacy skills

Lecturer: To be advised

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**TCG101** Semester: 2  
**MODERN GREEK BEGINNERS COURSE A2** 6 pts

Students have the opportunity to increase their ability to use the spoken and written language and to learn more about Modern Greek culture.

Assessment: Oral/written exercises 50%; two class tests 50%.

Textbooks: Bien, P. Rassian, J. & Bien, C. Demotic Greek. Hanover: Uni Press of New England, 1984.  
 Bien, P. Rassian, J. & Bien, C. Workbook for Demotic Greek. Hanover: Univ. Press of New England, 1984.

Contact time: 6 hours per week for one semester

Prerequisite: Beginners course A1

Lecturer: To be advised

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**BCG101** Semester: 1  
**MODERN GREEK STUDIES 1** 6 pts

Students have the opportunity to build on their existing abilities in using Modern Greek, gain a better analytical knowledge of the language and study aspects of the literature, history and culture.

Assessment: Two class tests 50%; oral/written exercises 25%; project and report 25%. Students are required to achieve at least a Pass 2 in each component of the assessment.

Textbooks: Clogg, R. A Short History of Modern Greece. Cambridge: CUP, 1986.  
 Polite, L. Istoria tes neellenikes logotechnias. Athena: Morphotiko Idryma Ethnikes Trapezes, 1985.

Contact time: 6 hours per week for one semester

Prerequisite: Year 12 knowledge of Modern Greek or equivalent

Lecturer: To be advised

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**BCG102**  
**MODERN GREEK STUDIES 2**

Semester: 2  
 6 pts

Students have the opportunity to build further on their abilities in using Modern Greek, increase their analytical knowledge of the language and study further aspects of the literature, history and culture.

Assessment: Two class tests 50%; oral/written exercises 25%; project and report 25%. Students are required to achieve at least a Pass 2 in each component of the assessment.

Textbooks: Print and audio-visual material are provided

Contact time: 6 hours per week for one semester

Prerequisite: Modern Greek Studies 1

Lecturer: To be advised, City

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**UNIT DETAILS – VIETNAMESE STUDIES**


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**TVT100** Semester: 1  
**VIETNAMESE STUDIES BEGINNERS COURSE A1** 6 pts

This unit aims to introduce students to the spoken and written use of the language and to introduce students to aspects of Vietnamese culture.

**Assessment:** Oral/written exercises – 50%;  
 Two class tests – 50%. Students are required to achieve at least a Pass 2 in each component of the assessment.

**Textbooks:** Printed materials are provided

**Contact time:** 6 hours per week for one semester

**Prerequisites:** Nil

**Lecturer:** Sr. Marie Nien, City

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**TVT101** Semester: 2  
**VIETNAMESE STUDIES BEGINNERS COURSE A2** 6 pts

This unit aims to provide students with the opportunity to increase their ability to use the spoken and written language and encourage students to learn more about Vietnamese culture.

**Assessment:** Oral/written exercises – 50%;  
 Two class tests – 50%. Students are required to achieve at least a Pass 2 in each component of the assessment.

**Textbooks:** Printed materials are provided

**Contact time:** 6 hours per week for one semester

**Prerequisites:** Beginners course A1

**Lecturer:** Sr. Marie Nien, City

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**BVT003** Semester: 1  
**VIETNAMESE STUDIES 1** 6 pts

To provide students with an opportunity to build on their existing abilities in using the language; to assist students in gaining a better analytical knowledge of the language; to provide students with an opportunity to study Vietnamese literature and history of the Vietnamese language.

**Assessment:** 2 class tests 50%; oral/written exercises 25%; project and report 25%. Students are required to achieve at least a Pass 2 in each component of the assessment.

**Textbooks:** Printed materials are provided.  
 Texts to be advised.

**Contact time:** 6 hours per week for one semester

**Prerequisite:** Year 12 knowledge of the language or equivalent

**Lecturer:** Sr. Marie Nien, City

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**BVT004**  
**VIETNAMESE STUDIES 2**

Semester: 2  
 6 pts

To provide students with an opportunity to build further on their abilities in using the language; to assist students in increasing their analytical knowledge of the language; to provide students with an opportunity to study further Vietnamese literature and culture.

**Assessment:** 2 class tests 50%; oral/written exercises 25%; written assignment 25%. Students are required to achieve at least a Pass 2 in each component of the assessment.

**Textbooks:** Printed materials are provided.  
 Texts to be advised.

**Contact time:** 6 hours per week for one semester

**Prerequisite:** Language Studies 1

**Lecturer:** Sr. Marie Nien, City

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**UNIT DETAILS - ELECTIVES**


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**TLN100** Semester: 1,2  
**SOCIOLINGUISTICS: MINORITY LANGUAGES** 6 pts  
**IN AUSTRALIAN SOCIETY**

Not offered in 1991

To provide an understanding of linguistic and social phenomena as they occur within the context of multicultural Australia.

Assessment: Two assignments 2000 words each 50%; end of unit exam 50%.

Textbooks: Clyne, M. Multilingual Australia. Melbourne: Seine River Publications, 1982.  
 Berruto, G. La Semantica. Bologna: Zanichelli, 1983.

Contact time: 4 hours per week for one semester

Prerequisite: Preparatory course or matriculation in the target language

Lecturer: To be advised

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**TLG100** Semester: 1,2  
**LANGUAGES IN COMPUTING** 6 pts

Not offered in 1991

This units has two aims:

- 1 to provide students with a theoretical framework for aspects of editing, proof reading and producing texts of a technically publishable standard;
- 2 to provide students with the practical knowledge of the actual process of producing texts which have been subject to the process of editing and proof reading. These texts will be in English and in the target languages.

Assessment: Two mid-semester assignments 50%; one major practical assignment (1500 words) 50%.

Textbooks; Lambert, S. & Miliman, M. Using Microsoft Word: Macintosh Version. Indiana: Que, 1988.  
 Rubin, C. Microsoft Word on the Apple Macintosh. Washington: Microsoft Press, 1986.

Contact time: 4 hours per week for one semester

Prerequisite: Preparatory course or matriculation in the target language.

Lecturer: To be advised

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**TLT100** Semester: TBA  
**STUDY OF LITERATURE IN TRANSLATION:** 6 pts  
**GREEK/ITALIAN/VIETNAMESE**

Not offered in 1991

To introduce students to prose and poetic works translated into English from other languages (currently Italian, Modern Greek and Vietnamese); to introduce students to a variety of cultures and value systems through the study of selected works; to provide students with the opportunity to gain insights into the culture and value systems of non-English-speaking background groups in Australia.

Assessment: Two minor assignments 25% each 50%; one major assignment 1500 words 50%.

Textbooks: The Dark Crystal: An anthology of Modern Greek poetry by Cavafy.

Sikelianos, Sefenis, Elytis, Gatsos. Selected and translated by E. Keeley and P. Sherrard, Denise Harvey and Co, Athens, 1981

Kazantzakis, N. Christ crucified. London: Faber, 1962.  
Samarakis, A. The Passport and other Stories. translated by G. Betts, Longman: Cheshire, 1980

Contact time: 4 hours per week for one semester.

Prerequisites: Nil

Lecturer: To be advised, City

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**TSY100** Semester: TBA  
**STUDY OF CIVILISATION:** 6 pts  
**GREEK/ITALIAN/VIETNAMESE**

Not offered in 1991

To introduce students to key aspects of Greek, Italian and Vietnamese civilisation, from historical and sociological perspectives in relation both to the country or origin and Australia.

Assessment: Two minor assignments 25% each, 50%; one major assignment 1500 words 50%.

Textbooks: Print and audio-visual materials will be provided.

Contact time: 4 hours per week for one semester

Prerequisites: None

Lecturer: To be advised, City

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**TLG300** Semester: to be advised  
**DIRECTED STUDY 1** 6 pts

Not offered in 1991

To provide students with an opportunity to increase their knowledge and understanding of a chosen field or topic (linguistic/ literary/ cultural) through carrying out their own supervised research and study.

Assessment: Three preliminary papers 30%; major assignment 3000 words 70%.

Textbooks: Texts will be negotiated according to the chosen field or topic

Contact time: Length and frequency of supervision sessions will vary according to individual students needs.

Prerequisites: Language Studies 4

Lecturer: To be advised, City

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**TLG301  
DIRECTED STUDY 2**

 Semester: To be advised  
6 pts
**Not offered in 1991**

To provide students with an opportunity to increase their knowledge and understanding of a chosen field or topic (linguistic/ literary/ cultural) through carrying out their own supervised research and study.

**Assessment:** Three preliminary papers 30%; major assignment 3000 words 70%.

**Textbooks:** Texts will be negotiated according to the chosen field or topic.

**Contact time:** Length and frequency of supervision sessions will vary according to individual students' needs.

**Prerequisites:** Language Studies 4

**Lecturer:** To be advised, City

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**MUSIC**


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There is a series of four 12 point, annual, units of Related Studies which provide a well-ordered sequence of studies in Musicology, Musicianship, Keyboard Musicianship and Aural Training. The first three of these units provide an appropriate basis for a major in Music in the Bachelor of Liberal Studies.

For further details of these units, please refer to the Bachelor of Music unit outlines in this Handbook.

BMU189	Related Studies 1	12 points
BMU289	Related Studies 2	12 points
BMU389	Related Studies 3	12 points

(See page 103 for details.)

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**WOMEN'S STUDIES**  
 Undergraduate
 

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Units in this multi-disciplinary area of study may be taken as a Major, or Sub-Major. Study in this area is particularly beneficial to students planning to work in the helping professions, such as Education, Health, Welfare and Leisure.

**UNITS AVAILABLE IN WOMEN'S STUDIES**
**Year 1**

TWM100 Women's Studies 1  
 TWM101 Women's Studies 2

**Year 2**

TWM102 Women's Studies 3  
 TWM103 Women's Studies 4A  
 TWM105 Women's Studies 5A

**Year 3**

CWM301 Women's Studies 3A\*  
 TWM104 Women's Studies 4B\*  
           or  
 TWM106 Women's Studies 5B\*  
           or  
 TWM300 Women's Studies 6

**OPTION**

CHY302 History 3B (Women in History)\*

\* Not offered in 1991

**Note:**

New and continuing students should note that this specialisation was previously taught at Salisbury Campus, it is now to be offered at the City Campus. Details of Women's Studies units are given below.

**LIBERAL STUDIES**

All of the above units are available to students undertaking the Associate Diploma of Arts (Liberal Studies).

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**UNIT DETAILS**


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**TWM100** Semester: 1  
**WOMEN'S STUDIES 1** 6 pts

This unit aims to examine the basic sociological concepts which underpin gender inequality. It will also examine the realities of sex and gender inequality and how they affect women's role, status, position and lifestyle in a given society. Topics examined include Culture, Socialisation, Social Stratification and social institutions (e.g. family, education, religion, economy, politics, leisure and mass media).

Assessment: Tutorial paper, maximum 1500 words 30%; Tutorial participation 20%; major essay maximum 2500 words 50%

Textbooks: Nil

Contact time: 4 hours per week for one semester

Prerequisites: Nil

Lecturer: Karobi Mukherjee, City & Salisbury

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**TWM101** Semester: 2  
**WOMEN'S STUDIES 2** 6 pts

This unit aims to provide an opportunity for women to explore and develop their physical potential and to become more aware of the pressures on women in our society and the effect on their physical, mental and social health. The practical component of the unit is to introduce women to activities to develop and increase fitness and enjoyment. Seminars will include discussion on nutrition, exercise, menstruation to menopause, self-health, stress, ageing, violence, recreation opportunities, and health resources.

Assessment: Time Diary 20%; Health Contract 30%; research paper/project 40%; physical activity involvement and participation in class 10%.

Textbooks: Boston Women's Health Collective. The New Our Bodies Ourselves. Harmondsworth: Penguin Books, 1984.  
 Ryan, R.S and Travis, J.W. Wellness Workbook. Berkeley: Ten Speed Press, 1981.

Contact time: 3 hours week workshop/seminar, 1 hour week practical session

Prerequisites: Nil

Lecturer: Myra Betschild, City

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**TWM102** Semester: 2  
**WOMEN'S STUDIES 3** 6 pts

This unit aims to examine the social, political and economic factors that are responsible for the development of the present position of women in Australian society. Topics examined include Aboriginal Australia, immigration and multi-culturalism, pioneering and rural life, 19th century industrialisation, urbanisation, political and social movement, Australia and international relations, economic cycles, boom and bust, power in Australia today in the family, the economy, the media and political parties.

Assessment: Journal 33.3%; major essay maximum 2500 words 33.3%; seminar participation and presentation 33.3%

Textbooks: Nil

Contact time: 4 hours per week for one semester

Prerequisites: Nil

Lecturer: Margaret Allen, City

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**TWM103** Semester: 1  
**WOMEN'S STUDIES 4A** 6 pts

Topics include an examination of women and work in Australia; the gender division of labour; housework and child care; inequalities in the paid workforce; the gender division of labour markets; education and occupation; unionism; sexual harassment and occupational health in the workplace; equal pay; child care; technological change; part-time work and out work; strategies for change; analysis of individual skills and work preferences; and resume writing and interview skills.

Assessment: Seminar presentation 33.3%; journal 33.3%; final essay/project 33.3%

Textbooks: Hargreaves, K. Women at work. Harmondsworth: Penguin, 1981.  
 Game, A. and Pringle, R. Gender at Work. London: George Allen and Unwin, 1984.

Contact time: 4 hours per week for one semester  
 Prerequisites: TWM100 or permission of the Lecturer  
 Lecturer: Christine Beasley, City

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**TWM105** Semester: 1  
**WOMEN'S STUDIES 5A** 6 pts

In this unit students will consider images of women in popular culture - what they mean; how they mean; what they tell us about men and women in Australian culture; and how they affect the everyday lives and concerns of women. Students will view films and videos, TV programs and slides, collect advertisements, photograph public monuments, and consider the contributions and responses of women artists to women's art images.

Assessment: Written research paper, 2000 words 40%; oral presentation/paper, 1000 words 30%; seminar 30%

Textbooks: Reader prepared by lecturer

Contact time: 4 hours per week for one semester  
 Prerequisites: Two semesters of Women's Studies or permission of the lecturer  
 Lecturer: Kay Schaffer, City

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**TWM300** Semester: 1  
**WOMEN'S STUDIES 6** 6 pts

This unit will examine conservatism, liberalism, Marxism and feminism. Radical and socialist-feminism as well as post-structuralism and feminism will be explored. Passive, assertive and aggressive patterns of interaction and the differences between them will also be explored.

Assessment: Research paper 2000 words, 40%; Oral presentation 30%; Journal 30%.

Textbooks: Tong, Rosemarie: Feminist Thought: A Comprehensive Introduction. (London, Unwin Hyman, 1989).

Contact time: 4 hours per week for one semester  
 Prerequisites: 5 units of Women's Studies, including TWM100 or permission of the lecturer  
 Lecturer: Margaret Allen, City

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**BACHELOR OF EDUCATION (SECONDARY DRAMA)**  
 Undergraduate

 COLLEGE CODE: CBSD  
 SATAC CODE: CBD8

**CO-ORDINATOR**  
 Barbara Crompton, City

**INTRODUCTION**

The Bachelor of Education (Secondary Drama) applies only to the third and fourth year continuing students or those seeking entry other than at first year level.

The main aim of the Bachelor of Education (Secondary Drama) is to equip students to teach drama at all levels in Secondary Schools. The Drama Teacher should have a strong background in drama, and must be able to communicate effectively.

Dramatic art, whether witnessed in a theatre or mechanically reproduced through the mass media of cinema, television or radio, is a barometer of society. It is a communicative art that holds a mirror up to society, reflecting its thoughts, attitudes, mores and behaviour. As society will be faced with increasing leisure hours in the future, there will be a growing need for teachers with knowledge of and sensibility to drama. The drama units are designed to allow for the student's balanced development in performing skills, academic knowledge and technical knowledge.

Students enrolled in the Bachelor of Education (Secondary Drama) will also be required to take a second teaching major or minor in addition to the specialist drama major.

In 1991, Drama units of this course will be taught at the City Campus. Education Studies units, Teaching Studies units and the student's choice of a second teaching major or minor may not be available on the City Campus.

**LENGTH OF THE COURSE**

The length of the course is four years full-time.

**COURSE STRUCTURE**

For those students choosing to develop a Second Teaching Major:

Teaching Studies/Methodology	39 points
Education Studies	18
Specialist Major	48
Second Teaching Subject	36
Electives not applied to chosen Major	3
	<u>144 points</u>

For those students choosing to take a Teaching Minor of 24 points in addition to their Specialist Major:

Teaching Studies/Methodology	39 points
Education Studies	18
Specialist Major	48
Second Teaching Subject	24
Electives	15
	<u>144 points</u>

Secondary students working towards the Bachelor of Education (Secondary Drama) are required to complete the units Theatre Arts 1 to 10 (incl.) for a total of 48 points.

Other secondary students choosing to develop a second Teaching Major in Drama in addition to their Specialist Major are required to complete 36 points - of which 12 points must be Theatre Arts 1 and 2.

Other secondary students choosing to take a Teaching Minor in Drama in addition to their Specialist Major are required to complete 24 points - of which 12 points must be Theatre Arts 1 and 2.

**STUDY PROGRAM/UNITS**

<b>Year 3</b>	
<b>Semester 1</b>	
Theatre Arts 7	3 points
Elective	3 points
Second Teaching Subject	6 points
Education Studies:	
Schooling in Australian Society	6 points
<b>Semester 2</b>	
Theatre Arts 8	6 points
Theatre Arts 9	3 points
Teaching Studies 3	9 points
<b>Year 4</b>	
<b>Semester 1</b>	
Teaching Studies 4	12 points
Planning and Producing Learning Materials	3 points
Education Studies Option	3 points
<b>Semester 2</b>	
Theatre Arts 10	3 points
Curriculum Development	3 points
Electives	12 points

Theatre Arts Units 1 to 10 are compulsory for students enrolled in the B Ed (Secondary Drama) Course.

For outlines of these Drama (Teaching) Units, refer to that section in the "Undergraduate: Unit Details" of this Handbook.

**ASSOCIATE DIPLOMA OF ARTS (LIBERAL STUDIES)**

Drama units will not be offered in 1991 to first year students of the Associate Diploma of Arts (Liberal Studies). Continuing students should consult with Drama staff for details of units they may study.

**UNIT DETAILS**

UDR302 Semester: 2  
 THEATRE ARTS 8 6 pts

Involvement in a practical T.I.E. experience such as acting, design, lighting, make-up, costume, stage management, choreographing, group dynamics, etc.

Assessment: Attendance and participation in rehearsals 40%; final performance 60%

Textbooks: Selected dramatic material.

Contact time: 3 hours per week plus further rehearsals

Prerequisites: UDR101 and consultation with Drama staff

Lecturers: Barbara Crompton, City

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UDR303 Semester: 2  
THEATRE ARTS 9 3 pts

Interpretation, design, rehearsal and presentation of a scene from a play.  
Preparation of scale model and prompt book.  
Direction and rehearsal of other students.

Assessment: Practical directing exercises  
50%; written assignment 30%; two  
theatre reviews 20%

Textbooks: Playscripts as provided

Contact time: 3 hours per week for one semester

Prerequisites: UDR102 and consultation with  
Drama staff

Lecturers: Frank Ford, City

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UDR401 Semester: 2  
THEATRE ARTS 10 3 pts

Application of theory, etc. studies in UDR303.  
The emphasis is on the process of directing and producing a play. It is recommended that the play chosen should have well defined characters and a clear dramatic structure. The emphasis of the course is for the student to understand the process.

Assessment: Presentation of final production  
60%; directing documentation 40%

Textbooks: Selected play textbooks

Contact time: 7 hours rehearsal per week for  
one semester

Prerequisites: UDR303

Lecturer: Frank Ford, City

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**BACHELOR OF EDUCATION (SECONDARY LANGUAGES)**  
 Undergraduate

 COLLEGE CODE: CBSL  
 SATAC CODE: CBCL

**COURSE CO-ORDINATOR**

Rollo Kiek, City

**INTRODUCTION**

The Bachelor of Education (Secondary Languages) applies only to the third and fourth year continuing students or those seeking entry other than at first year level. The course is designed to prepare prospective teachers of languages – Italian, Modern Greek and Vietnamese in secondary schools.

**NOTE:** Students intending to take units in Vietnamese for the first time in 1991 should consult the Course Co-ordinator for information on the availability of studies in Vietnamese after 1991.

**LANGUAGES IN OTHER COURSES**

This section related to the Specialist Major components of the Bachelor of Education – Secondary. However, these units may be taken by other students provided that individual unit prerequisites are met.

**LENGTH OF THE COURSE**

The Bachelor of Education – Secondary course requires four years of full-time study or the part-time equivalent.

**LOCATION**

The course is offered at the City Campus – Italian, Modern Greek and Vietnamese. To facilitate attendance by part-time students most units will be offered in the late afternoon or early evening. A Primary sequence in Italian Studies will also be available at Magill.

**COURSE STRUCTURE**

The 144-point course consists of the following components:

Specialist Teaching Major	48 points
Teaching Minor	24 points
Professional Studies	54 points
- Studies in Education – 18 points	
- Teaching Studies – 18 points	
- Curriculum Studies/ Specialist Methodologies – 18 points	
Electives	18 points

**SPECIALIST MAJOR**

Students take a 48-point Specialist Major in Italian, Modern Greek or Vietnamese.

**TEACHING MINOR**

Language students are required to study a second teaching subject, a Teaching Minor of 24 points. Subject areas are listed in the study program table.

**PROFESSIONAL STUDIES**

These consist of two interrelated areas of study: Studies in Education and Teaching Studies. Studies in Education brings insights from sociology, philosophy, history and psychology to bear on problems of teaching and learning. The Teaching Studies component provides students with the opportunities to initially observe children in a range of learning situations in schools and to develop and practise teaching strategies. Students will also apply the knowledge and skills gained from their professional and major studies to the practice of teaching.

**ELECTIVE STUDIES**

Elective units are chosen from a wide range of units offered by the College. These include studies in the arts, humanities, sciences and social sciences.

**UNIT DETAILS**

Details of the units listed in the "Study Program" table are given in the appropriate subject section of this Handbook.

**STUDY PROGRAM**
**ITALIAN STUDIES**
**Year 3**

BCT301 Italian Studies 5  
 BCT302 Italian Studies 6

**Year 4**

Specialist Studies in Italian

**MODERN GREEK STUDIES**
**Year 3**

BCG301 Modern Greek Studies 5  
 BCG302 Modern Greek Studies 6

**Year 4**

Specialist Studies in Modern Greek

**VIETNAMESE STUDIES**
**Year 2**

Semester 1

BVT005 Vietnamese Studies 3

Semester 2

BVT006 Vietnamese Studies 4

**Year 3**

Semester 2

BVT007 Vietnamese Studies 4A

**Year 4**

Semester 1

BVT008 Vietnamese Studies 5

BVT009 Vietnamese Studies 6

**OPTIONS**

BVT010 Vietnamese: History of the Vietnamese Language  
 BVT011 Vietnamese: Classical Poetry  
 BVT012 Vietnamese: Nguyen Du  
 BVT013 Vietnamese: Twentieth Century Prose  
 BVT014 Vietnamese: Contemporary Poetry  
 BVT015 Directed Study: Vietnamese 1  
 BVT016 Directed Study: Vietnamese 2

**TEACHING MINOR**

Accounting and Finance  
 Drama (audition required)  
 Economics  
 English  
 History  
 Indonesian and Malaysian Studies  
 Italian Studies  
 Legal Studies  
 Librarianship  
 Modern Greek Studies  
 Music (audition required)  
 Secretarial Studies  
 Other second teaching minors may be approved by the Course Co-ordinator.

## PROFESSIONAL STUDIES

## Education Studies

FEP202	Development and Learning: Secondary	6 pts
FEP401	Secondary Studies with Special Needs	3 pts
FEH301	History of Education: Secondary	3 pts
FSE300	The Sociology of Secondary Education	3 pts
FHP401	The Philosophy of Secondary Education	3 pts

## Teaching Studies

FTS201	Teaching Studies 1
FTS301	Teaching Studies 2
FTS401	Teaching Studies 3
FCS402	Curriculum Development: Secondary

## ITALIAN STUDIES

## Undergraduate

## COURSE CO-ORDINATOR

Romano Rubichi, City

## OTHER LANGUAGE STUDENTS

All Italian Studies units are open to students in all college awards to follow as Majors, Minors or Electives, depending on the constraints of their particular awards and subject to unit prerequisites.

## CONTINUING STUDENTS

As part of the change to a new Bachelor of Education (Languages) award, the structure and unit descriptions below are also new. Continuing students of Italian will, however, be given early written information on their individual program of study in the new award. Academic staff will also be available for counselling before and during the enrolment period in 1991.

## Specialist Major (Secondary)

Italian Studies 1 and 2

Italian Studies 3 and 4

Italian Studies 5 and 6

Specialist Studies in Italian - 4 three point units selected from the following:

BCT401

BCT402

BCT403

BCT404

BCT405

BCT406

BCT407

BCT408

## Primary Sequence (Diploma)

Italian Studies 1 and 2

Italian Studies 3 and 4

Italian Studies 4A

## Primary Sequence (Bachelor of Education)

Italian Studies 5 and 6

(Specialist studies in Italian are available as Electives).

## SUMMARY OF UNITS

BCT001 Italian Studies - Preparatory Unit A\*

BCT002 Italian Studies - Preparatory Unit B\*

BCT003 Italian Studies Language Elective\*

BCT101 Italian Studies 1

BCT102 Italian Studies 2

BCT201 Italian Studies 3

BCT202 Italian Studies 4

BCT203 Italian Studies 4A

BCT301 Italian Studies 5

BCT302 Italian Studies 6

BCT401 Italian: Twentieth Century Prose\*

BCT402 Italian: Twentieth Century Poetry\*

BCT403 Italian: Verga and Verismo\*

BCT404 Italian: Dialectology\*

BCT405 Italian: Humanism and Renaissance

BCT406 Italian: Dante\*

BCT407 Directed Study: Italian 1\*

BCT408 Directed Study: Italian 2\*

\* These units will be offered in 1991 subject to student interest and demand, and staff availability. A full sequence of units (12 points) at fourth year level within the Specialist Major will be offered.

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**UNIT DETAILS**


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**BCT201** Semester: 1  
**ITALIAN STUDIES 3** 6 pts

Not offered in 1991

A program of advanced studies in Italian grammar. A guided reading program of contemporary literature. Films selected for their social and cultural perspectives.

Assessment: Two class tests 50%; oral/written exercises 25%; written assignment of 1500 words 25%. Students are required to pass in each component of the assessment

Textbooks: Marmini, P & Vincentini, G. Imparare dal vivo Livello avanzato. Roma: Bonacci ed. 1986  
 Sciascia, L. A ciascuno il suo, (with notes), Boston: Houghton Mifflin Co, 1976  
 Silone, I. Fontamara, Milano: Mondadori, 1985.

Contact time: 5 hours per week for one semester  
 Prerequisite: BCT102  
 Lecturer: Angela Mauro, City

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**BCT202** Semester: 2  
**ITALIAN STUDIES 4** 6 pts

Not offered in 1991

A program of advanced studies in Italian grammar. A guided reading program of contemporary literature. Films selected for their social and cultural perspectives. A collection of works of particular significance in the evolution of Italian society since unification.

Assessment: Two class tests 50%; oral/written exercises 25%; written assignment of 1500 words 25%. Students are required to pass in each component of the assessment

Textbooks: Festa-Campanile, P. Per amore, solo per amore. Milano: Fabbri-Bompiani, 1985.  
 Arpino, G. Il fratello italiano. Milano: Rizzoli, 1984.

Contact time: 5 hours per week for 1 semester  
 Prerequisite: BCT201  
 Lecturer: Angela Mauro, City

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**BCT203** Semester: 2  
**ITALIAN STUDIES 4A** 6 pts

Not offered in 1991

A series of activities devised to give students practice within various contexts and situations associated with their professional practice. A study of current theories and practices of language teaching with an emphasis on primary method. A study of the R-8 Italian curriculum "Pane e Fantasia" and similar recent developments.

Assessment: Students' performance both oral and written, in Italian specific to their professional field 50%; Class paper and assignments on methodology of language teaching and knowledge of curriculum, 50%. Students are required to pass in each component of the assessment

Textbooks: Lecture notes and other reading material are supplied.

Contact time: 5 hours per week for one semester  
 Prerequisite: BCT202  
 Lecturer: To be advised

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**BCT301** Semester: 1  
**ITALIAN STUDIES 5** 6 pts

A program of oral and written language activities enabling students to perform professional tasks and develop creative writing skills. A study of selected works of particular significance to the Romanticismo/Risorgimento. Films selected for their relevance to this period.

Assessment: Written exercises 25%; class paper of 1500 words 25%; two assignments of 1200 words each 20% each; viva voce exam 10%. Students are required to pass in each component of the assessment

Textbooks: To be advised

Contact time: 4 hours per week for one semester  
 Prerequisite: BCT202 or BCT 203  
 Lecturer: Sergio Galessi, City

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**BCT302** Semester: 2  
**ITALIAN STUDIES 6** 6 pts

A program of oral and written language activities enabling students to perform professional tasks and develop creative writing skills. The works of Manzoni and other selected reading of the period.

Assessment: Written exercises 25%; class paper of 1500 words 25%; two assignments of 1200 words each 20% each; viva voce exam 10%. Students are required to pass in each component of the assessment

Textbooks: Manzoni, A. I promessi sposi, Firenze: Le Monier, 1980. Notes and materials are provided.

Contact time: 4 hours per week for one semester  
 Prerequisite: BCT301  
 Lecturer: Sergio Galessi, City

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**BCT401** Semester: 2  
**ITALIAN: TWENTIETH CENTURY PROSE** 3 pts

An in-depth study of a selection of works by 20th Century Italian authors. These texts will be analysed for their content, language, style, social context and literary trend they may reflect.

Assessment: Class essays 80%; tutorial preparation, 20%. Students are required to pass in each component of the assessment

Textbooks: Works by contemporary authors are selected each year.

Contact time: 2 hours per week for one semester  
Prerequisite: BCT302  
Lecturer: Romano Rubichi, City

**BCT402** Semester: TBA  
**ITALIAN: TWENTIETH CENTURY POETRY** 3 pts

An in-depth study of a selection of works by 20th Century Italian poets and of socio-cultural forces which helped to shape their poetry. The works of these poets will be given particular attention: D'Annunzio; Pascoli; Gozzano; Ungaretti; Saba; Montale.

Assessment: Seminar presentation 40%; major assignment of 2000 words 60%. Students are required to pass in each component of the assessment.

Textbooks: Rispoli, G. and Quondam, A. Poesia contemporanea. Firenze: Le Monier, 1973.

Contact time: 2 hours per week for one semester  
Prerequisite: BCT302  
Lecturer: To be advised

**BCT403** Semester: 1  
**ITALIAN: VERGA AND VERISMO** 3 pts

This unit will involve an in-depth study of a selection of Verga's short stories and major novels as well as an analysis of nineteenth century Italian society and literary currents.

Assessment: Seminar presentation 40%; major assignment of 2000 words 60%. Students are required to pass in each component of the assessment.

Textbooks: Verga, G. I. Malavoglia. (L'Airone), Verona: Mondadori, 1978.  
Verga, G. Mastro-don Gesualdo. Nursia: Edizione integrale commentata, 1984.

Contact time: 2 hours per week for one semester  
Prerequisite: BCT302  
Lecturer: Romano Rubichi, City

**BCT404** Semester: TBA  
**ITALIAN: DIALECTOLOGY** 3 pts

A program of study involving phonetic, morphological, lexical, grammatical and syntactical analyses of audio and written dialectal material.

Assessment: Class tests/assignments 50%; Final examination of 2 hours 50%. Students are required to pass in each component of the assessment.

Textbooks: Bertoni, G. Italia dialettale. Milan: Hoepli, 1975.  
Devoto, G. & Giacomelli, G. Dialetti delle regioni d'Italia. Firenze: Sansoni, 1972.

Contact time: 2 hours per week for one semester  
Prerequisite: BCT302  
Lecturer: Romano Rubichi, City

**BCT405** Semester: TBA  
**ITALIAN: HUMANISM AND RENAISSANCE** 3 pts

Selected works of the period chosen for the linguistic and socio-political content.

Assessment: Two tutorial papers in Italian of 500 words each 20% each; essay in Italian of 2000 words 60%. Students are required to pass in each component of the assessment.

Textbooks: Header, H. and Waley, D.P. (eds) A Short History of Italy. Cambridge: CUP, 1963.  
Migliorini, I. and Baldelli Breve Storia della Lingua Italiana. Firenze: Sansoni, 1981. Material and notes are provided by the lecturer.

Contact time: 2 hours per week for one semester  
Prerequisite: BCT302  
Lecturer: To be advised

**BCT406** Semester: TBA  
**ITALIAN: DANTE** 3 pts

To gain understanding of Dante's work and the socio-political situation of Italy at the time. Dante - La Divina Commedia, Vol.1 Inferno.

Assessment: Two tutorial papers in Italian of 500 words each 20% each; essay in Italian of 2000 words 60%. Students are required to pass in each component of the assessment.

Textbooks: Dante, A. La Divina Commedia, Vol.1, Natalino Sapegno (ed.). Firenze: La Nuova Italia, 1976.

Contact time: 2 hours per week for one semester  
Prerequisite: BCT302  
Lecturer: To be advised

**BCT407** Semester: 1  
**DIRECTED STUDY: ITALIAN 1** 3 pts

The content of the unit is to be negotiated between individual students and Italian Studies staff.

Assessment: Preliminary papers of 1000 words 30%; dissertation of 2000 words 70%. Students are required to pass in each component of the assessment.

Textbooks: To be advised

Contact time: As negotiated  
Prerequisite: BCT302  
Lecturer: Romano Rubichi, City

BCT408 Semester: 2  
DIRECTED STUDY: ITALIAN 2 3 pts

The content of the unit is to be negotiated between individual students and Italian Studies staff.

Assessment: Preliminary papers of 1000 words 30%; dissertation of 2000 words 70%. Students are required to pass in each component of the assessment

Textbooks: To be advised.

Contact time: As negotiated

Prerequisite: BCT302

Lecturer: Romano Rubichi, City

MODERN GREEK  
Undergraduate

COURSE CO-ORDINATOR  
Paul Tuffin

#### OTHER STUDENTS

All Modern Greek Studies units are open to all students in all College awards to follow as Majors, Minors, or Electives, depending upon the constraints of their particular awards and subject to unit prerequisites. Students with limited or no knowledge of Modern Greek may follow the Preparatory Program in Modern Greek or the Elective Program. These are offered subject to demand and staff availability.

#### Specialist Major (Secondary)

Modern Greek Studies 1 and 2  
Modern Greek Studies 3 and 4  
Modern Greek Studies 5 and 6  
Specialist Studies in Modern Greek (4 three-point units).

#### Primary Sequence (Diploma)

Modern Greek Studies 1 and 2  
Modern Greek Studies 3 and 4  
Modern Greek Studies 4A

#### Primary Sequence (Bachelor of Education)

Modern Greek Studies 5 and 6  
(Specialist Studies in Modern Greek available as Electives.)

#### SUMMARY OF UNITS

BCG001 Modern Greek Studies: Preparatory Unit A\*  
BCG002 Modern Greek Studies: Preparatory Unit B\*  
BCG003 Modern Greek: Language Elective A\*  
BCG004 Modern Greek: Civilisation Elective B\*  
BCG005 Modern Greek: Language Elective B\*  
BCG006 Modern Greek: Civilisation Elective B\*  
BCG101 Modern Greek Studies 1  
BCG102 Modern Greek Studies 2  
BCG201 Modern Greek Studies 3  
BCG202 Modern Greek Studies 4  
BCG203 Modern Greek Studies 4A  
BCG301 Modern Greek Studies 5  
BCG302 Modern Greek Studies 6  
BCG401 Modern Greek: Contemporary Poetry\*  
BCG402 Modern Greek: History of the Greek Language\*  
BCG403 Modern Greek: Dialectology\*  
BCG404 Modern Greek: Cretan Renaissance\*  
BCG405 Directed Study: Modern Greek 1\*  
BCG406 Directed Study: Modern Greek 2\*

\* These units will be offered in 1991 subject to student interest and demand and staff availability. However a full sequence of units (12 points) at fourth year level within the Specialist Major will be offered.

#### ASSOCIATE DIPLOMA OF ARTS (LIBERAL STUDIES)

##### Modern Greek Studies

Modern Greek Studies units will not be offered in 1991 to first year students of the Associate Diploma of Arts (Liberal Studies).

Continuing students should consult with Modern Greek Studies staff for details of units they may study.

## UNIT DETAILS

BCG201 Semester: 1  
MODERN GREEK STUDIES 3 6 pts

Not offered in 1991

A series of language acquisition activities (including means and skills-focused activities) which allow language to be presented to students and to be used by them to perform various communicative tasks. Selected texts and source materials deal with the history of Greece from the period of the Asia Minor Catastrophe to the present day contemporary Greek culture and Greek-Australian immigration, culture and society.

Assessment: Semester work 25%; two written assignments 25%; end-of-unit exam 25%; summative oral assessment 25% Students are required to pass in each component of the assessment

Textbooks: Language: print and audio-visual materials are provided.  
Civilisation: students are provided with annotated texts in Modern Greek

Contact time: 5 hours per week for one semester  
Prerequisite: BCG102  
Lecturer: To be advised, City

BCG202 Semester: 2  
MODERN GREEK STUDIES 4 6 pts

Not offered in 1991

A series of language acquisition activities (including means and skills-focused activities) which allow language to be presented to students and to be used by them to perform various communicative tasks. Selected readings of 20th Century Greek literature.

Assessment: Semester work 25%; two written assignments 25%; end-of-unit exam 25%; summative oral assessment 25% Students are required to pass in each component of the assessment

Textbooks: Print and audio-visual materials are provided

Contact time: 5 hours per week for one semester  
Prerequisite: BCG201  
Lecturer: Kyriakos Deliyannis, City

BCG203 Semester: 2  
MODERN GREEK STUDIES 4A 6 pts

Not offered in 1991

A series of activities devised to give students practice in Modern Greek within various contexts and situations associated with their professional practice. A study of current theories and practices of language teaching with an emphasis on primary developments. A study of the R-8 Modern Greek curriculum and similar recent developments.

Assessment: Students' performance both oral and written in Modern Greek specific to their professional field 50%; class papers and assignments on methodology of language teaching and knowledge of curriculum 50% Students are required to pass in each component of the assessment

Textbooks: Lecture notes and other reading materials are supplied

Contact time: 4 hours per week for one semester  
Prerequisite: BCG202  
Lecturer: Paul Tuffin, City

BCG301 Semester: 1  
MODERN GREEK STUDIES 5 6 pts

A series of language acquisition activities (including means and skills-focused activities) which allow language to be presented to students and to be used by them to perform various communicative tasks. Texts and audio source materials selected from Modern Greek popular literature collections and recordings.

Assessment: Oral exercises and written exercises totalling not more than 1500 words 20%; end of unit exam 2 hours 30%; two assignments 20% each 1250 words each 40%; viva voca exam 15 minutes 10% Students are required to pass in each component of the assessment

Textbooks: Print and audio-visual materials are provided

Contact time: 4 hours per week for one semester  
Prerequisite: BCG202 or BCG203  
Lecturer: Kyriakos Deliyannis, City

BCG302 Semester: 1  
MODERN GREEK STUDIES 6 6 pts

A series of language acquisition activities (including means and skills-focused activities) which allow language to be presented to students and to be used by them to perform various communicative tasks. A selection of Modern Greek novels representative of major trends in the development of the novel.

Assessment: Oral exercises and written exercises totalling not more than 1500 words 20%; end of unit exam 2 hours 30%; two assignments 20% each 1250 words each 40%; viva voce exam 15 minutes 10% Students are required to pass each component of the assessment

Textbooks: Five to six are selected on an annual basis due to problems of availability.

Contact time: 4 hours per week for one semester  
Prerequisite: BCG301  
Lecturer: Kyriakos Deliyannis, City

**BCG401** Semester: TBA  
**MODERN GREEK: CONTEMPORARY POETRY** 3 pts

Not offered in 1991

A selection of works representative of major trends in contemporary Greek poetry.

Assessment: Written assignment of 1500 words 50%; examination 2 hours 50%. Students are required to pass in each component of the assessment.  
 Textbooks: Materials are provided

Contact time: 2 hours per week for one semester  
 Prerequisite: BCG302  
 Lecturer: Kyriakos Deliyannis, City

**BCG402** Semester: TBA  
**MODERN GREEK: HISTORY OF THE GREEK LANGUAGE** 3 pts

A study of the evolution of the Koine, the Greek language in the Middle Ages, the evolution of Modern Greek (including the Language Question) and of the types of phonetic, morphological, lexical, grammatical and syntactical changes which characterised the evolution of Modern Greek from Ancient Greek.

Assessment: Written assignment of 1500 words 50%; examination 2 hours 50%. Students are required to pass in each component of the assessment.  
 Textbooks: To be advised

Contact time: 2 hours per week for one semester  
 Prerequisite: BCG302  
 Lecturer: Kyriakos Deliyannis, City

**BCG403** Semester: TBA  
**MODERN GREEK: DIALECTOLOGY** 3 pts

A program of study involving phonetic, morphological, lexical, grammatical and syntactical analysis of audio and written dialectal material.

Assessment: Written assignment of 1500 words 50%; examination 2 hours 50%. Students are required to pass in each component of the assessment.  
 Textbooks: To be advised

Contact time: 2 hours per week for one semester  
 Prerequisite: BCG302  
 Lecturer: Kyriakos Deliyannis, City

**BCG404** Semester: TBA  
**MODERN GREEK: CRETAN RENAISSANCE** 3 pts

Not offered in 1991

An in-depth study of a selection of works by Greek poets and dramatists of the period, and of socio-cultural forces which helped to shape their work.

Assessment: Written assignment of 1500 words 50%; examination 2 hours 50%. Students are required to pass in each component of the assessment.

Textbooks: Kornarou, V. *E thysia tou Avraam*. Athena: Gyphtakes, Kamarinopoulos, 1963.  
 Polite, L. *Poietike anthologia*. Athena: Galaxia 1968. (vol 2, Meta ten Alose, 3. Kretike poiese tou 17 ou aiona)

Contact time: 2 hours per week for one semester  
 Prerequisite: BCG302  
 Lecturer: Kyriakos Deliyannis, City

**BCG405** Semester: TBA  
**DIRECTED STUDY: MODERN GREEK 1** 3 pts

The content of the unit is to be negotiated between individual students and the Modern Greek Studies staff.

Assessment: Preliminary papers totalling not more than 1000 words 30%; dissertation of 2000-2500 words 70%. Students are required to pass in each component of the assessment.

Textbooks: To be advised  
 Contact time: As negotiated  
 Prerequisite: BCG302  
 Lecturer: Kyriakos Deliyannis, City

**BCG406** Semester: TBA  
**DIRECTED STUDY: MODERN GREEK 2** 3 pts

The content of the unit is to be negotiated between individual students and the Modern Greek Studies staff.

Assessment: Preliminary papers totalling not more than 1000 words 30%; dissertation of 2000-2500 words 70%. Students are required to pass in each component of the assessment.

Textbooks: To be advised  
 Contact time: As negotiated  
 Prerequisite: BCG302  
 Lecturer: Kyriakos Deliyannis, City

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**VIETNAMESE STUDIES**  
 Undergraduate
 

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**COURSE CO-ORDINATOR**  
 Sr Marie Nien

**OTHER LANGUAGE STUDENTS**

All Vietnamese Studies units are open to students in all College awards to follow as Majors, Minors or Electives, depending on the constraints of their particular awards and subject to unit prerequisites.

Students with limited or no knowledge of Vietnamese may follow the Preparatory Program in Vietnamese or the Elective Program. These are offered subject to demand and staff availability.

**Specialist Major (Secondary)**

Vietnamese Studies 1 and 2  
 Vietnamese Studies 3 and 4  
 Vietnamese Studies 5 and 6  
 Specialist Studies in Vietnamese (4 three point units)

**Primary Sequence (Diploma)**

Vietnamese Studies 1 and 2  
 Vietnamese Studies 3 and 4  
 Vietnamese Studies 4A

**Primary Sequence (Bachelor of Education)**

Vietnamese Studies 5 and 6  
 (Specialist Studies in Vietnamese are available as Electives)

**SUMMARY OF UNITS**

BVT001 Vietnamese Studies - Preparatory Unit A  
 BVT002 Vietnamese Studies - Preparatory Unit B  
 BVT003 Vietnamese Studies 1  
 BVT004 Vietnamese Studies 2  
 BVT005 Vietnamese Studies 3  
 BVT006 Vietnamese Studies 4  
 BVT007 Vietnamese Studies 4A  
 BVT008 Vietnamese Studies 5  
 BVT009 Vietnamese Studies 6  
 BVT010 Vietnamese: History of the Vietnamese Language  
 BVT011 Vietnamese: Classical Poetry  
 BVT012 Vietnamese: NGUYEN DU  
 BVT013 Vietnamese: Twentieth Century Prose  
 BVT014 Vietnamese: Contemporary Poetry  
 BVT015 Directed Study: Vietnamese 1  
 BVT016 Directed Study: Vietnamese 2  
 BVT017 Vietnamese Studies - Language Elective

**ASSOCIATE DIPLOMA OF ARTS (LIBERAL STUDIES)**
**Vietnamese Studies**

Vietnamese Studies units which are a part of the Bachelor of Education (Secondary Languages) award will not be offered in 1991 to first year students of the Associate Diploma of Arts (Liberal Studies).

Continuing students should consult with Vietnamese Studies staff for details of units they may study.

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**UNIT DETAILS**


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**BVT005** Semester: 1  
**VIETNAMESE STUDIES 3** 6 pts

A program of advanced studies in complex phonological, morphological and syntactical structures during the various stages of the development of the Vietnamese language. A guided reading program of Vietnamese literature from the establishment of "Chu Quoc Ngu" to 1861. Selected texts and source materials which deal with the philosophy of confucianism and its influence on the Vietnamese culture

Assessment: Two class tests each 25%, 50%; oral/written exercises 25%; Project and report 1500 words 25% Students are required to pass in each component of the assessment.

Textbooks: Printed materials provided

Contact time: 5 hours per week for one semester  
 Prerequisites: BVT004  
 Lecturer: Sr Marie Nien, City

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**BVT006** Semester: 2  
**VIETNAMESE STUDIES 4** 6 pts

A program of advanced studies of complex structures and styles of the Vietnamese language "Chu Quoc Ngu". A guided reading program of Vietnamese literature from the period of "Nam Phong" magazine to the present time

Assessment: Two class tests each 25%, 50%; oral/written exercises 25%; Project and report 1500 words 25% Students are required to pass in each component of the assessment.

Textbooks: Printed materials provided

Contact time: 5 hours per week for one semester  
 Prerequisites: BVT005  
 Lecturer: Sr Marie Nien, City

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**BVT007** Semester: 2  
**VIETNAMESE STUDIES 4A** 6 pts

A series of activities devised to give students practice within various contexts and situations associated with their professional practice. A study of current theories and practices of language teaching, with an emphasis on primary developments. A study of the R-8 Vietnamese curriculum and similar recent developments

Assessment: Students' performance, both oral and written in Vietnamese specific to their professional field 50%; class papers and assignments on methodology of language teaching and knowledge of curriculum 50%. Students are required to pass in each component of the assessment.

Textbooks: Lecture notes and other reading material are supplied

Contact time: 5 hours per week for one semester  
 Prerequisites: BVT006  
 Lecturer: Sr Marie Nien, City

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**BVT008** Semester: 1  
**VIETNAMESE STUDIES 5** 6 pts

A program of oral and written language activities enabling students to perform professional tasks and develop creative writing skills. A study of selected texts of particular significance in Tu Luc Van Doan's works

Assessment: Written exercise 1500 words 25%; class paper 1500 words 25%; two assignments each 1200 words 40%; viva voce exam 10%. Students are required to pass in each component of the assessment.

Textbooks: Texts to be advised. Printed materials are provided

Contact time: 4 hours per week for one semester  
 Prerequisites: BVT007  
 Lecturer: Sr Marie Nien, City

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**BVT009** Semester: 2  
**VIETNAMESE STUDIES 6** 6 pts

A program of oral and written language activities enabling students to perform professional tasks and develop creative writing skills. Selected reading of the period from 1945 - 1975 and of those published in Australia

Assessment: Written exercise 1500 words 25%; class paper 1500 words 25%; two assignments each 1200 words 40%; viva voce exam 10%. Students are required to pass in each component of the assessment.

Textbooks: Printed materials are provided

Contact time: 4 hours per week for one semester  
 Prerequisites: BVT008  
 Lecturer: Sr Marie Nien, City

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**BVT010** Semester: 1  
**VIETNAMESE: HISTORY OF THE VIETNAMESE LANGUAGE** 3 pts

A study of the evolution of the Vietnamese written language from the period of using Chinese characters, then Demotic characters (a writing system with Chinese characters adapted to show pronunciation) and finally the Roman transcription with indicators for all phonetic distinctions and tones. (National written language)

Assessment: Written assignment 1500 words 50%; examination 2 hours 50%. Students are required to pass in each component of the assessment.

Textbooks: To be advised

Contact time: 2 hours per week for one semester  
 Prerequisites: BVT009  
 Lecturer: Sr Marie Nien, City

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**BVT011** Semester: 1  
**VIETNAMESE: CLASSICAL POETRY** 3 pts

An in-depth study of a selection of works by well known Vietnamese poets of the period and of socio-cultural forces which helped to shape their poetry. The works of the following poets will be given particular attention: Nguyen Trai, Nguyen Binh Khiem, Doan Thi Diem, Ho Xuan Huong, Nguyen Cong Tru, Nguyen Dinh Chieu, Nguyen Khuyen va Tran Te Xuong

Assessment: Seminar presentation 40%; Major assignment 2000 words 60%  
 Students are required to pass in each component of the assessment.

Textbooks: Bui Van Bao, Thi Ca Co-Dien vols 1 & 2 Canada: Que Huong 1978

Contact time: 2 hours per week for one semester  
 Prerequisites: BVT009  
 Lecturer: Sr Marie Nien, City

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**BVT012** Semester: 2  
**VIETNAMESE: NGUYEN DU** 3 pts

Assessment: Two tutorial papers in Vietnamese each 500 words 20%, 40%; essay 2000 words 60%  
 Students are required to pass in each component of the assessment

Textbooks: Nguyen-Du, Truyen Kieu Chu Giai, Van Hac Van Hoe, USA: Zielesks, 1976.

Contact time: 2 hours per week for one semester  
 Prerequisites: BVT009  
 Lecturer: Sr Marie Nien, City

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**BVT013** Semester: 1  
**VIETNAMESE: TWENTIETH CENTURY PROSE** 3 pts

An in-depth study of a selection of works by 20th Century Vietnamese authors. These texts will be analysed for their content, language, style, social context and literary trend they may reflect.

Assessment: Class essays 80%; tutorial preparation 20%

Textbooks: Works by contemporary authors are selected each year

Contact time: 2 hours per week for one semester  
 Prerequisites: BVT009  
 Lecturer: Sr Marie Nien, City

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**BVT014** Semester: 2  
**VIETNAMESE: CONTEMPORARY POETRY** 3 pts

A selection of works representative of major trends in Contemporary Vietnamese poetry.

Assessment: Written assignment 1500 words 50%; examination 2 hours 50%

Textbooks: To be advised

Contact time: 2 hours per week for one semester  
 Prerequisites: BVT009  
 Lecturer: Sr Marie Nien, City

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**BVT015** Semester: 1  
**DIRECTED STUDY: VIETNAMESE 1** 3 pts

The content of the unit is to be negotiated between individual students and staff

**Assessment:** Preliminary papers 1000 words  
30%; dissertation 2000 words  
70%. Students are required to pass in each component of the assessment.

**Textbooks:** To be advised

**Contact time:** As negotiated

**Prerequisites:** BVT009

**Lecturer:** Sr Marie Nien, City

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**BVT016** Semester: 2  
**DIRECTED STUDY: VIETNAMESE 2** 3 pts

The content of the unit is to be negotiated between individual students and staff

**Assessment:** Preliminary papers 1000 words  
30%; dissertation 2000 words  
70%. Students are required to pass in each component of the assessment.

**Textbooks:** To be advised

**Contact time:** As negotiated

**Prerequisites:** BVT009

**Lecturer:** Sr Marie Nien, City

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**BACHELOR OF EDUCATION (SECONDARY MUSIC)**  
 Undergraduate

 COLLEGE CODE: CBSM  
 SATAC CODE: CBMS

**MUSIC SPECIALISATION CO-ORDINATOR**

John McKenzie, City

**INTRODUCTION**

The Bachelor of Education (Secondary Music) applies only to the second, third and fourth year continuing students or those seeking entry other than at first year level. The course is designed to prepare specialist teachers of music in secondary schools.

**LENGTH OF THE COURSE**

The course requires four years of full-time study. It is not available on a part-time basis or in the external mode.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City.

**NB:** From 1991 this course will be available only to continuing students or those seeking entry other than at first year level.

**COURSE STRUCTURE**

The 144-point course consists of the following components:

Music - Double Teaching Major	
- Core Study	72 points
Professional Studies	54 points
- Studies in Education	
- Teaching Studies	
Electives	18 points

**DOUBLE MAJOR (72 points)**

The Double Major emphasises performance, music in education, basic competencies for teaching and directing music, and related music disciplines. The first year of the course emphasises the development of musical skills and provides a firm foundation for the subsequent years. Tours, concerts and workshops are compulsory components of the Double Major and the 36-point Major.

Choral and Instrumental Ensemble are core components of both the double major and the major. While students will not receive a grade for these components, they will be assessed under normal School of Music requirements in terms of attitude, attendance and participation at rehearsals and performances.

**MAJOR (36 points)**

Not available in 1991

**PROFESSIONAL STUDIES**

These consist of two interrelated areas of study: Education Studies and Teaching Studies.

Education Studies brings insights from sociology, philosophy, history and psychology to bear on problems of teaching and learning.

The Teaching Studies component provides students with the opportunities to initially observe children in a range of learning situations in schools and to develop and practise teaching strategies. Students will also apply the knowledge and skills gained from their professional and major studies to the practice of teaching.

**ELECTIVE STUDIES**

Elective units are chosen from a wide range of units offered by the College.

**STUDY PROGRAMME UNITS**
**Year 3**

Music - core	12 points
Education Studies	6 points
Teaching Studies	12 points
Electives	6 points

**Year 4**

Music - core	12 points
Education Studies	9 points
Teaching Studies	15 points

**NOTE ON ATTENDANCE**

There are specific attendance requirements for all School of Music programs. In particular, students are expected to attend all classes, lectures or ensemble sessions and the regulations require students to provide reasonable explanations for, or proper notification of, failure to attend. Students who do not comply with these regulations may be failed in a given unit.

Full details on attendance requirements are available from the Course Co-ordinators and lecturers.

Due to the modular structure of both the Double Major and the 36-point Major it is not possible to take either course on a part-time basis.

**COURSE UNITS**
**MUSIC CORE UNITS - DOUBLE MAJOR**
**Core Units**

BMU101	Music 1A
BMU103	Music 1B
BMU102	Music 2A
BMU104	Music 2B
BMU201	Music 3A
BMU203	Music 3B
BMU202	Music 3A
BMU204	Music 4B
BMU301	Music 5M
BMU302	Music 6M
BMU401	Music 7M
BMU402	Music 8M

**MUSIC CORE UNITS - 36-POINT MAJOR**

BMU105	Music 1C
BMU106	Music 2C
BMU205	Music 3C
BMU206	Music 4C
BMU305	Music 5C
BMU306	Music 6C

**PROFESSIONAL STUDIES**
**Education Studies**

FEP202	Development and Learning: Secondary
FEH301	History of Education: Secondary
FSE300	The Sociology of Secondary Education
FHP401	The Philosophy of Secondary Education
FEP401	Secondary Students with Special Needs

**Teaching Studies**

FTS201	Teaching Studies 1
FTS301	Teaching Studies 2
FTS401	Teaching Studies 3
FCS402	Curriculum Development: Secondary

**ELECTIVES - 18 points**

**ASSOCIATE DIPLOMA OF ARTS (LIBERAL STUDIES)****Secondary Music**

Secondary Music units will not be offered in 1991 to first year students of the Associate Diploma of Arts (Liberal Studies).

Continuing students should consult with Secondary Music staff for details of units they may study. Enrolments are limited by priority being given to students in the Bachelor of Music and the Bachelor of Education (Secondary Music).

**UNIT DETAILS**

**BMU101** Semester: 1  
**MUSIC 1A** 6 pts

This unit aims to establish competence in solo and ensemble performance, keyboard musicianship and chosen elective area. Content includes tuition in the principle area of performance; participation in choral and instrumental ensembles. Chord progressions and voicing at the keyboard is also examined.

**Assessment:** Major instrumental or vocal study 60%; elective 20%; keyboard musicianship 20% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

**Textbooks:** To be advised. Musical materials are chosen in consultation with instrumental teachers and ensemble tutors.

**Contact Time:** 11.75 hours per week for one semester

**Prerequisites:** Audition for entry to the course  
**Lecturer:** John McKenzie, City

**BMU102** Semester: 2  
**MUSIC 2A** 6 pts

This unit aims to further develop skills in solo and ensemble performance, choral ensemble, instrumental ensemble, the chosen elective area and keyboard musicianship. Individual tuition in the principal area of performance. Participation in choral and instrumental ensembles, incorporating literature of all musical genres with relevance to music programs in secondary schools. Further skills in keyboard musicianship.

**Assessment:** Major instrumental or vocal study examination 60%; elective 20%; keyboard musicianship 20% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

**Textbooks:** To be advised. Musical materials are chosen in consultation with instrumental teachers and ensemble tutors.

**Contact time:** 11.75 hours per week for one semester

**Prerequisite:** BMU101  
**Lecturer:** John McKenzie

**BMU103** Semester: 1  
**MUSIC 1B** 6 pts

This unit studies:

- methods for secondary classroom music teaching;
- writing and directing music for successful secondary school performance;
- individual and group instrumental instruction programs;
- music history and literature;
- introduction to harmony through the chord symbol and chord progressions;
- basic aural training and experimental free composition;
- introduction to percussion instruments;
- playing a woodwind instrument and learning about the woodwind family;
- music history and literature of the 20th century.

**Assessment:** Musicianship 15%; aural training 15%; music in education 30%; instrumental methodology 15%; musicology 25%.

**Textbooks:** To be advised.

**Contact time:** 8 hours per week for one semester

**Prerequisite:** Audition for entry to the course  
**Lecturer:** Jenny Rosevear, City

**BMU104** Semester: 2  
**MUSIC 2B** 6 pts

This unit studies:

- methods for secondary classroom music teaching;
- writing and directing music for successful secondary school performance;
- individual and group instrumental instruction programs;
- music history and literature;
- further harmonic concepts and aural training;
- introduction to the rhythm section;
- methodology, applicable to Year 8 general classes;
- playing a woodwind instrument and learning about the woodwind family;
- music history and literature of the 20th century.

**Assessment:** Musicianship 15%; aural training 15%; music in education 30%; instrumental methodology 15%; musicology 25%

**Textbooks:** To be advised

**Contact time:** 8 hours per week for one semester

**Prerequisite:** BMU103  
**Lecturer:** Jenny Rosevear, City

**BMU105** Semester: 1  
**MUSIC 1C** 6 pts

This unit aims to develop competence in solo and ensemble performance.

To study at a first level:

- theoretical aspects of music
  - methods for secondary classroom music teaching
- To develop a technical proficiency in the area of major performance study; to assist students in gaining skills in large choral ensemble participation; to assist students in gaining skills in large instrumental ensemble participation, to assist students in developing skills in keyboard musicianship, to arrange, compose and direct music for successful secondary school programs.

Assessment: Major instrumental or vocal study 30%; music in education 30%; musicianship 20%; keyboard musicianship 20%

+ Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

Textbooks: Musical materials are chosen in consultation with instrumental teachers and ensemble tutors.

Contact time: 13.75 hours per week including lectures, workshops and practical work for one semester

Prerequisite: Audition for entry to the course

Lecturer: John McKenzie, City

**BMU106** Semester: 2  
**MUSIC 2C** 6 pts

This unit aims to further develop instrumental and vocal performance skills in solo and ensemble performance.

To study at a second level:

- the theoretical aspects of music
- methods for secondary classroom music teaching

To further develop technical proficiency in the area of major performance study.

To assist students in gaining further skills in:

- large choral ensemble participation;
- large instrumental ensemble participation; and
- keyboard musicianship

To assist students in commencing to gain skills in choral and instrumental direction. Through sequential skill acquisition to arrange, compose and direct music for successful Secondary school programs.

Assessment: Major instrumental or vocal study 30%; music in education 30%; musicianship 20%; keyboard musicianship 20%

+ Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

Textbooks: Musical materials are chosen in consultation with instrumental teachers and ensemble tutors.

Contact time: 13.75 hours per week including lectures, workshops, and practice

Prerequisite: BMU105

Lecturer: John McKenzie, City

**BMU201** Semester: 1  
**MUSIC 3A** 6 pts

This unit aims to continue further development skills in solo and ensemble performance, choral ensemble, instrumental ensemble, the chosen elective area and keyboard musicianship.

Individual tuition in the principal area of performance. Participation in choral and instrumental ensembles (including direction), incorporating further literature of all musical genres with relevance to music programs in Secondary schools. Further skills in keyboard musicianship.

Assessment: Major instrumental vocal study 60%; elective 20%; keyboard musicianship 20%

+ Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

Textbooks: To be advised. Musical materials are chosen in consultation with instrumental teachers and ensemble tutors.

Contact time: 11.75 hours per week for one semester

Prerequisite: BMU102

Lecturer: John McKenzie, City

**BMU202** Semester: 2  
**MUSIC 4A** 6 pts

This unit continues further development as a soloist and students are assisted in the continued pursuit of gaining further skills in large choral ensemble participations and direction; large instrumental ensemble participation and direction; the chosen elective area and keyboard musicianship. Individual tuition in the principal area of performance. Participation in choral and instrumental ensembles (including direction), incorporating literature of all musical genres with relevance to music programs in Secondary schools. Further skills in keyboard musicianship.

Assessment: Major instrumental or vocal study 60%; elective 20%; keyboard musicianship 20%

+ Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

Textbooks: To be advised. Musical materials are chosen in consultation with instrumental teachers and ensemble tutors.

Contact time: 11.75 hours per week for one semester

Prerequisite: BMU201

Lecturer: John McKenzie, City

**BMU203** Semester: 1  
**MUSIC 3B** 6 pts

This unit continues:

- methods for secondary classroom music teaching;
- writing and directing music for successful secondary school performance;
- individual and group instrumental instruction programs;
- music history and literature;
- further harmonic concepts and aural training;
- introduction to jazz improvisation and jazz in secondary schools;
- school visits for observation of existing teaching methods;
- playing a brass instrument and learning about the brass family;
- other periods of musical history.

Assessment: Aural training 15%; music in education 30%; instrumental methodology 15%; musicology 25%; musicianship 15%.

Textbooks: To be advised.

Contact time: 8 hours per week for one semester

Prerequisite: BMU104

Lecturer: Jenny Rosevear, City

**BMU204  
MUSIC 4B**Semester: 2  
6 pts

This unit continues further study of:

- methods for secondary classroom music teaching;
- writing and directing music for successful secondary school performance;
- individual and group instrumental instruction programs;
- music history and literature;
- arranging music for Year 8 and 9 elective music groups;
- further harmonic concepts and aural training;
- methods, materials and procedures for teaching Year 8 classroom elective music, and further concepts of jazz improvisation;
- playing a brass instrument and learning about the brass family;
- other periods of musical history.

Assessment: Musicianship 15%; aural training and conducting skills 15%; music in education 30%; instrumental methodology 15%; musicology 25% To be advised.

Textbooks:

Contact time: 8 hours per week for one semester  
Prerequisite: BMU203  
Lecturer: Jenny Rosevear, City

**BMU205  
MUSIC 3C**Semester: 1  
6 pts

This unit aims to continue further development in instrumental and vocal performance skills in solo and ensemble performance.

To study at a third level:

- the theoretical aspects of music;
  - methods for secondary classroom music teaching;
- To continue further development in technical proficiency in the area of major performance study and commence acquiring repertoire as a soloist.
- To assist students in continuing to gain further skills in: large choral ensemble participation and direction; large instrumental ensemble participation and direction; and keyboard musicianship.

Through sequential skill acquisition to arrange, develop improvisation concepts and direct music for successful secondary school programs.

Assessment: Major instrumental or vocal study 30%; music in education 30%; musicianship 20%; keyboard musicianship 20% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

Textbooks: Musical materials are chosen in consultation with instrumental teachers and ensemble tutors

Contact time: 13.75 hours per week including lectures, workshops and practice for one semester

Prerequisites: BMU106  
Lecturer: Jenny Rosevear, City

**BMU206  
MUSIC 4C**Semester: 2  
6 pts

This unit aims to continue further development as a soloist, emphasis is placed on students developing further interpretive skills.

To study at a fourth level:

- the pedagogical aspects of music
  - methods for secondary classroom music teaching
- Students are assisted in the continued pursuit of gaining further skills in: large choral ensemble participation and direction; large instrumental ensemble participation and direction; keyboard musicianship.

Through sequential skill acquisition to arrange, compose and direct music for successful secondary school programs.

Assessment: Major instrumental or vocal study 30%; music in education 30%; musicianship 20%; keyboard musicianship 20% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated

Textbooks: Musical materials are chosen in consultation with instrumental teachers and ensemble tutors

Contact time: 13.75 hours per week including lectures, workshops and practice for one semester

Prerequisite: BMU205  
Lecturer: Jenny Rosevear, City

**BMU301  
MUSIC 5M**Semester: 1  
6 pts

This unit aims to develop advanced skills in solo and ensemble performance and to provide the opportunity for in-depth study in specific areas of pedagogy and secondary music curriculum. It also provides students with the opportunity to develop skills in choral and instrumental direction. Individual tuition in the principal area of performance including advanced studies in technique and repertoire representing a variety of idioms. Participation in choral and instrumental ensembles involving advanced musical literature. The direction of choral and instrumental ensembles. Arranging and composing music for Secondary school performance. Playing a string instrument and learning about the string family.

Assessment: Major instrumental study 30%; music in education 30%; arranging 30%; elective 10% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

Textbooks: To be advised

Contact time: 13.5 hours per week for one semester

Prerequisite: BMU202, BMU204  
Lecturer: John McKenzie, City

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**BMU302** Semester: 2  
**MUSIC 6M** 6 pts

This unit aims to develop advanced skills in solo and ensemble performance and to provide the opportunity for continual in-depth study in specific areas of pedagogy and secondary music curriculum. Content includes tuition in the principal area of performance; regular solo and ensemble rehearsals and performances; methods, materials and procedures for teaching Year 11 music classes; more advanced arranging for senior school ensembles; vocal and instrumental ensemble direction and playing a string instrument and learning about the string family.

**Assessment:** Major instrumental study 30%; music in education 30%; arranging 30%; elective 10% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

**Textbooks:** To be advised

**Contact time:** 13.5 hours per week for one semester

**Prerequisite:** BMU301

**Lecturer:** John McKenzie, City

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**BMU305** Semester: 1  
**MUSIC 5C** 6 pts

This unit aims to provide students with the opportunity of acquiring advanced skills in solo and ensemble performance. To demonstrate advanced technical and interpretative skills and to acquire repertoire as a soloist and ensemble performer. To direct choral and instrumental ensembles. To develop effective teaching skills, including class management and lesson planning.

To arrange, compose and direct music for secondary school programs. To develop understanding of individual or group instrumental instruction programs in the woodwind area.

**Assessment:** Major instrumental or vocal study 30%; music in education 30%; musicianship 20%; instrumental methodology 20% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated

**Textbooks:** To be advised

**Contact time:** 12.5 hours per week for one semester

**Prerequisite:** BMU206

**Lecturer:** John McKenzie, City

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**BMU306** Semester: 2  
**MUSIC 6C** 6 pts

This unit aims to provide students with the opportunity of continuing to acquire advanced skills in solo and ensemble performances. To provide the opportunity for continued in-depth study in specific areas of pedagogy and secondary music curriculum. To demonstrate advanced technical and interpretative skills and to acquire repertoire as a soloist and ensemble performer. To direct choral and instrumental ensembles. To develop effective teaching skills for senior secondary music classes. To arrange, compose and direct music for Secondary school

performances. To develop an understanding of individual and group instrumental instruction programs in the woodwind area.

**Assessment:** Major instrumental and vocal study 30%; music in education 30%; musicianship 20%; instrumental methodology 20% + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

**Textbooks:** To be advised.

**Contact time:** 12.5 hours per week including lectures, workshops and practice for one semester

**Prerequisite:** BMU305

**Lecturer:** John McKenzie, City

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**BMU401** Semester: 1  
**MUSIC 7M** 6 pts

This unit aims to achieve optimum level of technical and interpretive skills in solo and ensemble performance or in areas of particular interest and to develop personal philosophies in relation to Music Education.

It also aims to provide students with the opportunity to develop skills in choral and instrumental direction; and skills for planning school music programs.

**Content**

**Core:** Music in Education – review and analysis of established methodologies in music education. Organisation  
Philosophy  
Choral and Instrumental ensembles.

**Elective:** Any three of the following:  
Composition  
Arranging  
Stylistic analysis  
Musicology 3A  
Independent Study 1  
Major instrumental or vocal study  
Independent Study 2

**Assessment:** Music in education 40%; three electives 20% each + Choral and Instrumental Ensemble will be subject to an attendance requirement in the units thus designated.

**Textbooks:** To be advised

**Contact time:** 13.5 hours per week for one semester

**Prerequisite:** BMU302

**Lecturer:** John McKenzie, City

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**BMU402** Semester: 2  
**MUSIC 8M** 6 pts

This unit aims to achieve optimum level of technical and interpretive skills in solo and ensemble performance or in areas of particular interest and to develop personal philosophies in relation to Music Education. It also aims to provide students with the opportunity to develop skills in choral and instrumental direction; and skills for planning school music programs.

<b>Content</b>	
<b>Core:</b>	Music in Education - Review and analysis of established methodologies in music Organisation Philosophy Choral and Instrumental ensembles
<b>Elective:</b>	Any <u>three</u> of the following: Major Instrumental or Vocal Study Composition Arranging Stylistic analysis Musicology 3A Independent Study 1 Independent Study 2
<b>Assessment:</b>	Music in education 40%; three electives 20% each
<b>Textbooks:</b>	To be advised
<b>Contact time:</b>	13.5 hours per week for one semester
<b>Prerequisite:</b>	BMU401
<b>Lecturer:</b>	John McKenzie, City

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**EDUCATION STUDIES**  
Undergraduate  
UNDERDALE CAMPUS BASED

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**CO-ORDINATORS**

Tom Marriott, Bill Lucas, Helen Carey, Underdale

**INTRODUCTION**

Education Studies is one strand in a professional studies component which also includes Teaching Studies.

Reflecting the view now widely held among educationalists, that there is no simple relationship between theory and practice, but a network of complex interconnections, professional studies are structured so that the strands develop parallel with each other over the three or four years of a full time student's course.

The Education Studies strand is designed to help equip students with the basic knowledge to make informed judgements about education practice.

The strand is structured through a sequence of compulsory units, followed by one option. In special circumstances, the Education Studies Strand Committee may give a student permission to enrol for an Option concurrently with a compulsory unit or units.

**SUMMARY OF UNITS**

Code	Unit Title	Point Value
<b>Compulsory Units</b>		
UES120	Human Learning and Development	6
UES202	Studies in Adolescence (Secondary only)	3
UES203	Schooling in Australian Society	6
<b>Options</b>		
UES002	Computers and Education	3
UES003	Education and Community*	3
UES004	Education and Employment	3
UES005	Education in Multi-Ethnic Australia*	3
UES007	An Introduction to Steiner Education	3
UES010	Peace and Education	3
UES013	Some Great Educational Thinkers	3
UES014	Supervised Individual Study Option	3
UES015	Teacher as Counsellor	3
UES016	The Teacher Education Graduate in Transition*	3
UES017	Gender Issues	3
UES018	Student Behaviour Management	3
UHP001	Steiner (Waldorf) Education 1	6
UHP002	Steiner (Waldorf) Education 2	6

\* Not offered in 1991.

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**UNIT DETAILS**

UES002 Semester: 2, (Full length unit)  
COMPUTERS AND EDUCATION 3 pts

Microcomputer systems; CAI and an authoring languages; programming; Logo; general (eg wordprocessing) and subject specific educational software; evaluation and methodological issues in teaching; computers and special education; contemporary issues and policies. The emphasis is on considering 'hands on' activities.

Assessment: Five practical exercises 30%; comparative critique of two software package 20%; essay of 2000 words, 50%

Textbooks: Nil

Contact time: Semester 1: 4 hours per week for the first half semester  
Semester 2: 2 hours per week for the full semester

Prerequisites: Successful completion of all compulsory Educational Studies core units

Lecturer: Roger Wiseman, Underdale

UES004 Semester: 1  
EDUCATION AND EMPLOYMENT 3 pts

(Intensive Course for B Ed [Sec] only)

Changing patterns of work, leisure and education in modern industrialised societies, particularly Australia. Impact of technology on employment. In-depth examination of particular aspects such as youth unemployment, education and work for girls and women, job-creation schemes, etc. Analysis of selected initiatives: career education for girls, comprehensive school-to-work programs, etc.

Assessment: Review of specified reading of 1000 words 30%; one seminar or tutorial presentation 30%; one major essay or report, normally on a topic related to work during the second part of the semester, 2000 words or equivalent 40%

Sample References: The Commonwealth Government's Strategy for Young People. Policy paper from the Department of the Prime Minister and Cabinet. Canberra: AGPS, 1985.  
Carelli, M.D. (ed.) A New Look at the Relationship Between School Education and Work. Swets and Zeitlinger/UNESCO, 1980.  
Publications of the Transition Education Unit. (Ed.) Dept of SA. eg. Being Equal. 1981. The Nature of Work. 1982.  
Sampson, S. Initiatives to Change Girls' Perceptions of Career Opportunities, An Evaluation. Canberra: AGPS, 1983.  
Periodicals used regularly include the Australian Journal of Social Issues, Youth Studies Bulletin (National Clearinghouse for Youth Studies), Newsletter of the National Clearinghouse on Transition from School, Journal of Youth and Adolescence.

Contact time: 2 hours per week for one semester, OR  
4 hours per week for one half of a semester

Prerequisites: All compulsory units in Education Studies or equivalent

Lecturer: Helen Carey, Underdale

UES007 Semester: 1 (Intensive Unit)  
Semester: 2 (Full Semester)  
AN INTRODUCTION TO STEINER EDUCATION 3 pts

To examine the philosophy underlying Steiner (Waldorf) education; to consider the structure and organisation of Steiner (Waldorf) schools; to examine the curriculum of Waldorf schools in relation to Rudolf Steiner's model of child development; to experience some practical and artistic activities as practised in Waldorf schools.

Assessment: Journal of 2000 words 50%; response to readings of 1000 words 30%; participation in practical activities 20%

Textbooks: Carlgren, F. Education Towards Freedom. Lanthorn Press, 1976.  
Steiner, R. The Education of the Child. Rudolf Steiner Press, 1967.

Contact time: Semester 1: 4 hours per week for the first half semester  
Semester 2: 2 hours per week for the full semester

Prerequisites: All compulsory Education Studies units or equivalent

Lecturers: Patricia Fuss, Underdale,  
Paul Rubens, City

UES010 Semester: 2  
PEACE AND EDUCATION 3 pts

(Intensive Course For B. Ed (Sec) only)

Topics include:  
Peace as ideology; history of the term "peace" in its cross-cultural setting; "Cold Peace" to "Hot War"; the nation and its interests; the ideal of equality and the practice of freedom; international law and the laws of nations; terrorism; human rights; politics of ecology.

Assessment: Essay of 1500 words 30%; reading log 20%; curricula project 50%

Textbooks: Howard, M. War and the Liberal Conscience. OUP, 1981.

Contact time: 2 hours per week for one semester

Prerequisites: All compulsory Education Studies units or equivalent

Lecturer: Rodney Guttman, Underdale

UES013 Semester: 1, (Intensive Course for B Ed [Sec] Physical Ed & Drama only)  
Semester: 2, (Full length unit)  
SOME GREAT EDUCATIONAL THINKERS 3 pts

The development of the traditional Western emphasis on Education as Intellectual Discipline from its roots in Greek philosophic and Hebraic/Christian thought. The re-assertion of this theory of education in the 1980's. Adaptions and modifications to this theory by representative modern thinkers and schools of thought, such as Marxism, Existentialism, Jung, Piaget.

**Assessment:** One minor paper of 1000 words or a short oral examination 30%; plus either one major essay of 3000 words 70% or an oral examination on two major thinkers or schools of thought, chosen by the students themselves.

**Textbooks:** Nil

**Contact time:** 2 hours per week for one semester, or 4 hours per week for one half semester for Intensive Unit

**Prerequisites:** All compulsory Education Studies units or equivalent

**Lecturer:** Jack Cross, Underdale

**UES014 Semester: 1 or 2  
SUPERVISED INDIVIDUAL STUDY OPTION 3 pts**

This unit is intended for a very small number of students deemed likely to profit from, and capable of pursuing, an independent study. Once the initial proposal is approved by the Education Studies strand committee of the School of Studies in Education, the student may pursue the study.

**Assessment:** Assessment will vary with the nature of the study topic, but will normally be comparable with the 4000 words or equivalent required in other options

**Textbooks:** To be selected in accordance with the agreed topic.

**Contact time:** 2 hours per week for one semester

**Prerequisites:** All compulsory Education Studies units or equivalent

**Lecturer:** Jack Cross, Underdale

**UES015 Semester: 2  
TEACHER AS COUNSELLOR 3 pts**

The three phase model of counselling; attending and rapport skills; responding, leading and behaviour change skills; selected counselling theories - R.E.T., T.A., Gestalt, Behaviour Therapy, Reality Therapy; 'teacher as counsellor' role conflict; structuring an interview (teacher-parent, teacher-student, etc).

**Assessment:** Analysis of reflective responses 30%; small group presentation 40%; short paper 30%

**Textbooks:** To be advised

**Contact time:** 2 hours per week for one semester

**Prerequisites:** Successful completion of all compulsory Education Studies Core units

**Lecturer:** Rod Elliott, Underdale

**UES017 Semester: 2  
GENDER ISSUES 3 pts**

Topics covered will include the changing family; gender and education; psychology and gender; language; women's work and changing life patterns; media images; women and poverty; gender and ageing.

**Assessment:** Review of reading of 1000 words 30%; one seminar presentation 30%; one major essay of 2000 words 40%

**Textbooks:** Nil

**Contact time:** 2 hours per week for one semester

**Prerequisites:** All compulsory Education Studies units or equivalent

**Lecturer:** Judith Gill, Underdale

**UES018 Semester: 1, (Intensive Course for B Ed [Sec] only)  
Semester: 2, Full length unit - (Primary only) 3 pts**

**STUDENT BEHAVIOUR MANAGEMENT 3 pts**

A range of managerial strategies - TET, TA, Glasser, Dreikurs, Assertive Discipline and Behaviour Modification - will be studied. Using this framework, students will analyse and develop their own managerial style. In the process issues such as corporal punishment, power and the whole school approach will be considered.

**Assessment:** Journal 20%; reading responses 20%; group presentation 20%; group visit and report 10%; reflective essay 30%.

**Textbooks:** Tattum Delwyn P (ed). Management of Disruptive Pupil Behaviour in Schools. Wiley & Sons, 1986.  
Wolfgang Charles H; Clickman Carl D. Solving Discipline Problems Strategies for Classroom Teachers. Allyn & Bacon, 1986.

**Prerequisites:**

**Lecturer:**

**UES120 Semester: 1 or 2  
HUMAN LEARNING AND DEVELOPMENT 6 pts**

This is a foundation unit in educational studies. It draws upon a range of social science disciplines to provide a foundation of theory and practice in human development and learning for later studies.

Specific topics will cover fundamental issues relating to growth and development, different psychological approaches to understanding and explaining aspects of learning and development, cognitive development in early, middle, later childhood and adolescence, moral development and language development.

**Assessment:** Students are required to observe, interview and gather data in schools and the wider community as part of the assignment requirements. Assignments during the semester totalling 6000 words 70%; final examination 30%

**Textbooks:** To be advised.

**Contact time:** 4 hours per week for one semester

**Prerequisites:** Nil

**Lecturer:** Sue Howard/John Dryden, Underdale

**UES202 Semester: 1 or 2  
STUDIES IN ADOLESCENCE 3 pts**

Meaning of 'adolescence'; social, physical, cognitive development in adolescence. The development of identity examined against issues raised by a consideration of family, peers, gender and schooling. Aspects of youth culture, youth policy, adolescents and work, sexuality and drugs, media.

**Assessment:** Five response papers of 250 words each 30%; one workshop presentation 25%; one profile of 2500 words of an adolescent 45%

Textbooks: Nil  
 Contact time: 2 hours per week for one semester  
 Prerequisites: UES120  
 Lecturer: Judith Gill, Underdale

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UES203 Semester: 1 or 2  
 SCHOOLING IN AUSTRALIAN SOCIETY 6 pts

The relationship between school and society and the way society influences what goes on in schools. Particularly the need for clear thinking about social issues; schooling and the future; the ideological, historical and social context of Australian schooling; frameworks of control such as legal, community, government, private control; the issue of equity and schooling involving class, gender, race etc.

Assessment: Four assessment tasks spaced throughout the semester each for 25% of the total assessment. Total of 8000 words approx or equivalent. Assessment tasks to be selected from essay, examination, critical commentary on a file of specified readings, oral presentation in tutorial class, attendance and participation

Textbooks: Nil.

Contact time: 4 hours per week for one semester  
 Prerequisites: UES120  
 Lecturers: Rodney Goultman, Underdale

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UES204 Semester: 2  
 SCHOOLING AND CURRICULUM 3 pts

An examination of curriculum and the influence upon it and including a range of curriculum issues raised by students following their third teaching studies unit. Topics include Aboriginal Studies, Child Parent Centres, Computers in Education, Equal Opportunity, Health Education, Protective Behaviours.

Assessment: One paper of 1000 words 20%; three papers of 750 words each 20%; one poster presentation 20%.

Textbooks: Nil

Contact time: 2 hours per week for one semester  
 Prerequisites: All Curriculum Teaching Studies units  
 Lecturer: Pat Grant, Underdale

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UHP001  
 STEINER (WALDORF) EDUCATION 1 6 pts

An examination of Rudolf Steiner's philosophy as it relates to Waldorf school practice. The roles of Waldorf teachers as educators and administrators. The structure and organisation of Waldorf schools. An examination of Rudolf Steiner's model of child development. Approaches to the Waldorf curriculum in relation to children's development - from Kindergarten to class 12. Rudolf Steiner's Philosophy of Freedom and Epistemology. The School in Society. Practical and artistic activities, eg painting, eurythmy, music, modelling. Students will have contact with teachers from the Mount Barker Waldorf School.

Assessment: Journal of 6000 words 100%; including a response to readings of 1000 words, and a report on practical activities of 1000 words

Textbooks: Carlgren, F. Education Towards Freedom. Lanthorn Press, 1976. Harwood, A C. The Recovery of Man in Childhood. Hodder and Stoughton, 1970.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturers: Patricia Fuss, Underdale  
 Paul Rubens, City

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UHP002  
 STEINER (WALDORF) EDUCATION 2 6 pts

The Waldorf approach to selected curriculum areas, such as: Language Arts, Mathematics, History, Science. Human nature as a model for explaining Waldorf School structure and practice. In-depth study of a Curriculum area. Theory and practice of Waldorf School structure and curriculum development (R-12). Experience of selected artistic activities.

Assessment: Written assignment of 3000 words 50%; class presentation of main lesson 50%, total 6000 words

Textbooks: Steiner, R. The Study of Man. Rudolf Steiner Press, 1975. Steiner, R. Practical Advice for Teachers. Rudolf Steiner Press, 1976. Steiner, R. Discussions With Teachers. Rudolf Steiner Press, 1976.

Contact time: 4 hours per week for one semester  
 Prerequisites: UPH001  
 Lecturers: Patricia Fuss, Underdale  
 Paul Rubens, City

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## ENGLISH Undergraduate

### INTRODUCTION

The study of the English language and literature contributes to the understanding of self and environment, to imaginative and intellectual growth and, by extension, to the range of one's sympathies and interests.

Studies offered in English contribute to the following College awards:

- Diploma of Teaching/Bachelor of Education. For course information, refer to the entry in the Undergraduate Course Structures section of this Handbook. Unit details commence on the next page.
- Bachelor of Education (In-Service). Details of the specialisations in English are contained in the Bachelor of Education (In-Service) section of this Handbook

### CO-ORDINATOR

Dianne Schwerdt, City

### DIPLOMA OF TEACHING/BACHELOR OF EDUCATION

#### Secondary Program

The English staff prepare specialist English teachers for secondary schools through the Bachelor of Education degree. To this end the scope of studies is tailored to fit the professional demands made on teachers as well as providing a ground in English as a liberal study. Thus, as outlined work is required in Australian language, literature and the philosophy of English. For those completing a Major or Minor in the subject, work in English methodology is also required.

#### Primary Program

Students interested in taking English as Liberal Studies units may enrol in any unit.

#### Location

Course units are taught at both City and Underdale Campuses whenever possible, subject to staffing availability and merger policy.

Students may take a 36 point Teaching Major or a 24 point Teaching Minor as follows:

#### Major Study

Students must take at least 6 one-semester units which will include Australian Literature and Language in Use (UEN001 and UEN002). The other four units are to be selected from the options available at the time.

#### Minor and In-Depth Study

Students must take at least 4 one-semester units which will include Australian Literature and Language in Use, (UEN001 and UEN002). Two further units are to be selected from the options available at the time.

### COURSE UNITS

All course units are of one semester's duration and carry a point value of six. For students taking English as a Major or Minor study there are compulsory core units.

#### Core Units

Australian Literature (For Major and Minor)  
Language in Use (For Major and Minor)

#### Options

Children's Literature  
Special Topic 1  
Special Topic 2  
Special Topic 3  
Special Topic 4

Options will be offered on a rotating basis depending on availability of staff and perceived student needs.

#### ELECTIVES

Most English units are available as electives.

#### SUMMARY OF UNITS

Code	Unit Title	Point Value
<b>Core Units</b>		
UEN001	Australian Literature (For Major and Minor)	6
UEN002	Language in Use (For Major and Minor)	6
<b>Options</b>		
UEN004	Dramatic Literature 1	6
UEN005	Twentieth Century Literature	6
UEN006	Special Topic 1	6
UEN007	Special Topic 2	6
UEN008	Special Topic 3	6
UEN009	Special Topic 4	6
UEN010	Children's Literature	6

Note: Options will be offered on a rotation basis depending on availability of staff and perceived student needs. Units are taught at both City and Underdale Campuses where class numbers permit.

#### UNITS AVAILABLE IN 1991

##### 1st Semester:

TEN302 Dramatic Literature 2  
(Shakespeare to Sheridan)  
UEN005 Twentieth Century Literature  
UEN010 Children's Literature

##### 2nd Semester:

TEN203 Romanticism  
TEN202 Victorian Literature  
UEN007 Special Topic 2 - (The Writing of  
Children's Books)

#### LIBERAL STUDIES

##### English

English units offered within the Bachelor of Education at the City Campus will be made available to students in the Associate Diploma of Arts (Liberal Studies), depending upon staff resources and the pattern of study adopted for each particular year.

##### Unit Codes

UEN001	UEN007
UEN002	UEN008
UEN003	UEN009
UEN004	UEN010
UEN005	
UEN006	

## UNIT DETAILS

**TEN302** Semester:1  
**DRAMATIC LITERATURE 2** 6 pts  
**(SHAKESPEARE TO SHERIDAN)**

An introduction to Jacobean, Restoration and post-Restoration drama and the ways in which people of this era saw their world; an examination of the comic and tragic modes as represented throughout the period; a means of approaching texts from a culture now widely different from our own, but which is still an important element in our cultural tradition.

Assessment: Two essays of 2,000 words, 80%; Tutorial Presentation, 10%; Tutorial Participation, 10%.

Textbooks: Shakespeare: *Twelfth Night*, New Arden. *Measure for Measure*, New Arden. *King Lear*, New Arden. *The Winter's Tale*, New Arden. Salgado(ed.): *Three Jacobean Tragedies*, Penguin. Morell(ed.): *Four English Comedies of the Seventeenth and Eighteenth Centuries*, Penguin.

Contact time: 4 hours per week for one semester  
 Prerequisite: Two level 2 units of English  
 Lecturer: Madge Mitton, City

**UEN005** Semester: 1  
**TWENTIETH CENTURY LITERATURE** 6 pts

An opportunity for students to study and respond to a range of modern, particularly contemporary, literature in English and to develop skills of literary analysis and further the introduction to a variety of modes of response to literature.

Assessment: Four assignments each 25%.

Textbooks: A list of texts will be available from the lecturers in charge of the unit

Contact time: 4 hours per week  
 Prerequisite: Nil  
 Lecturer: John Hunt and Madge Mitton, City

**TEN203** Semester: 2  
**ROMANTICISM** 6 pts

Introduces students to the Romantic movement in England in its social and historical context, with some references to the music and painting of the period. Emphasis will be given to the impact of Romanticism on subsequent literature and contemporary culture.

Assessment: Three essays of 1500-2000 words each, 60%; exam, 20%; work in seminars and tutorials 20%.

Textbooks: A list of texts will be available from the lecturers in charge of the units.

Contact time: 4 hours per week  
 Prerequisite: Two units of English at Level 1  
 Lecturer: Madge Mitton and John Hunt, City

**TEN202** Semester: 2  
**VICTORIAN LITERATURE** 6 pts

Introduces students to the work of some major Victorian writers and broadens awareness of a culture in transition to which the writers responded; to further develop skills of literary analysis and knowledge of modes of response to literature and other forms of cultural expression of this period.

Assessment: Two essays of 2,000 words, 80%; Tutorial presentation, 10%; Tutorial participation, 10%.

Textbooks: Collins: *The Woman in White*, Oxford. Dickens: *Bleak House*, Penguin. Gaskell: *Cousin Phillis and Other Stories*, Oxford. Hardy: *The Return of the Native*, Penguin. Macbeth (ed): *The Penguin Book of Victorian Verse*, Penguin. Thackeray: *Vanity Fair*, Oxford. Trollope: *Barchester Towers*, Oxford. Wilde: *Plays*, Penguin.

Contact time: 4 hours per week  
 Prerequisite: Two units of English at Level 1  
 Lecturer: Madge Mitton, City

**UEN010** Semester:  
**CHILDREN'S LITERATURE** 6 pts

Not offered in 1991

The content of the unit focuses on the following topics:

- 1 What is children's literature? How does it differ from writing for adults?  
'Restrictions' of the form
- 2 Picture books
- 3 Story books for younger readers
- 4 Folk and fairy tales
- 5 Fantasy
- 6 Realism
- 7 Historical fiction
- 8 Study of an author
- 9 Twentieth century classics
- 10 Criticism of children's books
- 11 Adolescent fiction
- 12 Poetry
- 13 Popular fiction
- 14 Book into film
- 15 Award-winning books
- 16 Animal stories
- 17 Science fiction
- 18 Publishing trends and censorship
- 19 Values in children's books
- 20 Australian fiction

Assessment: Three essays 2000 words each 50%; the conduct of two seminar sessions 30%; tutorial papers and general contributions to seminars and tutorials 20%

Textbooks: Texts vary from year to year depending upon which topics are to be highlighted, and on the availability of paperback editions. No text will be set that is not readily available in paperback, and books come in and out of print with great rapidity in the children's field

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Eleanor Nilsson, Underdale

UEN007 Semester:  
SPECIAL TOPIC 6 pts  
(The Writing of Children's Books)

Not offered in 1991

Content of the unit includes:

- What it means to write for children
- Some characteristics of children's books
- Marketable categories of writing for children
- Writing for different age groups - ideas, titles, styles
- The importance of reading aloud - adolescent fiction
- Improving critical skills - values in children's books
- Marketing

Assessment: Three finished pieces of writing for children, in at least two of the marketable categories of children's books, about 2000 words each, but length depends upon which area of children's books is being attempted, eg. for a picture book, 500 words would be adequate 50%; writing exercises for discussion in class 500 words each week 30%; contribution to seminar and all discussion sessions 20%

Textbooks: Texts will vary from year to year, but only books which are readily available in paperback editions will be set. Books will be selected from all the current marketable categories of children's books to provide the students with suitable models for their own writing, and for the exercise of their critical skills.

Contact time: 4 hours per week for one semester  
Prerequisites: Nil  
Lecturer: Eleanor Nilsson, Underdale

UEN008 Semester:  
SPECIAL TOPIC 3 6 pts  
(AFRICAN LITERATURE)

Not offered in 1991

The unit aims to cover a wide range of literature from Africa, explored within cultural contexts. Topics include: colonialism and its effects, race relations, traditional versus modern values, power struggles, women's experiences in a changing socio-cultural environment, urban and rural values, the writer and society.

Assessment: Two seminar presentations 1500 words 30%; one major assignment 2,000 words 40%

Textbooks: A list of textbooks and references will be available from the lecturer.

Contact time: Compulsory attendance at lectures and tutorials 4 hours per week for one semester

Prerequisites: Nil  
Lecturer: Dianne Schwerdt, City

UEN001 Semester:  
AUSTRALIAN LITERATURE 6 pts

Not offered in 1991

For students taking a Major or Minor study in English, this unit is compulsory. The content of the unit focuses on the following topics: Literature from the 1950's to the present day including prose, poetry, drama and film versions of the literature where possible; the migrant experience, the image of Aborigines in literature and Aboriginal writers, women in literature and women writers, contemporary Australian culture.

Assessment: Response Journal of 2000 words 30%; two seminar presentations 20% each; major assignment presentation writing or performance 30%

Textbooks: A list of textbooks and references will be available from the lecturer

Contact time: Compulsory attendance at lectures and tutorials for one semester

Prerequisites: Nil  
Lecturer: Dianne Schwerdt, City

UEN004 Semester:  
DRAMATIC LITERATURE 1 (DRAMA TO 6 pts  
1600 AESCHYLUS TO EARLY SHAKESPEARE)

Not offered in 1991

The content of the unit focuses on the following topics: a survey of drama through its origins in primitive ritual, its development within Greek and Roman culture, its adaptation to the needs of medieval society and its flowering during the early Elizabethan period. The dramatists to be considered are: Aeschylus, Sophocles, Aristophanes, Plautus, Marlowe and Shakespeare.

Assessment: 3 essays each 2000 words (80%); tutorial paper (10%); tutorial performance (10%)

Textbooks: Aeschylus The Oresteia Harmondsworth, Penguin, 1977  
Aristophanes Lysistrata/The Acharnians/The Clouds Harmondsworth, Penguin, 1978  
Cawley (ed) Everyman and the Medieval Morality Plays London, Everyman, 1981  
Marlowe Plays Harmondsworth, Penguin, 1985  
Plautus The Pot of Gold and Other Plays Harmondsworth, Penguin, 1972  
Shakespeare The Comedy of Errors, London, Arden 1968  
Shakespeare Richard III London, Arden 1981  
Shakespeare The Merchant of Venice London, Arden, 1981  
Shakespeare Henry IV Part 1 London, Arden 1969  
Shakespeare As You Like It London, Arden 1975  
Sophocles The Theban Plays Harmondsworth, Penguin, 1973

Contact time: Compulsory attendance at lectures and tutorials 4 hours per week, City Campus.

Prerequisite: Nil  
Lecturer: Madge Mitton, City

UEN009 Semester:  
SPECIAL TOPIC 4: 6 pts  
IMAGES OF WOMEN IN ENGLISH FICTION

Not offered in 1991

An exploration of the ways in which writers have depicted women, their social contexts, their options and choices and the results of their actions. The work studies will encompass 19th and 20th century novels and short stories, ranging from major works to popular romantic fiction.

Assessment: Two essays of 2000 words each or one major assignment of 4000 words, 80%; tutorial paper, 10%; tutorial participation, 10%

Textbooks: Austen, J Emma OUP  
Eliot, G The Mill on the Floss Penguin  
James, H The Portrait of a Lady Penguin  
Hardy, T Tess of the D'Urbervilles Dent  
Mansfield, K Bliss and Other Stories Penguin  
Drabble, M The Millstone Penguin  
Brookner, A Hotel du Lac Panther

Contact time: Compulsory attendance at lectures and tutorials 4 hours per week for one semester

Prerequisites: Nil  
Lecturer: Madge Mitton

HISTORY  
Undergraduate

CO-ORDINATOR  
Robert Nicol, City

#### INTRODUCTION

The history units aim to:

- Promote an understanding of civilisations and cultures other than our own, both in point of time and distance, and of the problems which these cultures had to face and the solutions which they attempted;
- Develop an understanding of the origins of our own society and of the values and institutions on which it is based;
- Promote an understanding of at least some of the important movements and conflicts which have contributed to the shaping of the modern world;
- Provide opportunity for the development of historical skills;
- Provide historical and comparative background against which students may examine and develop their own values and beliefs.

#### Study Program

Students may take a 36 point Major or a 24 point Minor in History.

To complete a Major, students are required to take 12 points from Level 1, 12 points from Level 2, and 12 from Level 3.

To complete a Minor, students are required to take 12 points from Level 1, and 12 from Level 2.

- |         |  |
|---------|--|
| Level 1 | South Australian History (UHY002)                      |
|         | Medieval and Renaissance Europe (UHY003)               |
| Level 1 | Australian History (UHY001)                            |
|         | Europe: Reformation to Revolution (UHY004)             |
| Level 2 | Nineteenth Century Europe (UHY005)                     |
| Level 2 | Twentieth Century Europe (UHY006)                      |
| Level 3 | A Social History of America (UHY007)                   |
|         | Specialist Study: South Australia (UHY008)             |
|         | Specialist Study: Sport in Colonial Australia (UHY009) |
| Level 3 | Directed Studies (UHY010)                              |

#### Assessment

A supplementary assessment may be offered for students who fail to satisfy the requirements specified for the units, and will be in the form of written examination.

#### External Mode

No history units will be offered externally in 1991.

#### SUMMARY OF UNITS

Code	Unit Title	Point Value
UHY001	Australian History	6
UHY002	South Australian History	6
UHY003	Medieval and Renaissance Europe	6
UHY004	Europe: Reformation to Revolution	6
UHY005	Nineteenth Century Europe	6
UHY006	Twentieth Century Europe	6
UHY007	A Social History of America	6
UHY008	Specialist Study: South Australia	6
UHY009	Specialist Study: Sport, Class and Community in Colonial Australia	6
UHY010	Directed Studies	6

**ASSOCIATE DIPLOMA OF ARTS (LIBERAL STUDIES)****History**

Subject to staff resources, the following range of History units will be made available to students of the Associate Diploma of Arts:

**Unit Codes**

UHY001	UHY005
UHY002	UHY006
UHY003	UHY008
UHY004	UHY009

**BACHELOR OF LIBERAL STUDIES****History**

History units equivalent to those accredited for the B.Ed. (UHY code numbers) will be offered as part of this degree. For details consult the History Co-ordinator.

**UNIT DETAILS**

**UHY001** Semester: 2  
**AUSTRALIAN HISTORY** 6 pts

Colonial Australia: settlements, the convict era, land and class struggles, Eureka, the Labour movement, the Aborigines.  
Modern Australia: Federation, Australia at war, foreign policy, migration, depression, class politics

**Assessment:** One x 2 hour examination 40%, two x 2000 word essays 60%  
**Textbooks:** Reading lists distributed at the initial meeting of the unit

**Contact time:** 4 hrs. per week for one semester  
**Prerequisites:** Nil  
**Lecturer:** Nick Ganzis, City

**UHY002** Semester: 1  
**SOUTH AUSTRALIAN HISTORY** 6 pts

Colonial South Australia: Settlement, expanding frontier, religion and education, liberalism and responsible government, migration.  
Modern South Australia: World War 1, social and economic stresses between the wars; World War 2, industrialisation, urbanisation, migration, a changed society.

**Assessment:** Two x 2000 word essays 60%; one x 2 hour examination 40%  
**Textbooks:** Gibbs, R. M. A History of South Australia. Adelaide: Southern Heritage, 1984.

**Contact time:** 4 hours per week for one semester plus compulsory field work  
**Prerequisites:** Nil  
**Lecturer:** Robert Nicol, City

**UHY003** Semester: 1  
**MEDIAEVAL AND RENAISSANCE EUROPE** 6 pts

Europe from the fall of Rome to the Italian Renaissance. The collapse of the Roman Empire. The classical heritage. The emergence of the feudal order - medieval church and state - revival of trade and the growth of towns - medieval scholarship and culture. The impact of Byzantium and Islam - beginnings of the nation state.

**Assessment:** Two x 2000 word essays 60%; one x 2 hour examination 40%  
**Textbooks:** Barraclough, G. The Mediaeval Papacy. Thames & Hudson, 1979.  
Keen, M. A History of Mediaeval Europe. Pelican, 1978.

**Contact time:** 4 hours per week for one semester  
**Prerequisites:** Nil  
**Lecturer:** Robert Nicol, City

**UHY004** Semester: 2  
**EUROPE: REFORMATION TO REVOLUTION** 6 pts

The Northern Renaissance. Reformation and counter reformation, the spread of Protestantism. France - the wars of religion. Civil war and revolutions in England. Thirty Years war - emergence of the nation state - development of the great powers - the Enlightenment - the industrial and agricultural revolutions - collapse of the old order.

**Assessment:** Two x 2000 word essays 60%; one x 2 hour examination 40%  
**Textbooks:** Reading lists distributed at the initial meeting of the unit

**Contact time:** 4 hours per week for one semester  
**Prerequisites:** Nil  
**Lecturer:** Robert Nicol, City

**UHY005** Semester: 1  
**NINETEENTH CENTURY EUROPE** 6 pts

Liberalism, democracy, socialism, nationalism and other important developments of the 19th Century - France - revolutions and the growth of democracy; England - the rise of world empire; Germany - revolution and unification; Italy - the Risorgimento and the failure of the liberal state; Russia - the decline and collapse of Tsarist society; Greece - the independence and the Great Idea.

**Assessment:** One x 2 hour examination 40%; two x 2500 word essays 60%  
**Textbooks:** Reading lists distributed at the initial meeting of the unit

**Contact time:** 4 hours per week for one semester  
**Prerequisites:** 12 points of History at Level 1 or equivalent  
**Lecturer:** Nick Ganzis, City

**UHY006** Semester: 2  
**TWENTIETH CENTURY EUROPE** 6 pts

A study of the major social, economic and political events which have shaped the 20th Century. France - war, depression and the emergence of the Fifth Republic; England - decline of the British Empire and the two World Wars; Germany - the collapse of Weimar and the rise of Nazism; Italy - Mussolini, World War 2 and the growth of the post-war economy; Russia - revolution and Soviet Russia; Greece - the Asia Minor disaster, dictatorship and civil war.

**Assessment:** One x 2 hour examination 40%; two x 2500 word essays 60%  
**Textbooks:** Reading lists distributed at the initial meeting of the unit

**Contact time:** 4 hours per week for one semester  
**Prerequisites:** 12 points of History at Level 1 or equivalent  
**Lecturer:** David Mosler, City

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**UHY007** Semester: 1  
**A SOCIAL HISTORY OF AMERICA** 6 pts

Exploration of North America, the colonial period, emergence of the new nation, industrialisation, Civil War, World War 1, the great depression, World War 2 and the Cold War.

Assessment: One x 2 hour examination 40%;  
 two x 3000 word essays 60%  
 Textbooks: Reading lists distributed at the  
 initial meeting of the unit

Contact time: 4 hours per week for one semester  
 Prerequisites: 12 points of History at Level 2  
 or equivalent  
 Lecturer: David Mosler, City

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**UHY008** Semester: 1  
**SPECIALIST STUDY: SOUTH AUSTRALIA** 6 pts

In-depth research into specified aspects of South Australian history. To be negotiated. This unit aims to provide advanced students with the opportunity to explore a selected aspect of South Australian history. Under staff supervision, students will be expected to use archival and other primary sources.

Assessment: One x 2 hour examination 40%;  
 two x 3000 word essays or  
 equivalent 60%  
 Textbooks: Based on primary sources in  
 Archives for which no texts can  
 or should be prescribed

Contact time: 4 hours per week for one semester  
 Prerequisites: 12 points of History at Level 2  
 or equivalent  
 Lecturer: Robert Nicol, City

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**UHY009** Semester: 1  
**SPECIALIST STUDY: SPORT, CLASS  
 AND COMMUNITY IN COLONIAL AUSTRALIA** 6 pts

British origins of Australian/South Australian sport. Muscular Christianity - the rhetoric of cohesion, identity, patriotism and morality. Leisure for all - rational recreation. British sport in the Antipodes - a new Britannia? "Elysian Fields" - sport, class and community in South Australia

Assessment: Two x 3000 word essays or  
 equivalent 60%; one x 2 hour  
 examination 40%  
 Textbooks: Bailey, P. Leisure and Class in  
 Victorian England. Routledge  
 and Kegan Paul, 1978.  
 Cumes, J.W.C. Their Chastity Was  
 Not Too Rigid: Leisure Times in  
 Early Australia. Longman, 1979.  
 Daly, J.A. Elysian Fields:  
 Sport, Class and Community in  
 Colonial South Australia.  
 Gillingham, 1982.

Contact time: 4 hours per week for one semester  
 Prerequisites: 12 points of History at Level 2  
 or its equivalent  
 Lecturer: John Daly, Underdale

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**UHY010** Semester: 1 or 2  
**DIRECTED STUDIES** 6 pts

In-depth research into an area of History negotiated between the student and the History staff.

Assessment: One x 2 hour examination 40%;  
 two x 3000 word essays or  
 equivalent 60%  
 Textbooks: As this research, based on  
 secondary sources, is determined  
 by negotiation, it is impossible  
 to provide a list of textbooks  
 and references.

Contact time: By consultation  
 Prerequisites: 12 points of History at Level 2  
 or its equivalent  
 Lecturer: Nick Ganzis, City

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**PROFESSIONAL STUDIES – SECONDARY**  
Undergraduate  
MAGILL CAMPUS BASED

**STUDIES IN EDUCATION: SUMMARY OF UNITS**

Core Units		Point Value
FEP202	<b>Educational Psychology</b> Development and Learning: Secondary	6 pts
FEP401	Secondary Students with Special Needs	3 pts
FEH301	<b>History of Education</b> History of Education: Secondary	3 pts
FTS201	<b>Teaching Studies</b> Teaching Studies 1	6 pts
FTS301	Teaching Studies 2	12 pts
FTS401	Teaching Studies 3	12 pts
FCS402	Curriculum Development: Secondary	6 pts

**TEACHING STUDIES**

**SUMMARY OF UNITS**

Teaching Studies 1: Year 2, Semester 2 (Teaching focus in Primary School)

Teaching Studies 2: Year 3, Semester 2 (Teaching focus in Secondary School)

Teaching Studies 2: Year 3, Semester 1 (Music students only – to be confirmed)

Teaching Studies 3: Year 4, Semester 1 (Teaching focus in Secondary School)

Curriculum Development: Year 4, Semester 2

**EDUCATIONAL PSYCHOLOGY**  
Undergraduate

**INTRODUCTION**

The Education Psychology group bases its teaching program on the premise that understanding and using psychological knowledge and principles can make a significant contribution to teaching effectiveness.

**COMPULSORY UNITS**

All students taking the Bachelor of Education Secondary are required to take the units:

FEP202 Development and Learning: Secondary  
FEP401 Secondary Students with Special Needs

**ASSESSMENT POLICY**

Unless otherwise stated, the grade in the unit is based on a composite score of all assessed items. A reasonable attempt must be made on each assessed item.

**TEXTBOOKS**

The texts listed in the following unit outlines are central. Detailed reading lists will be issued by Educational Psychology staff.

**CROSS CAMPUS ENROLMENTS**

Students enrolled at other sites may enrol in options/electives. The equivalent compulsory development and learning unit from the other Dip T/BEed programs can be used to satisfy the prerequisite instead of FEP202.

**SUMMARY OF UNITS**

**CORE UNITS**

Bachelor of Education: Secondary

Code	Unit Title	Point value
FEP202	Development and Learning: Secondary	6 pts
FEP401	Secondary Students with Special Needs	3 pts

**OPTIONS AND/OR ELECTIVES**

FEP303	Children's Cognition
FEP305	Communication in the Classroom
FEP306	Counselling and Professional Relations
FEP307	Humanistic Psychology and Education*
FEP308	Learning and Classroom Management
FEP309	Learning Difficulties in the Classroom
FEP310	School Students using Computers*
FEP311	Teaching Gifted and Talented Children*

\* Not offered in 1991.

\*\* The other Options and Electives will be available subject to staffing and/or sufficient enrolments.

NB: For unit details on options, please refer to the Educational Psychology section of the Magill Campus Handbook.

## UNIT DETAILS

FEP202 Semester: 1  
DEVELOPMENT AND LEARNING: SECONDARY 6 pts

This unit aims to give students an awareness of the ways in which individuals learn and develop: the diversity of developmental levels which exist within any age group and the way in which the level of development influences learning and the planning of instruction.

The content of the unit focuses on the following topics: theories of human development and learning with particular emphasis being given to the following areas: cognitive development, language development; motivation and information processing, social learning and learner differences, educational assessment and measurement principles.

These topics are dealt with in both a theoretical and applied manner, stressing the educational implications of knowledge gained through research and theory in educational psychology.

Assessment: Three assignments of 1000 words each 15%; examination 55%.

Textbook: Good, T. and Brophy, J.  
Educational Psychology. 3rd ed  
New York: Longman, 1986.

Contact time: 1x1 hour lecture per week; 1x2 hours practical per week; 1x1 hour tutorial per week for one semester

Prerequisite: Nil  
Lecturer: Nick Manglaras, Magill

FEP401 Semester: 2  
SECONDARY STUDENTS WITH SPECIAL NEEDS 3 pts

Not available to students who have done FEP302

This unit links with the secondary unit dealing with FEP202 Development and Learning: Secondary. It is recognised that most secondary teachers will encounter senior students with problems of attitude or with learning difficulties or needing special attention due to high ability or the possession of unique talents. This unit provides a practical background which should enable teachers to find solutions for some of these problems.

Topics considered will include: learner differences and their implications; the needs of slow learning and low achieving students; learning disabilities; physical and sensory handicaps; behaviour problems; problems of attitude and motivation; gifted and talented students; techniques for remedial and extension work; situation variables peculiar to secondary schools which influence service delivery; counselling and guidance.

Assessment: Two course assignments 2000 words 35%; examination 30%.

Textbooks: Bowd, A. Exceptional Children in Class. Hargreen, 1986.

Contact time: 1x1 hour lecture per week; 1x1 hour tutorial per week for one semester

Prerequisite: FEP202. Not available to students who have done FEP302.  
Lecturer: Nick Manglaras, Magill

HISTORY OF EDUCATION  
Undergraduate

## INTRODUCTION

History of Education offers a range of units in Educational Issues.

The core unit in History of Education relates an understanding of the structures of South Australian schooling and their development over time to issues of contemporary importance to teachers and the community. It considers questions relating to what counts as worthwhile knowledge and changes in its distribution to different social groups identified through class, gender and/or ethnicity. It also considers the teacher's role over time, paying particular attention to changing conceptions of professionalism and effective practice. The unit will also examine the diverse ways in which different social groups of students have typically related to school.

Intending and practising teachers who take these units will acquire information and skills that will enable them to critically appraise recent developments in their profession.

## EDUCATIONAL POLICY

History of Education aims to meet the learning needs and interests of each student. Students, therefore, are encouraged to discuss their interest and requirements before enrolling for their options and regularly thereafter. The multi-disciplinary base of the teaching team offers all students a wide range of choice in their studies.

## ASSESSMENT

Although assessment requirements have been determined for each unit, a student, with consent of the lecturer in charge of the unit, may choose as an alternative any one of, or any combination of, the following:

- essays
- book reviews
- research notes
- lectures given by the student
- tapes
- written assignments
- seminars conducted by the student
- viva voce and written examinations.

## SUMMARY OF UNITS

	Core Units	
FEH301	History of Education: Secondary	3 pts
	Options and Electives	
FEH303	Decision-making in Schools	
FEH304	Schooling and Economics	
FEH307	Individual Differences in the Classroom;	
	not available if completed HHP117	
FEH308	Leadership and Innovation in Schools*	
FEH309	Schooling in South Australia 1; not	
	available if completed HHP331*	
FEH311	Teacher Accountability; not available if	
	completed HHP332*	
FEH312	The Catholic Church and Education 1*;	
	not available if completed HHP224	
FEH314	The Early Years of School	
FEH302	Change in Education - Rhetoric and	
	Reality*	
FEH310	Schooling in South Australia 2*	
FEH313	The Catholic Church and Education 2*	
FEH315	Women and Education - A Comparative	
	View*; not available if completed HHP114	

NB: For unit details on options please refer to the History of Education section of the Magill Campus Handbook.

\* Not offered in 1991.

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**UNIT DETAILS**


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**FEH301** Semester: 1  
**HISTORY OF EDUCATION: SECONDARY** 3 pts

The unit examines the intervention of the state in secondary and post-compulsory educational provision - issues of 'control' and 'relevance'; increasing Commonwealth influence; the meaning of 'private' and 'public' in education; the relationship of schooling to vocation; outcomes of schooling - the 'ladder of opportunity'? Recent Australian and South Australian reports and policy statements on education and youth eg. Karmel, Keeves, QERC are studied.

Assessment: Essay of 1500 words, 50%; exam of 1500 words, 50%

Textbook: Hyams, B. et al Learning and Other Things: sources for a social history of education in South Australia. Adelaide: SA Govt Printer, 1988.

Contact time: 1x2 hour seminar per week for one semester. Attendance is compulsory

Prerequisite: Nil

Lecturers: Lynne Trethewey/  
 Brian Condon/Brendan Ryan, Magill

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**PHILOSOPHY OF EDUCATION**  
 Undergraduate
 

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**INTRODUCTION**

Philosophy of Education offers a range of units. The core unit in Philosophy deals with issues of relevance to teachers in schools today. It considers the questions of what ought to be taught, how it ought to be taught, and what account teachers ought to take of societal and organisational influences that affect what they do in the classroom. Intending and practising teachers who take this unit will acquire information and skills that will enable them to critically appraise recent developments in their profession.

Students may take one or two units out of interest as an option or as electives.

**ASSESSMENT**

Although assessment requirements have been determined for each unit, a student, with consent of the lecturer in charge of this unit, may choose as an alternative any one of, or any combination of, the following:

- essays
- book reviews
- research notes
- lectures given by the student
- tapes
- written assignments
- seminars conducted by the student
- viva voce and written examinations

**SUMMARY OF UNITS**

<b>Core Units</b>		
FHP401	The Philosophy of Secondary Education	3 pts
<b>Options and Electives</b>		
FHP301	Language, Reading and Philosophy (not available if completed HHP154 or HHP352)	
FHP308	Philosophers of Education (not available if completed HHP152 or HHP351)	
FHP304	Teaching the Arts: Goals and Methods*	
FHP305	Teaching Human Rights: Goals and Methods*	

NB: For unit details on options, please refer to the Philosophy of Education section of the Magill Campus Handbook.

\* Not offered in 1991.

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**UNIT DETAILS**


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**FHP401** Semester: 2  
**THE PHILOSOPHY OF SECONDARY EDUCATION** 3 pts

The following issues will be considered: pluralistic democratic philosophies of education and their alternatives; the philosophy of 'Our Schools and Their Purposes' and 'Diversity and Cohesion'; the contribution to each of the eight curriculum areas in 'Our Schools and Their Purposes' to implementing this philosophy; the consequences of choice of philosophy for the selection of content and methodology of each of these curriculum areas.

Assessment: One tutorial paper 30%; two exams 70%

Textbooks: Barrow, R. Common Sense and the Curriculum. London: Allen and Unwin, 1976.  
 Pring, R. Knowledge and Schooling. London: Open Books, 1976.

Contact time: 1 x 1-hour lecture; 1 x 1-hour tutorial per week for one semester. Attendance is compulsory

Prerequisite: Nil

Lecturer: Bill Wood, Magill

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**SOCIOLOGY OF EDUCATION**  
 Undergraduate
 

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**INTRODUCTION**

Over the past fifteen years increasing attention has been paid by education to the social framework within which educational decisions are made. Those who have responsibility for planning teacher education programs have found it desirable to examine the structure and function of education in contemporary society in the light of changing social needs and purposes. That is, the teaching profession, which is charged with responsibilities for human welfare, needs to be familiar with the research findings, controversial issues and various social models which will help to bring about an understanding of people, particularly children. More specifically, teachers require a theoretical and practical sociological basis upon which to make educational interpretations and decisions.

Social factors influence the motivation to learn, as well as the curricula and skills we expect children to acquire. Teachers unaware of these factors would experience great difficulty in coping with social change in general, and educational innovation in particular. The sociologist cannot make the educational practitioners' decision for them. What the sociologist has to offer is basically a series of sensitising and analytical concepts and ideas, based on theoretical and empirical analysis, that will allow practitioners to examine in more realistic and incisive ways the multiple forces operating in their social environment.

Sociology adds to teachers' professional background a set of sociological insights and concepts that will allow them to take account of their decision-making and the organisational, cultural, and interpersonal factors at work in their environment.

**CORE UNITS**

These units introduce basic concepts and attempt to set educational practice within a wider context.

**OPTIONS/ELECTIVES**

These units introduce students to the major concerns and areas of enquiry of sociologists studying education.

**SUMMARY OF UNITS****Core Units**

FSE300 The Sociology of Secondary Education 3 pts

**Options and Electives**

\*FSE301 Minority Groups and Education (not available if completed HSE104 or HSE300 or HSE301)

\*FSE302 Sociology of Schools (not available if completed HSE103 or HSE304)

FSE303 Gender and Schooling (not available if completed HSE303)

NB: For unit details on options, please refer to the Sociology of Education section of the Magill Campus Handbook.

\* Not offered in 1991

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**UNIT DETAILS**


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**FSE300** Semester: 2  
**THE SOCIOLOGY OF SECONDARY EDUCATION** 3 pts

The unit aims to introduce students to a sociological perspective on human development, the place of education in society and the processes of schooling through a specific focus on secondary schooling.

Students should be able to apply appropriate sociological concepts to current educational issues and policies.

The following issues will be examined: children and families in Australian society; social class, gender, ethnicity; ideological perspectives; schools, schooling; educational outcomes; the structure and processes of Australian education; the social bases of language and learning; social class; gender; ethnicity; ideological dimensions; youth; youth cultures and secondary schooling.

Assessment: Essay of 2000 words, 66%;  
 seminar paper of 1000 words, 34%  
 Textbooks: To be advised

Contact time: 1x1 hour lecture; 1x2 hour  
 tutorial; per week for one  
 semester. Excursions to  
 relevant schools and  
 organisations

Prerequisite: Nil  
 Lecturer: Suzanne Franzway, Magill

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**TEACHING STUDIES' - SECONDARY**  
 Undergraduate  
 MAGILL CAMPUS B Ed AWARD
 

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**CO-ORDINATOR**

Rollo Kiek, City

**INTRODUCTION**

The Teaching Studies units are sequenced in a developmental pattern linked to Professional Studies and subject specialisations. Each of the units is designed to incorporate both an on-campus component of general and/or subject specific teaching methodology and an in-school component of direct classroom and subject teaching experience.

There is provision in the second year of the course for initial teaching experience with primary aged children, to support understanding of human development and learning, and of provisions for continuity and transition in the primary and secondary years of schooling. In the third and fourth years of the course students gain teaching experience at the secondary levels, and in designing, implementing and evaluation learning programs in their specialist subject field/s.

The specialist methodology components are taught by staff who are members of the General Studies team in the particular specialisations, and these staff also supervise the students during field experience in the schools. This provides a strongly inter-related program of General Studies, Specialist Methodology, General Methodology and Field Experience.

**ASSESSMENT**

Students must complete all requirements and achieve a satisfactory level of teaching performance and professional interaction in schools. This will be jointly assessed by the College and School personnel, with final responsibility residing with the College. On completion of each unit, students will be awarded a Non-graded Pass or Fail.

**TEXTBOOKS**

Those listed in the following unit outlines are central. Detailed reading lists will be issued in 1991 by staff teaching the modules.

**TIMETABLING**

Precise details will be advised. There are specified days and periods for the scheduling of Field Experience.

**TEACHING STUDIES****SUMMARY OF UNITS**

FTS201 Teaching Studies 1: - Year 2: Semester 2  
 Teaching focus in Primary School

FTS301 Teaching Studies 2: - Year 3: Semester 2  
 Teaching focus in Secondary School  
 Teaching Studies 2: - Year 3: Semester 1  
 (Music students only - to be confirmed)

FTS401 Teaching Studies 3: - Year 4: Semester 1  
 Teaching focus in Secondary School

FTS402 Curriculum Development: - Year 4:  
 Semester 2

## UNIT DETAILS

FTS301 Semester: 2  
TEACHING STUDIES 2 (SECONDARY) 12 pts

All students take the General Methods and Media module plus two of the Methodology and Field Experience modules from the range of English, History, Italian Studies, Modern Greek Studies, Vietnamese Studies, Music or other specialist Methodology by agreement with Co-ordinator.

This unit aims to provide students with basic instructional skills appropriate for the secondary school and students' specific curriculum areas. Objectives for the in-school component are: to consolidate and extend teaching behaviour observed and partly learned during Teaching Studies 1, but in a secondary school context; to acquire skills in the following instructional activities - planning, mode of presenting learning tasks, gaining and evaluation pupil responses, giving appropriate feedback to pupils and aspects of classroom management.

The unit consists of general methodology and media component as well as the specialist methodology/field experience component for the specialist major or double major that students are studying.

Assessment: Achievement of a satisfactory level in: general methodology and media module; teaching performance; specialist methods. See modules for assessment details. Teaching performance is jointly assessed by College and School personnel with final responsibility residing with the College.

Textbooks: See modules for details

Contact time: On campus 80 hours; teaching in schools 30 days

Prerequisites: FTS201 and either 18 points in each of two of the relevant areas of specialisation, or 36 points in the relevant specialist major area

Co-ordinator: Rollo Kiek, City

**Module: General Methods and Media**

Students are introduced to general practices and methods in the secondary school, organisational structures, the teacher's role, management techniques, teacher-student relationships, the cycle of planning, implementation and evaluation, teaching strategies, selection and usage of media and technology and networks of support and resource services.

Assessment: Oral and written presentations 70%; selection and use of media and resources 30%

Textbook: Cole, P. and Chan, L. Teaching Principles and Practice. Australia: Prentice-Hall, 1987.

Contact time: 40 hours per semester

Prerequisite: Nil

Lecturers: Rollo Kiek, City  
John McKenzie, City

**Module: Italian Studies**

A study of rationales for the teaching of languages in general and community languages in particular; a review of language acquisition, learning and teaching theories and a study of how these relate to practice in our schools; an introduction to existing Italian curricula; practice in lesson preparation, teaching and classroom management in Italian, both simulated and in-school.

Assessment: Lesson and teaching aids preparation in Italian 40%; assignment on Italian curriculum 60%

Textbooks: Sample school programs, Education Department documents and SSABSA curricula

Contact time: Specialist methods, 20 hours of workshop/lecture/practical sessions; teaching in schools, 30 days

Prerequisite: Italian Studies 5  
Lecturer: Romano Rubichi, City

**Module: Modern Greek Studies**

A study of rationales for the teaching of languages in general and community languages and Modern Greek in particular; a review of language acquisition, learning and teaching theories and a study of how these relate to practice in our schools; an introduction to existing Modern Greek curricula; practice in lesson preparation, teaching and classroom management in Modern Greek, both simulated and in-school.

Assessment: Lesson and teaching aids preparation in Modern Greek 40%; assignment on Modern Greek curriculum 60%

Textbooks: South Australian Education Department R-8 Modern Greek Curriculum; sample school programs, Education Department documents and SSABSA curricula

Contact time: Specialist methods, 20 hours of workshop/lecture/practical sessions; teaching in schools, 30 days

Prerequisite: Modern Greek Studies 5  
Lecturer: Paul Tuffin, City

**Module: Music**

Learning within the arts: creating; presenting; appreciating. Music curriculum for Year 8-10; evaluation of music syllabi from selected schools including a Special Interest Music Centre. Strategies for assessment. Music in special education. Review of teaching strategies in music education.

Assessment: Curriculum project 50%; essay of 1500 words 30%; written summary of workshops 20%

Textbooks: Secondary Music Guide. Adelaide: Education Department of S.A., 1986.  
Time for Music. Adelaide: Education Department of S.A., 1982.  
Learning in the Arts. Adelaide, Education Department of S.A., 1986

Contact time: Specialist methods, 20 x 2-hour workshop; teaching in schools, 30 days  
 Prerequisite: Nil  
 Lecturer: John McKenzie, City

**FTS401** Semester: 1  
**TEACHING STUDIES 3** 12 pts

All students take one or two of the Methodology and Field Experience modules from the range of English, History, Italian Studies, Modern Greek Studies, Vietnamese Studies, Music or other specialist Methodology by agreement with Co-ordinator.

This unit provides students with the opportunity to demonstrate that their level of teaching skills and curriculum knowledge is such that they are competent to commence work in a first appointment. Objectives for the in-school module are an extension of those required to undertake the planning, presentation and evaluation of a series of lessons, demonstrate increased fluency in the use of basic tutoring and teaching skills, successfully participate as a teacher member in the corporate life of a school, and extend a collection of resource materials.

The unit consists of a specialist methodology/field experience module for the specialist major or double major that students are studying. As part of the on-campus special methodology module, students are expected to acquire planning skills, become familiar with curricula and associated materials, examine detailed management procedures and consider ways in which teachers in various subject fields contribute to the curriculum and corporate life of a complex secondary school.

Assessment: Achievement of a satisfactory level in specialist methods (see modules for details).  
 Achievement of a satisfactory level of teaching performance as jointly assessed by College and School personnel, with final responsibility residing with the College.

Textbooks: Danson, A.J., Rowland, M.L. and Sherry, M.F. Strategies and Methods. 3rd ed. Melbourne: VCTA, 1987.  
 Syllabus documents:  
 Education Department: Legal Studies in the Senior Secondary School: SSABSA: Legal Studies, Law and Business.

Contact time: On campus 40 hours; teaching in schools 40 days  
 Prerequisites: Teaching Studies 2 in the same area/s of specialisation  
 Co-ordinator: Rollo Kiek, City

**Module: Italian Studies**

A study of language syllabus framework, and Italian curricula and textbooks, with particular reference to the requirements of Italian teaching in Australian high schools; the preparation, implementation and evaluation of a teaching program for Italian language and culture with reference to groups of mixed background and ability; practice in communicating effectively and appropriately with parents, in Italian, both written and spoken.

Assessment: Teaching program 70%; teaching specific oral and written Italian language 30%  
 Textbooks: As in Teaching Studies 2, plus samples in Italian, of school policies, letters to parents, report cards, etc

Contact time: Specialist methods 20 hours lecture/workshop/discussion sessions; teaching in schools 40 days  
 Prerequisite: Nil  
 Lecturer: Romano Rubichi, City

**Module: Modern Greek Studies**

A study of language syllabus framework, and Modern Greek curricula and textbooks, with particular reference to the requirements of Modern Greek teaching in Australian high schools; the preparation, implementation and evaluation of a teaching program for Modern Greek language and culture with reference to groups of mixed background and ability; practice in communicating effectively and appropriately with parents, in Modern Greek, both written and spoken.

Assessment: Teaching program 70%; teaching specific oral and written Modern Greek language 30%  
 Textbooks: As in Teaching Studies 2, plus samples in Modern Greek, of school policies, letters to parents, report cards, etc

Contact time: Specialist methods, 20 hours lecture/workshop/discussion sessions; teaching in schools, 40 days  
 Prerequisite: Nil  
 Lecturer: Paul Tuffin, City

**Module: Music**

Developing a music curriculum for secondary schools. SSABSA syllabi for Music, Music Performance and Theory, Music History and Literature. Resources for music education. Review of teaching strategies as a result of 40 days teaching practice. Future directions in music education.

Assessment: Music program for a particular year level 30%; resource folder 30%; teaching an aspect of Year 12 music history 20%; curriculum statement 20%  
 Textbook: To be advised

Contact time: Specialist methods, 20 x 2-hour workshops; teaching in schools, 40 days  
 Prerequisite: Nil  
 Lecturer: John McKenzie, City

FCS402 Semester: 2  
CURRICULUM DEVELOPMENT: SECONDARY 6 pts

This unit aims to build upon earlier studies in specific curriculum area and attempts to place them in the context of curriculum developments at school, state and national levels. Attention is also given to the design and implementation of a curriculum project in the same setting as that of the final practicum. It examines developments in curriculum at a state and national level and explores relationships between curriculum theory and classroom practice.

Content includes curriculum developments and initiatives in Australia and South Australia with particular reference to developments in secondary education. Models of curriculum design and development; objectives, process, situational. Approaches to curriculum change. The teacher and the curriculum process. Action research and collaborative approaches to curriculum change. Group decision-making and curriculum change; school and faculty processes. Elements of curriculum design. Key factors in curriculum implementation and evaluation.

Assessment: Curriculum issues seminar paper of 2000 words 35%; curriculum project of 4000 words 65%

Textbook: Skilbeck, M. School-based curriculum development. London: Harper & Row, 1984.

Contact time: 4 hours per week for one semester

Prerequisite: Teaching Studies 3

Lecturers: David Prideaux/Jean Duruz, Magill

TEACHING STUDIES  
Undergraduate  
UNDERDALE CAMPUS B.Ed. AWARD

CO-ORDINATOR  
Rollo Kiek, City

#### INTRODUCTION

1991 will be the last year in which City Campus-based students will be studying under the Underdale B.Ed. Award. These Drama students will enroll in Teaching Studies 4 and Teaching Studies 5.

#### Assessment:

Students must perform satisfactorily in each and every component of a Teaching Studies unit to qualify for a NGP in that unit.

#### SECONDARY PROGRAMS:

All Secondary student teachers entering the Bachelor of Education course undertake 39 points of Teaching Studies.

Commencing in 1987 all student teachers have undertaken Teaching Studies in each year of their four years course. The details, set out below for each of the course patterns taught, apply to full-time students following a normal unit progression leading to the award of the Bachelor of Education in four academic years.

#### TWO TEACHING SUBJECTS

Student teachers preparing to teach two subjects at the Secondary school level (Drama and a second subject) normally undertake the following units:

Year 1: Semester 2		
UTS101 Teaching Studies 1		6 points
Year 2: Semester 1 and 2		
TTS201 Teaching Studies 2		6 points
Year 3: Semester 2		
TTS301 Teaching Studies 3		9 points
Year 4: Semester 1		
TTS401 Teaching Studies 4		15 points
Year 5: Semester 2		
UTS501 Teaching Studies 5		<u>3 points</u>
Total =		<u>39 points</u>

#### SUMMARY OF UNITS:

Code	Unit Title and Course/s
UTS101	Teaching Studies 1 (Secondary)
TTS201	Teaching Studies 2 (Secondary - Two Teaching Subjects)
TTS301	Teaching Studies 3 (Secondary - Two Teaching Subjects)
TTS401	Teaching Studies 4 (Secondary - Two Teaching Subjects)
UTS501	Teaching Studies 5 (Secondary)

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**UNIT DETAILS**


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**TTS401** Semester: 1  
**TEACHING STUDIES 4 (SECONDARY)** 15 pts

Extending the work of UTS101, TTS201 and TTS301. This unit provides the theoretical input and practical setting to enable students to demonstrate the range of competencies appropriate for a beginning teacher. Emphasis will be placed on: Planning, presenting and evaluating extended learning sequences; curriculum development; trends and influences in curricula; development of a personal philosophy of teaching; the role of a beginning teacher; teaching strategies; management techniques.

**Assessment:** In-School, performance objectives and evaluation criteria are detailed on the report forms; In-College, assessment varies from subject to subject and will be detailed at the beginning of the semester

**Textbooks:** Nil

**Contact time:** In-College, 32 hours Specialist Methodology in each of two teaching subjects, 28 hours Educational Technology;

**Prerequisites:** In-Schools, 40 consecutive days TTS301; 39 points in Drama; 24 points in a second teaching subject

**Lecturer:** Barbara Wiese, Underdale, overall

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**UTS501** Semester: 2  
**TEACHING STUDIES 5 (SECONDARY) - CURRICULUM DEVELOPMENT** 3 pts

The unit will explore such curriculum development issues and practices as styles of teaching, human relations, student resistances, assessment and reporting strategies, curriculum structure, participation and equity, multi-culturalism, systemic pressures, community involvement and evaluation.

**Assessment:** Major assignment 50%; tutorial presentation 30%; and seminar/tutorial participation 20%

**Textbooks:** Nil

**Contact time:** 3 hours per week for 14 weeks

**Prerequisites:** ATS402 or TTS401 or ATS401

**Lecturer:** Alan Reid, Underdale

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**BACHELOR OF MUSIC**  
 Undergraduate

 COLLEGE CODE: CBMU  
 SATAC CODE: CBMU

**COURSE CO-ORDINATOR**  
 Warren Bourne, City

**INTRODUCTION**

The course is designed to provide a program of study for those who possess suitable ability and potential and aspire to a professional career in music performance, music education or in composition. Through solo and ensemble instrumental and vocal tuition, studies in music education, composition, as well as support studies in theoretical and historical topics, aural training, keyboard and vocational studies, the course aims to supply an appropriate foundation of technique, musicianship and practical experience. The course has been designed to equip students for careers in performance, music education or composition. The degree also serves as a prerequisite for various graduate courses in music, teaching or arts administration.

**LOCATION**

The course is offered at the South Australian College of Advanced Education, City.

**LENGTH OF COURSE**

The course requires four years of full-time study. It is not normally available on a part-time basis.

From 1991, students will be admitted to a program of three years duration only.

**ENTRY REQUIREMENTS**

The entry requirements for this course are as follows: satisfactory audition on the applicant's principal instrument; and satisfactory completion of South Australian Year 12 studies (see below) - that is, achieving a tertiary entrance score of not less than 59 points - or the interstate/overseas equivalent.

People who have previously undertaken post-secondary study or who have special circumstances may also apply. They should give full details of their circumstances on the application form.

Selection is based mainly on the audition. Year 12 results or the equivalent are also taken into account by the selection committee.

**Audition**

All applicants must attend an audition. Applicants applying for audition will be notified of the time and place of the audition after the closing date for applications.

**COURSE STRUCTURE**

The course includes a major study area and related music studies. Each major study includes individual instruction on a principal instrument and a range of ensemble activities. The major study is selected from the following specialisations:

Brass	Music Education
Composition	Percussion
Guitar/Harp	Strings
Jazz	Voice
Keyboard	Woodwind

**CORE MAJOR STUDY UNITS**

These units are made up of special studies as selected by the student. The aim of these units is to develop a foundation for professional attainments in their future career.

**PRACTICUM UNITS**

These units are supportive of the core major study units. They include ensemble and support studies eg. Improvisation for the Jazz major study, Languages and Drama for the Voice major study, solo performance skills for the Music Education major study.

**RELATED STUDIES UNITS**

These units include Musicianship (the theoretical foundations of music); Aural Training (reading ability and the faculty of aural imagination) and Musicology (the wider understanding of music in society and associated study techniques). In fourth year there is opportunity for studying a variety of units offered in various College programs.

**STUDY PROGRAM**

The structure of the course remains similar over the four years of the course.

Year	Points
<b>Year 1</b>	
Major Study Core 1	12
Practicum 1	12
Related Studies 1	12
<b>Year 2</b>	
Major Study Core 2	12
Practicum 2	12
Related Studies 2	12
<b>Year 3</b>	
Major Study Core 3	12
Practicum 3	12
Related Studies 3	12
<b>Year 4</b>	
Major Study Core 4	12
Practicum 4	6 or 12
Related Studies 4 or elective units	12 or 18
up to 12 or 18 points value	

It will be noted that in the final year of the course some flexibility of choice in the selection of units for study is available.

For the Practicum unit in fourth year, students may select either the 12 point Practicum unit relevant to their major study, or the 6 point unit entitled Performance Practicum 4 (see page 91 for unit details: the unit is not available to students in the Music Education major study). Major study unit co-ordinators will counsel students concerning the appropriate selection of the six or twelve point Practicum unit.

The remaining points, which will vary from 6 to 18 points, depending on the choices outlined above, may be used to study any unit offered in any College course, provided that appropriate prerequisites are met and that no timetabling clashes will ensue. Attention is drawn to the Bachelor of Music units outlined on pp 89 - 91, especially the unit Introduction to Music Instruction (6 points), which all students are advised to consider offering.

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**CONCERT PRACTICE AND JAZZ FORUM**  
**Undergraduate**

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**COURSE CO-ORDINATOR**

Robert Hower (Concert Practice); Hal Hall (Jazz Forum)

All students enrolled in the Bachelor of Music are expected to complete the requirements for either Concert Practice or Jazz Forum. **FAILURE TO COMPLETE REQUIREMENTS OUTLINED BELOW WILL RESULT IN A FAIL FOR THE RELEVANT UNIT.**

**BRASS, GUITAR/HARP, KEYBOARD, PERCUSSION, STRINGS, VOICE, WOODWIND:**

Regular weekly attendance at Concert Practice. One performance in each semester at Concert Practice.

**COMPOSITION:**

Regular weekly attendance at either Concert Practice or Jazz Forum (minimum attendance 12 hours per semester). At least one original work or arrangement by the student, is to be played in the year.

**JAZZ:**

Regular weekly attendance at Jazz Forum. One performance in each semester at Jazz Forum.

**MUSIC EDUCATION:**

Regular attendance at Concert Practice (minimum attendance 2 hours per semester). One performance in each semester at Concert Practice.

Further details and application forms for performance at Concert Practice and Jazz Forum are available at the beginning of the academic year.

## TABLES OF UNITS

## MAJOR STUDY AREAS: CORE UNITS

		Assessment Weightings (%)		Prerequisite	Contact Time (Hours per week)
		Semester 1	Semester 2		
<b>Brass (Co-ordinator: Bob Hower)</b>					
BMU174	Horn 1	40	60	Nil	2
BMU274	Horn 2	20	80	BMU174	2
BMU374	Horn 3	20	80	BMU274	2
BMU474	Horn 4	-	100	BMU374	2
BMU178	Trombone 1	40	60	Nil	2
BMU278	Trombone 2	20	80	BMU178	2
BMU378	Trombone 3	20	80	BMU278	2
BMU478	Trombone 4	-	100	BMU378	2
BMU179	Trumpet 1	40	60	Nil	
BMU279	Trumpet 2	20	80	BMU179	2
BMU379	Trumpet 3	20	80	BMU279	2
BMU479	Trumpet 4	-	100	BMU379	2
BMU180	Tuba 1	40	60	Nil	2
BMU280	Tuba 2	20	80	BMU180	2
BMU380	Tuba 3	20	80	BMU280	2
BMU480	Tuba 4	-	100	BMU380	2
<b>Composition (Co-ordinator: Stephen Whittington)</b>					
TMU100	Composition 1	40	60	Nil	3
TMU200	Composition 2	40	60	BMU	3
TMU300	Composition 3	40	60	BMU	3
TMU400	Composition 4	40	60	BMU	3
<b>Guitar/Harp (Co-ordinator: Stephen Whittington)</b>					
BMU160	Guitar 1	40	60	Nil	2
BMU260	Guitar 2	20	80	BMU160	2
BMU360	Guitar 3	20	80	BMU260	2
BMU460	Guitar 4	-	100	BMU360	2
BMU190	Harp 1	40	60	Nil	2
BMU290	Harp 2	20	80	Nil	2
BMU390	Harp 3	20	80	Nil	2
BMU490	Harp 4	-	100	Nil	2
<b>Jazz (Co-ordinator: Hal Hall)</b>					
BMU161	Jazz 1	40	60	Nil	2
BMU261	Jazz 2	20	80	BMU161	2
BMU361	Jazz 3	20	80	BMU261	2
BMU461	Jazz 4	-	100	BMU361	2
<b>Keyboard (Co-ordinator: David Lockett)</b>					
BMU162	Harpsichord 1	40	60	Nil	2
BMU262	Harpsichord 2	20	80	BMU162	2
BMU362	Harpsichord 3	20	80	BMU262	2
BMU462	Harpsichord 4	-	100	BMU362	2
BMU163	Organ 1	40	60	Nil	2
BMU263	Organ 2	20	80	BMU163	2
BMU363	Organ 3	20	80	BMU263	2
BMU463	Organ 4	-	100	BMU363	2
BMU164	Piano 1	40	60	Nil	2
BMU264	Piano 2	20	80	BMU164	2
BMU364	Piano 3	20	80	BMU264	2
BMU464	Piano 4	-	100	BMU364	2
<b>Music Education (Co-ordinators: Jenny Rosevear and Margaret Fee)</b>					
TMU102	Music Education 1	50	50	Nil	8
TMU202	Music Education 2	50	50	BMU	8
TMU302	Music Education 3	50	50	BMU	8
TMU402	Music Education 4	50	50	BMU	8
<b>Percussion (Co-ordinator: Stephen Whittington)</b>					
BMU165	Percussion 1	40	60	Nil	2
BMU265	Percussion 2	20	80	BMU165	2
BMU365	Percussion 3	20	80	BMU265	2
BMU465	Percussion 4	-	100	BMU365	2

## MAJOR STUDY AREAS: CORE UNITS (CONTINUED)

		Assessment Weightings (%)		Prerequisite	Contact time (Hours per week)
		Semester 1	Semester 2		
<b>Strings (Co-ordinator: Brian Chatterton)</b>					
BMU166	Cello 1	40	60	Nil	2
BMU266	Cello 2	20	80	BMU166	2
BMU366	Cello 3	20	80	BMU266	2
BMU466	Cello 4	-	100	BMU366	2
BMU167	Double Bass 1	40	60	Nil	2
BMU267	Double Bass 2	20	80	BMU167	2
BMU367	Double Bass 3	20	80	BMU267	2
BMU467	Double Bass 4	-	100	BMU367	2
BMU168	Viola 1	40	60	Nil	2
BMU268	Viola 2	20	80	BMU168	2
BMU368	Viola 3	20	80	BMU268	2
BMU468	Viola 4	-	100	BMU368	2
BMU169	Violin 1	40	60	Nil	2
BMU269	Violin 2	20	80	BMU169	2
BMU369	Violin 3	20	80	BMU269	2
BMU469	Violin 4	-	100	BMU369	2
<b>Voice (Co-ordinator: Vivienne Haynes)</b>					
BMU170	Voice 1	40	60	Nil	2
BMU270	Voice 2	20	80	BMU170	2.5
BMU370	Voice 3	20	80	BMU270	2
BMU470	Voice 4	-	100	BMU370	2
<b>Woodwind (Co-ordinator: Louise Dellit)</b>					
BMU171	Bassoon 1	40	60	Nil	2
BMU271	Bassoon 2	20	80	BMU171	2
BMU371	Bassoon 3	20	80	BMU271	2
BMU471	Bassoon 4	-	100	BMU371	2
BMU172	Clarinet 1	40	60	Nil	2
BMU272	Clarinet 2	20	80	BMU172	2
BMU372	Clarinet 3	20	80	BMU272	2
BMU472	Clarinet 4	-	100	BMU372	2
BMU173	Flute 1	40	60	Nil	2
BMU273	Flute 2	20	80	BMU173	2
BMU373	Flute 3	20	80	BMU273	2
BMU473	Flute 4	-	100	BMU373	2
BMU175	Oboe 1	40	60	Nil	2
BMU275	Oboe 2	20	80	BMU175	2
BMU375	Oboe 3	20	80	BMU275	2
BMU475	Oboe 4	-	100	BMU375	2
BMU176	Recorder 1	40	60	Nil	2
BMU276	Recorder 2	20	80	BMU176	2
BMU376	Recorder 3	20	80	BMU276	2
BMU476	Recorder 4	-	100	BMU376	2
BMU177	Saxophone 1	40	60	Nil	2
BMU277	Saxophone 2	20	80	BMU177	2
BMU377	Saxophone 3	20	80	BMU277	2
BMU477	Saxophone 4	-	100	BMU377	2
<b>PRACTICUM UNITS</b>					
<b>Brass (Co-ordinator: Bob Hower)</b>					
BMU181	Brass Practicum 1	40	60	Nil	12
BMU281	Brass Practicum 2	40	60	BMU181	12
BMU381	Brass Practicum 3	40	60	BMU281	12.5
BMU481	Brass Practicum 4	40	60	BMU381	12
<b>Composition (Co-ordinator: Stephen Whittington)</b>					
TMU101	Composition Practicum 1	50	50	BMU	7.5
TMU201	Composition Practicum 2	50	50	BMU	7.5
TMU301	Composition Practicum 3	50	50	BMU	8
TMU401	Composition Practicum 4	40	60	BMU	6.5

## PRACTICUM UNITS (CONT)

## Guitar/Harp (Co-ordinator: Stephen Whittington)

BMU182	Guitar/Harp Practicum 1	40	60	Nil	3
BMU282	Guitar/Harp Practicum 2	40	60	BMU182	3
BMU382	Guitar/Harp Practicum 3	40	60	BMU282	3.5
BMU482	Guitar/Harp Practicum 4	40	60	BMU382	2

## Jazz (Co-ordinator: Hal Hall)

BMU183	Jazz Practicum 1	40	60	Nil	10
BMU283	Jazz Practicum 2	40	60	BMU183	10
BMU383	Jazz Practicum 3	40	60	BMU283	10.5
BMU483	Jazz Practicum 4	40	60	BMU383	10

## Keyboard (Co-ordinator: David Lockett)

BMU184	Keyboard Practicum 1	40	60	Nil	4.5
BMU284	Keyboard Practicum 2	40	60	BMU184	3.5
BMU384	Keyboard Practicum 3	40	60	BMU284	4
BMU484	Keyboard Practicum 4	40	60	BMU384	3.5

## Music Education (Co-ordinator: John McKenzie)

TMU103	Music Education Practicum 1	40	60	Nil	6
TMU203	Music Education Practicum 2	40	60	BMU	6
TMU303	Music Education Practicum 3	40	60	BMU	6
TMU403	Music Education Practicum 4	30	70	BMU	6

## Percussion (Co-ordinator: Stephen Whittington)

BMU185	Percussion Practicum 1	40	60	Nil	7
BMU285	Percussion Practicum 2	40	60	BMU185	7
BMU385	Percussion Practicum 3	40	60	BMU285	7.5
BMU485	Percussion Practicum 4	40	60	BMU385	7

## Strings (Co-ordinator: Brian Chatterton)

BMU186	Strings Practicum 1	40	60	Nil	7
BMU286	Strings Practicum 2	40	60	BMU186	7.5
BMU386	Strings Practicum 3	40	60	BMU286	7
BMU486	Strings Practicum 4	40	60	BMU386	7

## Voice (Co-ordinator: Kevin Miller)

BMU187	Voice Practicum 1	40	60	Nil	9
BMU287	Voice Practicum 2	40	60	BMU187	9
BMU387	Voice Practicum 3	40	60	BMU287	9.5
BMU487	Voice Practicum 4	40	60	BMU387	5

## Woodwind (Co-ordinator: Louise Dellit)

BMU188	Woodwind Practicum 1	40	60	Nil	6
BMU288	Woodwind Practicum 2	40	60	BMU188	6
BMU388	Woodwind Practicum 3	40	60	BMU288	7
BMU488	Woodwind Practicum 4	40	60	BMU388	6

## Alternative Performance (Warren Bourne)

TMU408	Performance Practicum 4	40	60	Any performance major study practicum unit	3.5
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## RELATED STUDIES UNITS

## (Co-ordinator: Warren Bourne)

BMU189	Related Studies 1	50	50	Nil	6
BMU289	Related Studies 2	50	50	BMU189	5
BMU389	Related Studies 3	50	50	BMU289	5
TMU404	Directed Study 1	50	50	BMU389	0.5
TMU405	Directed Study 2	50	50	BMU389	0.5
TMU406	Introduction to Music Instruction	50	50	BMU289	2
TMU407	Jazz Workshop	50	50	BMU289	2
TMU408	Advanced Theory	50	50	BMU389	2

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**PERCUSSION**  
**Undergraduate**


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**COURSE CO-ORDINATOR**  
 Stephen Whittington, City

**INTRODUCTION**

The program for percussion students is aimed at providing versatility in terms of the number of instruments played and the styles of playing in which the student is comfortable. In addition to individual and class tuition, the course offers experience in small and large ensembles, the latter including Concert Band, Big Band and Chamber Orchestra.

Students enrolled in major study performance core units are required to perform at least twice a year in concert practice.

**PERCUSSION MAJOR STUDY UNITS**

See page 89 for list of available unit. Further details available from unit and course co-ordinators.

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**PERCUSSION PRACTICUM UNIT DETAILS**


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**BMU185** Semester: 1 and 2  
**PERCUSSION PRACTICUM 1** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire. Students will rehearse and perform solo works, chamber works and works for large ensemble.

Assessment: Concert Band 20%; small ensembles 20%; performance class 60%.

Contact time: 7 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

**BMU285** Semester: 1 and 2  
**PERCUSSION PRACTICUM 2** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire. Students will rehearse and perform solo works, chamber works and works for large ensemble.

Assessment: Concert Band 20%; small ensembles 20%; performance class 60%.

Contact time: 7 hours per week for 28 weeks  
 Prerequisites: BMU185  
 Lecturer: Stephen Whittington, City

**BMU385** Semester: 1 and 2  
**PERCUSSION PRACTICUM 3** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire and acquaint students with a range of issues relating to employment. Students will rehearse and perform solo works, chamber works and works for large ensemble. To consider planning aspects and problems of a career as a performing musician; to look at opportunities and legal and financial aspects of employment

Assessment: Concert Band 20%; small ensemble 20%; performance class 60%

Contact time: 8 hours per week for 14 weeks and 7 hours per week for 14 weeks

Prerequisites: BMU285  
 Lecturer: Stephen Whittington, City

**BMU485** Semester: 1 and 2  
**PERCUSSION PRACTICUM 4** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire. Students will rehearse and perform solo works, chamber works and works for large ensemble.

Assessment: Concert Band 20%; small ensemble 20%; performance class 60%.

Contact time: 7 hours per week for 28 weeks  
 Prerequisites: BMU385  
 Lecturer: Stephen Whittington

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**COMPOSITION**  
**Undergraduate**


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**COURSE CO-ORDINATOR**  
**Stephen Whittington**

The major study in Composition aims to develop familiarity and competency in a broad range of stylistic approaches. Emphasis is on the study of not only traditional techniques of composition, instrumentation and arrangement, through one-to-one instruction, but on skills appropriate to jazz styles and the requirements of music for film, television and popular music. Supporting this major study are opportunities for individual instrumental instruction, ensemble performance across a range of music styles, interdisciplinary approaches in dance, film and drama, and workshops using electronic equipment, synthesizers and computers.

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**COMPOSITION UNIT DETAILS**


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**TMJ100** Semester: 1 and 2  
**COMPOSITION 1** 12 pts

This unit aims to develop basic skills in the art of composition, through 1 hour of individual tuition and a 2 hour composition seminar.

Assessment: Composition exercises 60%; two or more original works and arrangements 40%

Contact time: 3 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

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**TMJ200** Semester: 1 and 2  
**COMPOSITION 2** 12 pts

This unit aims to further develop skills in composition, in order to supply the foundations of a professional level of competence.

Assessment: Composition exercises 40%; two or more original works and arrangements, including one for an ensemble of eight or more instruments 60%

Contact time: 3 hours per week for 28 weeks  
 Prerequisites: BMU  
 Lecturer: Stephen Whittington, City

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**TMJ300** Semester: 1 and 2  
**COMPOSITION 3** 12 pts

This unit aims to continue the development of composition skills, including ventures in interdisciplinary performance.

Assessment: Original works 40%; interdisciplinary project 60%

Contact time: 3 hours per week for 28 weeks  
 Prerequisites: BMU  
 Lecturer: Stephen Whittington, City

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**TMJ400** Semester: 1 and 2  
**COMPOSITION 4** 12 pts

To develop skills in the art of composition leading to a professional level of competence.

Assessment: Presentation of a concert performance of 50 minutes duration of original works and/or arrangements 20%; folio of compositions, including at least one for large ensemble 80%

Contact time: 3 hours per week for 28 weeks  
 Prerequisites: BMU  
 Lecturer: Stephen Whittington, City

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**TMJ101** Semester: 1 and 2  
**COMPOSITION PRACTICUM 1** 12 pts

This unit aims to support the major study in Composition through individual performance study, woodwind instrumental methodology and two elective studies: one in ensemble performance, the other in theoretic topics.

Assessment: Two end of semester performance exams (15 minutes each) 30%; instrumental methodology 10%; electives 60%

Contact time: 7.5 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

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**TMJ201** Semester: 1 and 2  
**COMPOSITION PRACTICUM 2** 12 pts

This unit aims to support the major study in Composition through individual performance study, brass instrumental methodology and two elective studies: one in ensemble performance, the other in theoretic topics.

Assessment: Two end of semester performance exams (15 minutes each) 30%; instrumental methodology 10%; electives 60%

Contact time: 7.5 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

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**TMJ301** Semester: 1 and 2  
**COMPOSITION PRACTICUM 3** 12 pts

This unit aims to support the major study in Composition through individual performance study, strings instrumental methodology and two elective studies: one in ensemble performance, the other in theoretic topics. The unit also acquaints students with a range of issues relating to employment.

Assessment: Two end of semester performance exams (15 minutes each) 30%; instrumental methodology 10%; electives 60%

Contact time: 8.5 hours per week for 14 weeks and 7.5 hours per week for 14 weeks

Prerequisites:  
 Lecturer: Stephen Whittington, City

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**TMU401** Semester: 1 and 2  
**COMPOSITION PRACTICUM 4** 12 pts

This unit aims to complete a program of individual performance study and provide opportunity to pursue areas of particular interest pertaining to Composition studies.

Assessment: Two end of semester performance exams (15 minutes each) 30%; special interest area 70%

Contact time: Up to 6 hours per week for 28 weeks

Prerequisites: BMU  
 Lecturer: Stephen Whittington, City

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**GUITAR/HARP**  
 Undergraduate

**COURSE CO-ORDINATOR**  
 Stephen Whittington, City

**INTRODUCTION**

The emphasis here is on the development of a solid foundation for a professional standard in technique, musicianship and repertoire, enabling the graduate to embark on a professional performing career and/or teach confidently, with a clear grasp of technical principles, style, literature and repertoire pertaining to the instrument.

There is an emphasis on the development of solo performance skills, supplemented by various types of ensemble activities. Students are expected to commit 3-5 hours daily to the practice and study required to achieve their optimum level.

Students enrolled in major study performance core units are required to perform at least twice a year at concert practice.

**GUITAR/HARP MAJOR STUDY UNITS**

See page 89 for list of available units. Further details available from unit and course co-ordinators.

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**GUITAR/HARP PRACTICUM UNIT DETAILS**


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**BMU182** Semester: 1 and 2  
**GUITAR/HARP PRACTICUM 1** 12 pts

This unit aims to broaden the students repertoire and understanding of music and extend technical abilities to provide experience in ensemble music activities. Students will rehearse and perform solo works and chamber music that includes guitar or harp.

Assessment: Ensemble and transcriptions 30%; technique, repertoire study 70%.

Contact time: 2 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

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**BMU282** Semester: 1 and 2  
**GUITAR/HARP PRACTICUM 2** 12 pts

This unit aims to broaden the students repertoire and understanding of music and extend technical abilities; to provide experience in ensemble music activities. Students will rehearse and perform solo works and chamber music that includes guitar or harp.

Assessment: Ensemble and transcriptions 30%; technique, repertoire study 70%.

Contact time: 2 hours per week for 28 weeks  
 Prerequisites: BMU182  
 Lecturer: Stephen Whittington, City

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**BMU382** Semester: 1 and 2  
**GUITAR/HARP PRACTICUM 3** 12 pts

This unit aims to broaden the students repertoire and understanding of music and extend technical abilities; to provide experience in ensemble music activities, to acquaint students with a range of issues relating to employment. Students will rehearse and perform solo works and chamber music that includes guitar or harp. to consider planning aspects and problems of a career as a performing musician; to look at opportunities and legal and financial aspects of employment.

Assessment: Guitar ensemble and transcription 30%; technique, repertoire study 70%.

Contact time: 3 hours per week for 14 weeks and 2 hours per week for 14 weeks

Prerequisites: BMU282  
 Lecturer: Stephen Whittington, City

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**BMU482** Semester: 1 and 2  
**GUITAR/HARP PRACTICUM 4** 12 pts

This unit aims to provide opportunity for in-depth study of selected aspects of guitar or harp performance. Students will rehearse and perform solo works and chamber music as well as follow an individual study and practice program in some particular aspect of guitar or harp music

Assessment: Guitar ensemble and transcription 30%; technique, repertoire study 70%.

Contact time: 2 hours per week for 28 weeks

Prerequisites: BMU382  
 Lecturer: Stephen Whittington, City

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**JAZZ**  
 Undergraduate

**COURSE CO-ORDINATOR:**  
 Hall Hall, City

**INTRODUCTION**

The Jazz performance program aims to develop the students potential for jazz performance and improvisation to the highest level possible. Upon completion of this program it is expected that the student will:

- . be able to perform solo jazz music at a competent level
- . be able to perform jazz music in both large and small ensemble situations
- . be able to improvise jazz music competently in various styles
- . have acquired basic keyboard skills and be able to play chord changes in typical jazz style
- . be able to sight-read competently all styles of jazz, particularly in a large ensemble situation

Students enrolled in major study performance core units are required to perform at least twice a year in Jazz Forum

**JAZZ MAJOR STUDY UNITS**

See page 89 for a list of available units. Further details available from unit and course co-ordinators.

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**JAZZ PRACTICUM UNIT DETAILS**
**BMU183** Semester: 1 and 2  
**JAZZ PRACTICUM 1** 12 pts

This unit aims to develop skills necessary for the interpretation of the various styles of jazz through ensemble playing and improvisation. Students will build ensemble skills through the medium of large and small jazz ensembles as well as apply improvisational techniques to all styles of jazz, from traditional to contemporary idioms.

Assessment: Big Band 20%; Small Jazz Ensemble 20%; Jazz Forum 10%; Instrumental Workshop 10%; Improvisation Workshop 40%.

Contact time: 10 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Hal Hall, City

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**BMU283** Semester: 1 and 2  
**JAZZ PRACTICUM 2** 12 pts

This unit aims to develop skills necessary for the interpretation of the various styles of jazz through ensemble playing and improvisation. Students will build ensemble skills through the medium of large and small jazz ensembles as well as apply improvisational techniques to all styles of jazz from traditional to contemporary idioms.

Assessment: Big Band 20%; Small Jazz Ensemble 20%; Jazz Forum 10%; Instrumental Workshop 10%; Improvisation Workshop 40%.

Contact time: 10 hours per week for 28 weeks  
 Prerequisites: BMU183  
 Lecturer: Hal Hall, City

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**BMJ383** Semester: 1 and 2  
**JAZZ PRACTICUM 3** 12 pts

This unit aims to develop skills necessary for the interpretation of the various styles of jazz through ensemble playing and improvisation. It will also acquaint students with a range of issues relating to employment. Students will build ensemble skills through the medium of large and small jazz ensembles and apply improvisational techniques to all styles of jazz from traditional to contemporary idioms.

The unit will consider planning aspects and problems of a career as a performing musician; to look at opportunities and legal and financial aspects of employment.

Assessment: Big Band 20%; Small Jazz Ensemble 20%; Jazz Forum 10%; Instrumental Workshop 10%; Improvisation Workshop 40%.

Contact time: 11 hours per week for 14 weeks and 10 hours per week for 14 weeks

Prerequisites: BMJ283  
 Lecturer: Hal Hall, City

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**BMJ483** Semester: 1 and 2  
**JAZZ PRACTICUM 4** 12 pts

This unit aims to develop skills necessary for the interpretation of the various styles of jazz through ensemble playing and improvisation. Students will build ensemble skills through the medium of large and small jazz ensembles as well as apply improvisational techniques to all styles of jazz from traditional to contemporary idioms.

Assessment: Big Band 20%; Small Jazz Ensemble 20%; Jazz Forum 10%; Instrumental Workshop 10%; Improvisation Workshop 40%.

Contact time: 10 hours per week for 28 weeks

Prerequisites: BMJ383  
 Lecturer: Hal Hall, City

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**KEYBOARD**  
 Undergraduate

**COURSE CO-ORDINATOR**  
 David Lockett

**INTRODUCTION**

The aim of the program is to give a basis for a professional standard in technique, musicianship and repertoire, enabling the graduate to proceed successfully to postgraduate studies, to embark upon a performing career and /or teach with a clear grasp of technical principles, styles, literature, history and repertoire pertaining to the instrument.

There will be a certain flexibility in individual programs, depending on the student's development, age, experience, learning speed, temperament, physical build and other relevant factors.

The emphasis of the keyboard course is upon the development of the student's individual performance to an optimum level. To this end, students receive 1 hour per week of individual instruction and are expected to dedicate 3-5 hours daily to the practice and study required to achieve their optimum level.

Ensemble playing is an integral part of the course. Students will be given experience in chamber music (duets, trios, quartets and quintets) and accompaniment (solo instruments and lieder). Harpsichord students will study figure-bass and the styles of realisation appropriate to various ensemble works.

In addition to individual lessons and ensemble coaching, the course consists of the following components:

- . Concert class (performance and masterclass)
- . Keyboard literature
- . Accompaniment class
- . Language (Italian, French or German)

The study of a language is considered to be an important component of the course, particularly as an aid to the interpretation of vocal music (lieder, opera, oratorio) in which keyboard instruments have an important role. Electronic organ students only will replace Language studies with a study of Jazz Theory.

Students enrolled in major study performance core units are required to perform at least twice a year in concert practice.

**KEYBOARD MAJOR STUDY UNITS**

See page 95 for a list of available units. Further details available from unit and course co-ordinators.

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**KEYBOARD PRACTICUM DETAILS**
**BMJ184** Semester: 1 and 2  
**KEYBOARD PRACTICUM 1** 12 pts

This unit aims to extend the student's technique, repertoire and understanding of music and to provide experience in ensemble music activities. Students will rehearse and perform solo works and chamber music that includes keyboard instruments and develop an appreciation of either the French or German language as it relates to the performance of the musical vocabulary and musically related texts; or study Jazz Theory (electronic organ students only).

Assessment: Keyboard ensemble 30%; language or jazz theory study 30%; technique and repertoire study 40%

Contact time: 4 1/2 half hours per week for 28 weeks

Prerequisites: Nil  
Lecturer: David Lockett, City

**BMU284** Semester: 1 and 2  
**KEYBOARD PRACTICUM 2** 12 pts

This unit aims to extend the student's technique and repertoire and to provide experience in vocal accompaniment. Students will rehearse and perform solo works, accompaniments and works for chamber ensembles.

Assessment: Accompaniment 30%; technique and repertoire study 40%; ensemble 30%

Contact time: 4 1/2 hours per week for 28 weeks  
Prerequisites: BMU184  
Lecturer: David Lockett, City

**BMU384** Semester: 1 and 2  
**KEYBOARD PRACTICUM 3** 12 pts

This unit aims to extend student's technique, repertoire and understanding of music to provide experience in ensemble music activities as well as acquaint students with a range of issues relating to employment. Students will rehearse and perform solo works and chamber music that includes keyboard instruments.

Assessment:  
(piano students only): Ensemble studies 50%; Technique and repertoire class 50%.

(all other students): Keyboard ensemble 30%; technique and repertoire study 40%; accompaniment or Jazz Theory 2 30%

Contact time: 4 1/2 hours per week for 14 weeks; 3 1/2 hours per week for 14 weeks

Prerequisites: BMU284  
Lecturer: David Lockett, City

**BMU484** Semester: 1 and 2  
**KEYBOARD PRACTICUM 4** 12 pts

This unit aims to provide opportunity for in-depth study of selected aspects of keyboard performance and instruction. Students will rehearse and perform solo works and works for large or small ensemble that include keyboard instruments.

Assessment:  
(piano students only): Ensemble studies 50%; Technique and repertoire class 50%.

(all other students): Ensemble studies 30%; technique and repertoire class 40%; accompaniment or other approved study area 30%

Contact time: 3 1/2 hours per week for 14 weeks and 1 1/2 hours per week for 14 weeks

Prerequisites: BMU384  
Lecturer: David Lockett, City

## MUSIC EDUCATION Undergraduate

**COURSE CO-ORDINATOR**  
John McKenzie, City

### INTRODUCTION

In this specialisation the focus of studies lies in the practice of music education through workshops and ensemble performance. The music education workshops introduce practical activities in music education and provide opportunity to study theoretical frameworks for the teaching and learning processes in music.

The vocal and instrumental ensembles provide students with the opportunity to learn a variety of repertoire appropriate for the school music teacher, as well as providing a vehicle for students to develop arranging and directing skills in choral and instrumental work.

A variety of repertoire from all musical genres is studied. In order to promote competence in performance as a source of confidence in teaching, this major study has an individual vocal or instrumental component. Any orchestral or keyboard instrument, classical or electric guitar or bass, or voice, may be studied.

### MUSIC EDUCATION UNIT DETAILS

**TMU102** Semester: 1 and 2  
**MUSIC EDUCATION 1** 6 pts

This unit aims to introduce knowledge of rhythm section instruments, jazz improvisation, chord symbols; provide opportunity to participate in ensemble music; and to gain experience in woodwind instruments. Lectures and workshops in music education are complemented by participation in rehearsals and performances of music.

Assessment: Music education assignments 80%; woodwind methodology journal 20%

Contact time: 8 hours per week

Prerequisites: Nil  
Lecturer: Jenny Rosevear, City

**TMU202** Semester: 1 and 2  
**MUSIC EDUCATION 2** 6 pts

This unit aims to develop arranging skills and elementary composition and the understanding of current teaching practices; to continue a program of ensemble performance; and to gain experience in brass instruments. Lectures and workshops in music education are complemented by participation in rehearsals and performances of music.

Assessment: Music education assignments 80%; brass methodology journal 20%

Contact time: 8 hours per week

Prerequisites: TMU102  
Lecturer: Jenny Rosevear, City

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**TMU302** Semester: 1 and 2  
**MUSIC EDUCATION 3** 6 pts

This unit is designed to provide knowledge of music in education theory and practice; to continue the program of ensemble performance and directing skills; and to gain experience in string instruments. Observation and practice in the classroom, lectures and workshops in music education are complemented by participation in rehearsals and performances of music.

Assessment: Music education assignments 80%;  
string methodology journal 20%

Contact time: 8 hours per week  
Prerequisites: TMU202  
Lecturer: Jenny Rosevear, City

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**TMU402** Semester: 1 and 2  
**MUSIC EDUCATION 4** 6 pts

This unit continues the exploration of theory and practice in music education with special emphasis on experience in the field, including the study of various music methodologies. Teaching projects, lectures and workshops in music education are complemented by participation in rehearsals and performances of music.

Assessment: Music education assignments,  
journal of field studies 100%

Contact time: 8 hours per week  
Prerequisites: TMU302  
Lecturer: Margaret Fee, City

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**TMU103** Semester: 1 and 2  
**TMU203** 6 pts  
**TMU303**  
**MUSIC EDUCATION PRACTICUM 1**  
**MUSIC EDUCATION PRACTICUM 2**  
**MUSIC EDUCATION PRACTICUM 3**

These units are designed to support the major study in music education by providing opportunity to develop performing skills in the chosen area of instrumental or vocal study. In addition an elective in ensemble performance, eg concert band, orchestra, jazz choir, clarinet choir, flute choir, accompanying chamber ensembles, or concert choir, is included in the units. The units include 1 hour of individual instrumental or vocal instruction as well as classes and ensemble rehearsals appropriate to individual performance skills.

Assessment: Individual instrumental or vocal study, Semester 1, 30%;  
individual instrumental or vocal study, Semester 2, 50%; elective ensemble, Semesters 1 and 2, 20%

Contact time: 6 hours per week  
Prerequisite: For TMU103 - Audition for entry to the course; subsequent units, the preceding level  
Lecturer: John McKenzie, City

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**TMU403** Semester: 1 and 2  
**MUSIC EDUCATION PRACTICUM 4** 6 pts

This unit is designed to support the major study in music education by providing opportunity to develop performing skills in the chosen area of instrumental or vocal study. In addition an elective in ensemble performance, eg concert band, orchestra, jazz choir, clarinet choir, flute choir, accompanying chamber ensembles, or concert choir is included in the unit. The unit includes 1 hour of individual instrumental or vocal instruction as well as classes and ensemble rehearsals appropriate to individual performance skills.

Assessment: Individual instrumental or vocal study, Semester 1, 20%; open examination (50 minute performance) for individual instrumental or vocal study, Semester 2, 60%; elective ensemble, Semesters 1 and 2, 20%

Contact time: 6 hours per week  
Prerequisite: TMU303  
Lecturer: John McKenzie, City

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**PERCUSSION**  
**Undergraduate**


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**COURSE CO-ORDINATOR**  
 Stephen Whittington, City

**INTRODUCTION**

The program for percussion students is aimed at providing versatility in terms of the number of instruments played and the styles of playing in which the student is comfortable. In addition to individual and class tuition, the course offers experience in small and large ensembles, the latter including Concert Band, Big Band and Chamber Orchestra.

Students enrolled in major study performance core units are required to perform at least twice a year in concert practice.

**PERCUSSION MAJOR STUDY UNITS**

See page 89 for list of available unit. Further details available from unit and course co-ordinators.

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**PERCUSSION PRACTICUM UNIT DETAILS**


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**BMU185** Semester: 1 and 2  
**PERCUSSION PRACTICUM 1** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire. Students will rehearse and perform solo works, chamber works and works for large ensemble.

Assessment: Concert Band 20%; small ensembles 20%; performance class 60%.

Contact time: 7 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Stephen Whittington, City

**BMU285** Semester: 1 and 2  
**PERCUSSION PRACTICUM 2** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire. Students will rehearse and perform solo works, chamber works and works for large ensemble.

Assessment: Concert Band 20%; small ensembles 20%; performance class 60%.

Contact time: 7 hours per week for 28 weeks  
 Prerequisites: BMU185  
 Lecturer: Stephen Whittington, City

**BMU385** Semester: 1 and 2  
**PERCUSSION PRACTICUM 3** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire and acquaint students with a range of issues relating to employment. Students will rehearse and perform solo works, chamber works and works for large ensemble. To consider planning aspects and problems of a career as a performing musician; to look at opportunities and legal and financial aspects of employment

Assessment: Concert Band 20%; small ensemble 20%; performance class 60%

Contact time: 8 hours per week for 14 weeks and 7 hours per week for 14 weeks

Prerequisites: BMU285  
 Lecturer: Stephen Whittington, City

**BMU485** Semester: 1 and 2  
**PERCUSSION PRACTICUM 4** 12 pts

This unit aims to develop ensemble sensitivity and a knowledge of the repertoire. Students will rehearse and perform solo works, chamber works and works for large ensemble.

Assessment: Concert Band 20%; small ensemble 20%; performance class 60%.

Contact time: 7 hours per week for 28 weeks  
 Prerequisites: BMU385  
 Lecturer: Stephen Whittington

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**STRINGS**  
**Undergraduate**


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**COURSE CO-ORDINATOR**  
 Brian Chatterton, City
**INTRODUCTION**

The development of individual performance skill, with grounding in technique, musicianship and repertoire, is the main objective of the study program for string students. In addition to weekly individual and class tuition, a string seminar is held each week to study repertoire and technical problems.

A large part of the repertoire for string students is ensemble music and the string program offers a wide variety of ensemble experience. This reflects the fact that employment prospects for string graduates will mainly be found in orchestras and other ensemble performing situations.

The string course provides essentially for three types of ensemble experience: small ensembles (trios, quartets and quintets), string orchestra and chamber orchestra.

Students enrolled in major study performance core units are required to perform at least twice a year in concert practice.

**STRINGS MAJOR STUDY UNITS**

See page 90 for a list of available units. Further details are available from unit and course co-ordinators.

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**STRINGS PRACTICUM UNIT DETAILS**


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**BMU186** Semester: 1 and 2  
**STRINGS PRACTICUM 1** 12 pts

This unit aims to provide experience in ensemble music activities, as well as broaden the student's repertoire and understanding of music and extend technical abilities. Students will rehearse and perform solo works, chamber music and works for large ensemble.

**Assessment:** Small string ensemble 20%; orchestral experience 20%; string seminar and technique and repertoire class 60%.

**Contact time:** 7 hours per week for 28 weeks  
**Prerequisites:** Nil  
**Lecturer:** Brian Chatterton, City

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**BMU286** Semester: 1 and 2  
**STRINGS PRACTICUM 2** 12 pts

This unit aims to provide experience in ensemble music activities, as well as broaden the student's repertoire and understanding of music and extend technical abilities. Students will rehearse and perform solo works, chamber music and works for large ensemble.

**Assessment:** Small string ensemble 20%; orchestral experience 20%; string seminar and technique and repertoire class 60%.

**Contact time:** 7 hours per week for 28 weeks  
**Prerequisites:** BMU186  
**Lecturer:** Brian Chatterton, City

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**BMU386** Semester: 1 and 2  
**STRINGS PRACTICUM 3** 12 pts

This unit aims to provide experience in ensemble music activities, as well as broaden the student's repertoire and understanding of music and extend technical abilities. The unit will acquaint students with a range of issues relating to employment.

**Assessment:** Small string ensemble 20%; orchestral experience 20%; string seminar and technique and repertoire class 60%.

**Contact time:** 8 hours per week for 14 weeks and 7 hours per week for 14 weeks  
**Prerequisites:** BMU386  
**Lecturer:** Brian Chatterton, City

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**BMU486** Semester: 1 and 2  
**STRINGS PRACTICUM 4** 12 pts

This unit aims to provide opportunity for in-depth study of selected aspects of string performance. Students will rehearse and perform solo works and chamber music and follow an individual study and practice program in some particular aspect of string music

**Assessment:** Small string ensemble 20%; large ensemble 20%; string seminar 10%; repertoire class 50%

**Contact time:** 7 hours per week for 28 weeks  
**Prerequisites:** BMU386  
**Lecturer:** Brian Chatterton, City

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**VOICE**  
 Undergraduate
 

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**COURSE CO-ORDINATORS:**

Major Study Performance core units:  
 Vivienne Haynes, City  
 Voice Practicum units: Kevin Miller, City

**INTRODUCTION**

It is recognised that the program of study for singers should be different from that for instrumentalists. The principal aim of the program is to develop vocal skills, with a foundation of technique, musicianship and knowledge of the vocal repertoire. To this end, each student receives 1.5 hours per week of individual instruction. In addition a masterclass is conducted weekly. Regular ensemble experience is provided through large and small vocal ensembles.

The particular needs of the singing student are met by the following units:

- 1 Languages (Italian, French, German) - essential to the performance of the large part of the vocal repertoire in these languages
- 2 Acting - for stage performances in particular, but needed by all singers as interpreters
- 3 Movement - an important study in the correct use of the body in technique and performance training
- 4 Speech Phonetics - to ensure clear delivery of the English language

Students enrolled in major study performance core units are required to perform at least twice a year in concert practice.

**VOICE MAJOR STUDY UNITS**

See page 90 for list of available units. Further details available from unit and course co-ordinators.

NB Students offering Voice 2 are reminded that the unit includes some studies in Piano, with a half hour lesson weekly, in addition to the vocal lesson.

**VOICE PRACTICUM UNIT DETAILS**


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**BMU187** Semester: 1 and 2  
**VOICE PRACTICUM 1** 12 pts
 

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This unit aims to provide for the particular needs of the singing student in the acquisition of language, drama and ensemble skills. Students will develop an appreciation of the Italian language as it relates to the performance of Italian vocal repertoire; to acquaint students with their potential as performers and to develop basic skills in acting and movement; to develop ensemble skills through participation in a mixed choral ensemble

Assessment: Italian 40%; drama 30%; ensemble 20%; performance class 10%.

Contact time: 9 hours per week for 28 weeks  
 Prerequisites: Nil  
 Lecturer: Kevin Miller, City

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**BMU287** Semester: 1 and 2  
**VOICE PRACTICUM 2** 12 pts
 

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This unit aims to provide for the particular needs of the singing student in the acquisition of language, drama and ensemble skills. Students will develop an appreciation of the German language as it relates to the performance of German vocal repertoire; to acquaint students with their potential as performers and to develop basic skills in acting and movement; to develop ensemble skills through participation in a mixed choral ensemble

Assessment: German 30%; drama 30%; ensemble 30%; performance class 10%.

Contact time: 9 hours per week for 28 weeks  
 Prerequisites: BMU187  
 Lecturer: Kevin Miller, City

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**BMU387** Semester: 1 and 2  
**VOICE PRACTICUM 3** 12 pts
 

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This unit aims to provide for the particular needs of the singing student in the acquisition of language, drama and ensemble skills and to develop an appreciation of the French language as it relates to the performance of French vocal repertoire - acquaint students with their potential as performers and to develop basic skills in acting and movement - develop ensemble skills through participation in a mixed choral ensemble. The unit will also consider planning aspects and problems of a career as a performing musician; to look at opportunities and legal and financial aspects of employment.

Assessment: French 30%; opera workshop 40%; ensemble 20%; performance class 10%.

Contact time: 10 hours per week for 14 weeks; 9 hours per week for 14 weeks  
 Prerequisites: BMU287  
 Lecturer: Kevin Miller, City

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**BMU487** Semester: 1 and 2  
**VOICE PRACTICUM 4** 12 pts
 

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This unit aims to provide opportunity for in-depth study of selected aspects of singing. Students will rehearse and perform solo works and chamber music and follow an individual study and practice program in some particular aspect of vocal music

Assessment: Ensemble 20%; performance class 30%; additional solo and ensemble experience 50%

Contact time: 5 hours per week for 28 weeks  
 Prerequisites: BMU387  
 Lecturer: Kevin Miller, City

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**WOODWIND**  
 Undergraduate
 

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**COURSE CO-ORDINATOR:**  
 Louise Dellit, City

**INTRODUCTION**

The development of individual performance skill with grounding in technique, musicianship and repertoire, is the main objective of the study. Each student receives one hour weekly instruction and in addition participates in two classes developing technique and performance skills.

Large and small ensembles cater in particular for the training of the chamber musician/orchestral player.

In years 3 and 4 the performer/teacher is further developed through instrumental methodology units.

Students enrolled in major study performance core units are required to perform at least twice a year in concert practice.

**WOODWIND MAJOR STUDY UNITS**

See page 90 for list of available units.  
 Further details available from unit and course co-ordinators.

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**WOODWIND PRACTICUM UNIT DETAILS**

**BMU188** Semester: 1 and 2  
**WOODWIND PRACTICUM 1** 12 pts

This unit aims to provide experience in ensemble music activities and to broaden the students' repertoire and understanding of music and extend technical abilities. Students will rehearse and perform solo works, chamber works and works for large ensemble.

**Assessment;** Small chamber ensembles 20%; concert band 20%; technique and performance class 60%.

**Contact time:** 6 hours per week for 28 weeks  
**Prerequisites:** Nil  
**Lecturer:** Louise Dellit, City

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**BMU288** Semester: 1 and 2  
**WOODWIND PRACTICUM 2** 12 pts

This unit aims to provide experience in ensemble music activities and to broaden the students' repertoire and understanding of music and extend technical abilities. Students will rehearse and perform solo works, chamber works and works for large ensemble.

**Assessment;** Small chamber ensembles 20%; concert band 20%; technique and performance class 60%.

**Contact time:** 4 - 6 hours per week for 28 weeks  
**Prerequisites:** BMU188  
**Lecturer:** Louise Dellit, City

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**BMU388** Semester: 1 and 2  
**WOODWIND PRACTICUM 3** 12 pts

This unit aims to provide experience in ensemble music activities and to broaden the students' repertoire and understanding of music as well as acquainting students with a range of issues relating to employment. Students will rehearse and perform solo works, chamber works and works for large ensemble. The unit will consider planning aspects and problems of a career as a performing musician; to look at opportunities and legal and financial aspects of employment

**Assessment:** Small chamber ensembles 40%; basic teaching methodology 20%; technique and performance class 20%; concert band, concerto or extra repertoire studies and second instrumental study 20%.

**Contact time:** 5-7 hours per week for 14 weeks  
**Prerequisites:** BMU288  
**Lecturer:** Louise Dellit, City

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**BMU488** Semester: 1 and 2  
**WOODWIND PRACTICUM 4** 12 pts

This unit aims to provide opportunity for in-depth study of selected aspects of woodwind performance. Students will rehearse and perform solo works and chamber music and follow an individual study and practice program in some particular aspect of woodwind music

**Assessment:** Small chamber ensembles 40%; performance class 30%; concert band, concerto or extra repertoire studies, second instrumental ensemble 30%.

**Contact time:** 5-7 hours for 28 weeks  
**Prerequisites:** BMU388  
**Lecturer:** Louise Dellit, City

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**RELATED STUDIES AREA**  
**Undergraduate**


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**COURSE CO-ORDINATOR:**  
 Warren Bourne, City

**INTRODUCTION**

The related studies units of the course are regarded as essential to the general musical education and development of the musician. They include the following components:

**Musicianship**

These components aim to provide a detailed study of the theoretical foundations of the art of music. Students with limited background in this area will be required to study Basic Musicianship before embarking upon more advanced Musicianship or Jazz Theory Studies.

**Aural Training**

This supplements Musicianship and aims to improve reading ability and develop the faculty of aural imagination.

**Keyboard**

Students with little or no keyboard background will take Basic Keyboard in year 1. Those who already possess substantial keyboard skills on entry will be required to take Keyboard Musicianship 1.

**Musicology**

Three years of Musicology are required for all students. Jazz is an approved alternative to Musicology for students in the Jazz stream.

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**RELATED STUDIES UNIT DETAILS**

(except for students offering a major study in Jazz (see page 91))

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**BMU189** Semester: 1 and 2  
**RELATED STUDIES 1** 12 pts

This unit aims to develop an understanding of the basis of western music theory, supported by aural recognition and comprehension of the basic elements of music and practical experience at the keyboard, and to introduce study skills in music literature. In this unit students will:

- Either
- . Introduce and develop an understanding of the basic concepts of music theory and notation
  - Or
  - . Develop an understanding of the organisational of tonal music and develop practical skills in counterpoint, harmony and analysis
  - . Develop the aural recognition and comprehension of the basic elements of rhythm, melody and harmony, together with sight reading and singing
  - . Develop basic keyboard technique for non-keyboard performers and develop musicianship through practical experience at the keyboard
  - . Introduce students to the literature about music and to develop writing skills in preparing essays and seminar presentation

**Assessment:** Basic Musicianship or  
 Musicianship Level 1 40%;  
 Musicology Level 1 30%;  
 Aural Training: by Performance in class and regular assessment 20%;

Basic Keyboard or Keyboard  
 Musicianship Level 1: Preparation  
 of weekly assignments and of  
 semester practical tests 10%.

**Contact time:** 5 half hours per week for 28 weeks  
**Prerequisites:** Nil  
**Lecturer:** Warren Bourne, City

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**BMU289** Semester: 1 and 2  
**RELATED STUDIES 2** 12 pts

This unit aims to develop an understanding of the nature of music and the literature about music, supported by aural recognition and comprehension of the basic elements of music.

In this unit students will continue the development of an understanding of western music and its organisation in musical forms. The content includes Musicology Level 2 (musicological perspectives through the study of a historical period), Musicianship Level 1 or Musicianship Level 2; and Aural Training Level 2

**Assessment:** Musicianship Level 1 or 2: two regular assignments 40%;  
 Musicology Level 2, 40%; Aural Training Level 2 by performance in class and regular assessment tests 20%

**Textbooks:** Schoenberg, A. Fundamentals of Musical Composition. London: Faber, 1967  
 Other materials as selected by lecturers and tutors

**Contact time:** 5 hours per week for 28 weeks  
**Prerequisites:** BMU189  
**Lecturer:** Warren Bourne, City

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**BMU389** Semester: 1 and 2  
**RELATED STUDIES 3** 12 pts

This unit aims to extend an understanding of all aspects of the study of music, supported by recognition and comprehension of the elements of music at an advanced level. Students will continue the development of an understanding of western music and its organisation in musical forms and deepen historical perspectives through in-depth study of the music of the twentieth century. The unit will develop the aural recognition and comprehension of the elements of rhythm, melody and harmony together with sight reading and singing. The classes include Musicianship Level 2 or Musicianship Level 3; Musicology Level 3; and Aural Training Level 3

**Assessment:** Musicianship Level 2 or 3 regular assignments 40%; Musicology Level 3, 40%; Aural Training Level 3; by performance in class and regular assessment tests 20%

**Textbooks:** Berry, W. Structural Functions in Music. N.J: Prentice Hall, 1975  
 Other materials as selected by lecturers and tutors

**Contact time:** 5 hours per week for 28 weeks  
**Prerequisites:** BMU289  
**Lecturer:** Warren Bourne, City

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**TMU408** Semester: 1 and 2  
**ADVANCED THEORY** 6 pts

This unit provides opportunity for advanced study in musicianship for those studies needing to complete the three year sequence of musicianship studies. A two hour lecture covers concepts of musical form and tools of analysis in Semester 1; and the acoustics and psycho-acoustics of music in Semester 2.

Assessment: Two assignments 50% and examinations at the end of Semesters 1 and 2.

Contact Time: 2 hours per week for 28 weeks  
 Prerequisites: BMU389  
 Lecturer: Stephen Whittington

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**MISCELLANEOUS UNITS**


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**TMU404** Semester: 1 or 2  
**DIRECTED STUDY 1** 3 pts

This elective provides the opportunity for the scholastically qualified student to undertake an in-depth study in a chosen area of music studies. The student will be required to prepare and present a fully documented paper on the chosen topic.

Specific study supervision may be undertaken by any person approved by the Course Team.

Assessment: The completed study will be reviewed and assessed by the Course Committee and an external examiner

Contact time: To be negotiated  
 Prerequisites: Related Studies 3  
 Lecturer: Warren Bourne, City

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**TMU405** Semester: 1 or 2  
**DIRECTED STUDY 2** 3 pts

This elective provides the opportunity for the scholastically qualified student to undertake an in-depth study in a chosen area of music studies. The student will be required to prepare and present a fully documented paper on the chosen topic (relevant performance project may be associated)

Special study supervision may be undertaken by any person approved by the Course Team.

Assessment: The completed study will be reviewed and assessed by the Course Committee and an external examiner

Contact time: To be negotiated  
 Co-requisites: Directed Study 1  
 Lecturer: Warren Bourne

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**TMU406** Semester: 1 and 2  
**INTRODUCTION TO MUSIC INSTRUCTION** 6 pts

This unit aims to orient students towards the practice and profession of music instruction for their individual instrument, in studio contexts. In this unit, students will: develop a conceptual approach relevant to teaching a particular instrument; develop an understanding of learning theory and musical ability; develop an awareness of management in studio teaching.

Assessment: Essays and seminars, 30%; Log book of practical activities, 30%; preparation of teaching materials for assisting the development of some technical or musical problem, 40%

Textbook: Reimer, A Philosophy of Music Education Prentice Hall, New Jersey, 1970

Contact time: 2 hours per week for 28 weeks  
 Prerequisites: BMU289  
 Lecturer: Jenny Rosevear, City

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**TMU407** Semester: 1 and 2  
**JAZZ WORKSHOP 1** 3 pts

This unit (for non-Jazz students only) provides an opportunity to develop sensitivity to the interpretation of jazz through performance in small jazz ensembles, to understand simple improvisational techniques and an introduction to standard jazz repertoire.

Assessment: By performance

Contact time: 1 two hour workshop per week for 28 weeks  
 Prerequisite: Related Studies 2  
 Lecturer: Hal Hall, City

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**TMU408** Semester: 1 and 2  
**PERFORMANCE PRACTICUM 4** 6 pts

This unit is designed to extend technique and ensemble, supportive of the relevant major study performance unit. The unit is taught through appropriate technique and repertoire classes and through participation in rehearsals and performances in ensemble.

Assessment: Technique and repertoire class 50%; ensemble 50%

Contact time: From 3 to 5 hours per week  
 Prerequisite: Any Performance major study practicum unit at Level 3  
 Lecturer: Warren Bourne, City

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**GRADUATE AND POSTGRADUATE: COURSE STRUCTURES AND UNIT DETAILS**

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**BACHELOR OF EDUCATION (IN-SERVICE)**  
 Postgraduate

 COLLEGE CODE: CBIS  
 SATAC CODE: CBIS

**COURSE CO-ORDINATOR**  
 Gerry England, City

CAMPUS	COURSE CO-ORDINATOR	CODES
City:	Gerry England	CBIS
Magill:	Jane Harper	MBIS
Salisbury:	John Dunn	LBIS
Sturt:	Ken Hancock	SBIS
Underdale:	Shirley Chappel	UBIS

**INTRODUCTION**

Prior to 1988 the individual campuses of the College offered in-service teacher education awards in the form of discrete Bachelors of Education. Admission is now to a College-wide Bachelor of Education (In-Service) which is offered on all five campuses of the College.

Four of the five College campuses offer a separate twelve-point Professional Studies Unit (the exception is the City campus).

Completion of one of these units is mandatory. Students may elect to take their Professional Studies Unit either as the first component of their award, or at some other stage of their study program, except at Sturt, where this unit is offered last in the sequence of units and at Salisbury, where students will be counselled to commence their program with the Professional Studies Unit. (Magill students are advised to take their Professional Studies units last).

**ADMISSION AND ADMINISTRATION**

To obtain admission to the Bachelor of Education (In-service) applicants must nominate a specific campus. This preference will not necessarily limit them to studying at that preferred campus e.g. an applicant may list Salisbury as a first preference on their application form and study a minor specialization at that campus; in addition it may be possible to undertake another minor specialization and/or elective or professional study unit or two electives at any other campus. If a student chooses one of these options they should contact the Course Co-ordinator at the campus at which they gain admission to discuss their study program. Generally this new program will enable students to draw upon a more diverse range of College-wide units than was possible under the single-campus Bachelor of Education.

Students should note that the College reserves the right to alter or withdraw specialisations and units without prior notice. They should check the availability and location of specialisations and units when enrolling. Students should be aware when planning their programmes that there are quotas on some specialisations and consultation with course co-ordinators is advised.

**LOCATION**

The course is offered at all campuses of the South Australian College of Advanced Education. Applicants should check the location at which their preferred specialisation is offered.

**LENGTH AND AVAILABILITY OF COURSE**

The course requires one year of full-time study or two to three years of part-time study. Many of the units are available in the external, as well as in the internal, mode.

Responsibility for the enrolment and dispatch process for external and mixed-mode students will rest with the appropriate External Studies office.

The availability of units will be dependent on minimum numbers needed to make up classes and on staff availability.

**ENTRY REQUIREMENTS**

The entry requirements for this course are a three-year Diploma of Teaching or an acceptable equivalent from a recognised higher education institution, and a minimum of one year of teaching experience.

**STATUS**

Requests for status should be directed to the appropriate Campus Secretary at the Campus at which you are studying.

**STRUCTURE OF THE COURSE**

Students may choose one of the three patterns of study, each totalling 36 points.

**Pattern A**

Professional Studies	12 points
Major Specialisation	24 points

**Pattern B**

Professional Studies	12 points
Minor Specialisation	12 points
Minor Specialisation	12 points

**Pattern C**

Professional Studies	12 points
Minor Specialisation	12 points
Combination of:	12 points
6-point electives, single 6-point	
Negotiated Study Unit (available only after completion of at least a 12-point Minor Specialisation), or 6 or 12 points	
Studies-in-lieu.	

**PROFESSIONAL STUDY AREA**

Students must successfully complete a Professional Studies Unit of two semesters duration from the following range:

Curriculum Development, Issues and Practice	Salisbury
Educational Change, Concepts and Strategies	Magill
Innovation in Teaching and Education	Underdale
Perspectives and Practices in Professional Development	Sturt#

# currently only available to a restricted number of students at an off-campus location which may vary from year to year.

**SPECIALISATION AREAS**

In addition to a Professional Studies Unit, students may choose to complete four 6-point units (a Major Specialisation), or one or two pairs of 6-point units. Specialisations designated \*\* below are only available as Minor Specialisations; other minors will consist of two units taken from the full range available for students seeking to complete a Major Specialisation.

The following list is arranged by the campus on which the specialisation is offered. The availability of each specialisation is identified as being either internal (I) or external (E) or both

#### CITY

**EDUCATIONAL ADMINISTRATION (I/E)** is designed to assist teachers who wish to take training prior to accepting administrative responsibilities, or to assist experienced students already occupying administrative posts in educational establishments to gain additional skills.  
(Code: CBIS)

**ITALIAN STUDIES (I)** enables teachers to develop and enhance their existing language expertise, or to acquire a basic familiarity with a European language and culture which may be entirely new to them.  
(Code: CBIS)

**MODERN GREEK STUDIES (I)** enables teachers to develop and enhance their existing language expertise.  
(Code: CBIS)

**WOMEN'S STUDIES (I/E)** encourages teachers to familiarise themselves with recent theory and practice relating to gender and education issues. It considers new developments in specific discipline areas and ways of applying these new analyses and approaches in the classroom setting.  
(Code: CBIS)

#### MAGILL

For further information on the following specialisations refer to the Magill handbook.

**ACCOUNTING AND FINANCE (I/E)** will allow teachers to develop a new subject area or to enhance existing skills by covering a range of accounting and computing topics.  
(Code: MBIS)

**ADVANCED STUDIES IN EDUCATION (I/E)** is designed to provide educators with a greater understanding of the social and cultural conditions of contemporary South Australian schooling. The two units offered in 1991 will be "Schooling Policy from Whitlam to Hawke" which examines the major themes and underlying assumptions of the major policy statements since 1973 and "From Migrant to Multicultural Education" which examines the various responses by Australian schools to the increased awareness of cultural diversity in Australia.  
(Code: MBIS)

**APPLIED ECONOMICS (I/E)** allows teachers to upgrade existing qualifications in economic theory, practice and policy, or to develop a new teaching area by covering a range of basic issues.  
(Code: MPIS)

**COMMUNICATION STUDIES (I)** focuses on the development of verbal and written skills.  
(Code: MBIS)

**DRAMA (I)** This specialization will develop a range of skills relevant to theatre and media. Conceptual, artistic and technical skills are developed within the framework of 'hands-on' performances and related theoretical studies in class, studio, stage and community contexts. A Community Theatre specialization may be taken under the BA Communications award.  
(Code: MBIS)

**EDUCATIONAL COMPUTING (I/E)** provides practising teachers with knowledge of ways in which computers can assist student learning, suggests management strategies for effectively using computers in classrooms, and aims to develop an awareness of the range of computer software and peripheral equipment available for educational purposes.  
(Code: MBIS)

**EDUCATIONAL PSYCHOLOGY (I/E)** This specialisation is designed for Junior Primary, Primary and Secondary teachers who wish to extend their professional knowledge and skills in understanding and evaluating children's learning and in developing more effective teaching approaches to meet individual needs.  
(Code: MBIS)

**ENGLISH**  
Refer to Literary Studies for details of this specialisation.

**GEOGRAPHY (I/E)** enables practising teachers to meet the demand of new curricula, new methodological approaches, and new content areas - refer to Handbooks for unit details.  
(Code: MPIS)

**HISTORY (I/E)** examines both Australian and American political and social issues.  
(Code: MPIS)

**INDONESIAN AND MALAYSIAN STUDIES (I)** enables teachers to develop and enhance their existing language expertise, or to acquire a basic familiarity with an Asian language and culture which may be entirely new to them.  
(Code: MBIS)

**LEGAL STUDIES (I/E)** provides a choice of topics including Business, Family, Environmental, Labour, and Trade Practice Law as well as Contracting Australian Law in its social setting.  
(Code: MBIS)

**LITERARY STUDIES (I/E)** focuses on literary studies including Australian literature, literature for adolescents, creative literature and women writers.  
(Code: MBIS)

**MUSIC (I/E)** This specialisation offers a range of units covering performance teaching skills and theoretical considerations.  
(Code: MPIS)

**OFFICE ADMINISTRATION (I/E)** provides teachers with an opportunity to develop or enhance their keyboard and/or shorthand and transcription skills, and to study office communications and procedures.  
(Code: MBIS)

**PRIMARY CURRICULUM STUDIES (I/E)** Not available in 1991 - enhances teachers' knowledge of teaching and learning in various curriculum areas in primary schools. Teachers will develop educational programs which can be implemented and tested in the classroom.  
(Code: MBIS)

I: Internal

E: External

\*\* Minor Specialisation only

**PRIMARY TEACHING STUDIES (I/E)** Not available in 1991 - (\*\*) provides practising primary teachers with the opportunity to analyse and reassess their teaching roles and responsibilities, in the context of the increased demands and expectations placed on them as professionals. (Code: MBIS)

**SECRETARIAL STUDIES** - see Office Administration for details of this specialisation.

**TEACHER LIBRARIANSHIP (I/E)** allows teachers to develop a new subject area or to enhance existing skills. Completion of six units will lead to ALAA standing. Since this specialisation only accommodates four units, students are required to complete two units prior to entry. Alternatively, they may seek entry to the Graduate Diploma course. (Code: MBIS)

#### SALISBURY

For information on the following specialisations refer to the Salisbury handbook.

**ENGLISH (I/E)** focuses on literary studies including Australian literature, literature for adolescents, creative literature and women writers. This specialisation is taught in the internal mode at Magill. (Code: MBIS)

**GEOGRAPHY (I/E)** enables practising teachers to meet the demand of new curricula, new methodological approaches, and new content areas. (Code: MBIS)

**HISTORY (I/E)** examines both Australian and American political and social issues. This specialisation is taught in the internal mode at Magill. (Code: MBIS)

**SECONDARY MATHEMATICS (I)** (\*\*) considers calculus, algebra, matrices and linear programming as well as mathematical analysis and applications. (Code: LBIS)

**NATURAL RESOURCE MANAGEMENT (I)**  
Not offered in 1991  
When available, this specialisation will provide a knowledge of relationships between biological and physical factors in the management of natural resources. It is designed to develop practical and theoretical skills with an emphasis on scientific and people-centred issues. (Code: LBIS)

**RECREATION (I)** (\*\*) offers teachers the opportunity to develop a sound conceptual base to enable them to perform as effective teachers in the field of recreation. (Code: LBIS)

**SECONDARY SCIENCE (I)**  
Not offered in 1990  
Has a science/technology/society (STS) emphasis through which teachers can update their knowledge of recent developments and explore science-related societal issues. (Code: LBIS)

**SOCIOLOGY AND SOCIAL SCIENCE (I)** enables teachers to increase their knowledge and awareness of societal organisation and how it has an impact on school-community interaction. (Code: LBIS)

**STAFF AND SCHOOL DEVELOPMENT (I)** equips teachers and senior staff with knowledge, skills and attitudes necessary to perform the increasingly diverse and complex tasks that occur within the school. (Code: LBIS)

#### STURT

**PROFESSIONAL DEVELOPMENT (I)** covers the themes of program and staff development. This specialisation is designed specifically for those with either current or anticipated leadership responsibilities in the area of the in-service or continuing education of teachers. (Code: SBIS)

#### UNDERDALE

**ABORIGINAL STUDIES (I/E)** is designed to assist Aboriginal and non-Aboriginal people to gain a knowledge of Aboriginal culture and present social conditions, particularly for the purpose of teaching school students. (Code: UBIS)

**ADULT AND FURTHER EDUCATION (I/E)** aims to stimulate vigorous and independent thought about adult and further education and its place within the spectrum of education. (Code: UBIS)

**ADVANCED EDUCATION STUDIES (I/E)** focuses on the theme of change and tradition in contemporary education. The future direction of education is also considered. (Code: UBIS)

**ART AND DESIGN (I)** will assist secondary art teachers seeking to increase breadth or depth of experience and teachers seeking introductory experience in design or curriculum and methodology beyond the basic units offered in the Diploma of Teaching program. (Code: UBIS)

**ASIAN STUDIES (I/E)** will provide teachers with a knowledge base which will enable them to provide leadership in promoting the study of Asian cultures. (Code: UBIS)

**COMMUNICATION (I/E)** (\*\*) offers two units: Communication in Education focuses on communication between colleagues, teachers and students, and between teachers and the community; Written Communication focuses on writing skills. (Code: UBIS)

**CURRICULUM LEADERSHIP (I/E)** provides potential and actual curriculum leaders in schools and other educational areas such as Adult and Further Education and Nurse Education, with a range of curriculum leadership skills and an understanding of key contemporary curriculum issues. (Code: UBIS)

**DISTANCE EDUCATION (E)**(\*\*) is designed to provide practical skills and knowledge in the design, development, teaching and management of distance education courses and programs. (Code: UPIS)

**FAMILY AND COMMUNITY STUDIES (SECONDARY) (I)** provides Home Economics teachers with knowledge and skills in the two curriculum areas of food and nutrition studies and family studies. The nature of this specialisation reflects the concern in the wider community regarding physical and social health.  
(Code: UBIS)

**LANGUAGE ARTS (I/E)** is both theoretically challenging and relevant to the classroom situation. It will enable teachers to junior secondary level to specialise in literacy appropriate to their particular level of teaching.  
(Code: UPIS)

**LANGUAGES OTHER THAN ENGLISH (E)(\*\*)**  
(Code: UPIS)

**PHYSICAL EDUCATION (I)** provides an opportunity for primary and junior primary teachers to develop their understanding and expertise in physical education. Prior to entry to this specialisation, teachers must have completed twenty four points in Physical Education in a pre-service teacher education course. Classes are not available after 4.00pm.  
(Code: UPIS)

**MASS MEDIA, COMPUTERS AND LITERACY**  
Not offered in 1991.

**RELIGION STUDIES (I/E)** students may study world and Australian religions, including Australian Aboriginal religions, and/or may wish to take Catholic Studies units recommended for teachers by the Catholic school system.  
(Code: UBIS)

**SCIENCE (PRIMARY) (I/E)**  
Continuing students only in 1991.  
(Code: UBIS)

**STEINER (WALDORF) EDUCATION (I)(\*\*)** is based upon careful observation and understanding of the child and the child's need at each stage of development. Its objective is to help individuals realise their potential in all areas and to learn to create and work cooperatively with others.  
(Code: UPIS)

**TECHNOLOGY AND INDUSTRIAL ARTS (SECONDARY) (I)** gives teachers the option of either in-depth specialisation to 24 points or the completion of 24 points in several sub-specialisations.  
(Code: UBIS)

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**SPECIALISATION: EDUCATIONAL ADMINISTRATION**  
 Bachelor of Education (In-Service)

 COLLEGE CODE: CBIS  
 SATAC CODE: CPIS
 

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**CO-ORDINATOR**

Gerry England, City

A Major Specialisation study of twenty four points in Educational Administration is offered to students enrolling in the Bachelor of Education (In-Service) Course.

The four 6 point units comprising this Major Specialisation are as follows:

UEA501 Educational Administration 1  
 UEA502 Educational Administration 2  
 UEA503 Educational Administration 3  
 UEA504 Educational Administration 4

Details of these units can be found in the "Graduate Diploma of Education (Educational Administration)" section of this Handbook.

A Minor study of twelve points is also available and must include the Core Unit Educational Administration UEA501, plus one other 6 point unit chosen from the range of units available in Educational Administration (see the Graduate Diploma in Education (Educational Administration) Section in this Handbook.

Students can also take a Minor study by choosing Portion C of the degree and enrolling in UEA501 and any three other units chosen from the range available in Educational Administration.

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**SPECIALISATION: ITALIAN STUDIES**  
 Bachelor of Education (In-service)

 COURSE CODE: CBIS  
 SATAC CODE: CPIS
 

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**CO-ORDINATOR**

Romano Rubichi

Italian Studies is available as a major or minor specialisation for teachers who wish to undertake further study in the area or teachers without background who wish to undertake study in the area. It caters accordingly for the upgrading of existing qualification or the development of a new subject area specialisation.

The units are identical in requirements, including relevant prerequisite studies, with those offered in the Bachelor of Education and the Graduate Diploma of Arts (Community Languages).

Students who have not completed Preparatory Unit A and Preparatory Unit B or equivalent must complete these units before undertaking any other units. Students who have completed the units listed or their equivalent may enter the sequence at the appropriate level and focus relative to their previously completed studies in the language. The specialist sequence is:

**SUMMARY OF UNITS**

Code	Unit Title	Point Value
BCT001	Italian Studies: Preparatory Unit A	6*
BCT002	Italian Studies: Preparatory Unit B	6*
BCT201	Italian Studies 3	6
BCT202	Italian Studies 4	6
BCT203	Italian Studies 4A	6*
BCT301	Italian Studies 5	6
BCT302	Italian Studies 6	6

Access to other units in Italian Studies may be provided for students with an adequate background in each of the above units.

\* These units will be offered subject to student demand and staff availability.

Details of these units can be found in the "Bachelor of Education (Secondary Languages) Italian Studies" section of this Handbook.

**SPECIALISATION: MODERN GREEK STUDIES**  
 Bachelor of Education (In-service)

 COURSE CODE: CBIS  
 SATAC CODE: CPIS

**CO-ORDINATOR**

Kyriacos Deliyannis

**NOTE:** Modern Greek units will not be available to Bachelor of Education (In-Service) students in 1991.

Modern Greek is available as a major or minor specialisation for teachers who wish to undertake further study in the area or teachers without background who wish to undertake study in the area. It caters accordingly for the upgrading of existing qualifications or the development of a new subject area specialisation.

The units are identical in requirements, including relevant prerequisite studies, with those offered in the Bachelor of Education and the Graduate Diploma of Arts (Community Languages).

Students who have not completed Preparatory Unit A and Preparatory Unit B or equivalent must complete these units before undertaking any other units. Students who have completed the units listed or their equivalent may enter the sequence at the appropriate level and focus relative to their previously completed studies in the language. The specialist sequence is:

Code	Unit Title	Point Value
BCG201	Modern Greek Studies 3	6
BCG202	Modern Greek Studies 4	6
BCG203	Modern Greek Studies 4A	6
BCG301	Modern Greek Studies 5	6
BCG302	Modern Greek Studies 6	6

Access to other units in Modern Greek Studies may be provided for students with an adequate background in each of the above units.

Details of these units can be found in the "Bachelor of Education (Secondary Languages) Modern Greek Studies" section of this Handbook.

**SPECIALISATION: WOMEN'S STUDIES**  
 Bachelor of Education (In-Service)

 COLLEGE CODE: CBIS  
 SATAC CODE: CPIS

**INTRODUCTION**

Women's Studies is offered in the Bachelor of Education (In-Service) as either a Major or Minor specialisation. All units, available to Bachelor of Education (In-Service) students are currently offered in the Graduate Diploma in Arts (Women's Studies).

This specialisation offers teachers an opportunity to familiarise themselves with recent theory and practice relating to Gender and Education.

This specialisation also allows students to gain a theoretical background on feminism and to explore new developments in specific discipline areas including English, History, Sociology and Recreation, and to examine ways of applying these new approaches and new analyses to the classroom.

**THE SPECIALISATION**

The unit, "Feminist Theory", is a core unit to be taken by all students. This provides the philosophical basis for an understanding of women's position in society. Students will be counselled individually to undertake a program that suits their professional needs and interests. However, it is highly recommended that all students take "Gender Issues in Education", which explores the situation of women and girls in the education system, examines and critiques strategies for change, and provides the theoretical bases of these. The other units involve an exploration of feminist scholarship in a number of discipline areas. Students will be advised to select these further units according to their areas of teaching and other responsibilities.

As a Minor Study students may undertake any two units according to their background and interests.

**SUMMARY OF UNITS**

Semester 1		
Code	Title	Point Value
CWM501	Feminist Theory	6*
CWM502	Personal and Professional Development	6*
CWM514	Women's Health and Lifestyle	6*
CWM515	Women and Popular Culture	6
Semester 2		
CWM503	Social Policy	6*
TWM603	Women from non-English Speaking Backgrounds	6*
CWM505	Women Writers and the Literary Tradition (External only)	6*
CWM511	Semiotics and Gender Representation	6

\* Also offered externally.

Students will be counselled concerning the most appropriate selection of units in terms of their background, needs and interests. Other units from the Graduate Diploma in Arts (Women's Studies) are available, a number of which may be taken externally.

For a description of the above units, please refer to the Graduate Diploma of Arts (Women's Studies).

**GRADUATE DIPLOMA OF ARTS (COMMUNITY LANGUAGES)**  
 Postgraduate

 COLLEGE CODE: CGCL  
 SATAC CODE: CGCL

**COURSE CO-ORDINATOR**

Romano Rubichi, City

**INTRODUCTION**

The Graduate Diploma of Arts (Community Languages) is designed for professionals in the key areas of education, health, welfare, law and other related fields. It provides an opportunity for these people to acquire knowledge and skills in community languages and cultures (initially in Italian or Modern Greek); to be in empathy with the cultures of which these languages are the main mode of expression; and to gain an understanding of the complex cross-cultural issues relative to our pluralistic society.

The course aims to meet discernible community needs. Through the graduate diploma, professionally trained teachers of community languages will be able to promulgate a knowledge of these languages in their schools and to encourage in their students an appreciation of other cultures.

Professionals in other fields, trained in community languages, will be able to use their linguistic competence and cultural sensitivity in the services of our multilingual and multicultural community in many different spheres of activity.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City.

**LENGTH OF THE COURSE**

The course requires three or four years of part-time study. The course is not offered in the external mode.

**ENTRY REQUIREMENTS**
**Qualifications**

Students who have completed a degree or diploma or the equivalent at a recognised tertiary institution are eligible for entry to the course.

Overseas awards will be examined when necessary to see if they are of suitable academic standing. In some instances students who have completed a two-year professional award and have had a minimum of two years of relevant professional experience may be considered for entry to the course.

**NB THERE WILL NOT BE AN INTAKE INTO THE GRADUATE DIPLOMA OF ARTS (COMMUNITY LANGUAGES) IN 1991.**

**Language Competence**

The course provides for two levels of language competence upon entry. Students who have achieved year 12 level competence in the target language will be admitted to the three-year part-time program.

Students who have not achieved year 12 level in the target language will be assessed individually to determine their eligibility for the course. Successful applicants will be admitted to the four year part-time program. The four year program will be offered subject to student demand and staff availability.

**COURSE STRUCTURE**

The structure of the three-year program (36 points) for students with Year 12 level Italian or Modern Greek is:

Language Studies	30 points
Professional Project	6 points

The structure of the four-year program (48 points) for students with a limited knowledge of Italian or Modern Greek is:

Preparatory Units	12 points
Language Studies	30 points
Professional Project	6 points

**STUDY PROGRAM: THREE-YEAR COURSE**

Year 1: Language Studies 1  
Language Studies 2

Year 2: Language Studies 3  
Language Studies 4

Year 3: Language Studies 5  
Professional Project

**STUDY PROGRAM: FOUR-YEAR COURSE**

Year 1: Preparatory Unit A  
Preparatory Unit B

Years 2 to 4: As for three-year course.

**COURSE UNITS**
**ITALIAN STUDIES**

BCT500 Preparatory Unit A (Italian)\*  
 BCT501 Preparatory Unit B (Italian)\*  
 BCT502 Language Studies 1 (Italian)  
 BCT503 Language Studies 2 (Italian)  
 BCT504 Language Studies 3 (Italian)  
 BCT505 Language Studies 4 (Italian)  
 BCT506 Language Studies 5 (Italian)  
 BCT507 Professional Project (Italian)

**MODERN GREEK STUDIES**

BCG500 Preparatory Unit A (Modern Greek)\*  
 BCG501 Preparatory Unit B (Modern Greek)\*  
 BCG502 Language Studies 1 (Modern Greek)  
 BCG503 Language Studies 2 (Modern Greek)  
 BCG504 Language Studies 3 (Modern Greek)  
 BCG505 Language Studies 4 (Modern Greek)  
 BCG506 Language Studies 5 (Modern Greek)  
 BCG507 Professional Project (Modern Greek)

\* These units will be offered in 1991 subject to student interest and demand, and staff availability.

## UNIT DETAILS

**BCT506** Semester: 1 and 2  
**LANGUAGE STUDIES 5** 6 pts  
**(ITALIAN)**

To develop students' ability to use the spoken and written language to perform a range of communicative tasks at a level of competence and within a spectrum of contexts commensurate with both their social and professional needs. Unit content includes: a study of formal and functional aspects of the language at an advanced level, linked with a continuing program of oral and written activities; a study of literary and/or cultural texts and other source materials involving language analysis and analysis of social and sociological issues.

**Assessment:** Oral/written exercises 25%; class paper 25%; viva voce exam 10%; 2x1200 word assignments 20% each

Students are required to achieve at least a Pass 2 in each component of the assessment

**Textbooks:** Print material will be provided

**Contact time:** 60 contact hours total

**Prerequisites:** BCT505

**Lecturer:** Romano Rubichi, City

**BCG506** Semester: 1 and 2  
**LANGUAGE STUDIES 5** 6 pts  
**(MODERN GREEK)**

Not offered in 1991

To develop students' ability to use the spoken and written language to perform a range of communicative tasks at a level of competence and within a spectrum of contexts commensurate with both their social and professional needs. Unit content includes: a study of formal and functional aspects of the language at an advanced level, linked with a continuing program of oral and written activities; a study of literary and/or cultural texts and other source materials involving language analysis and analysis of social and sociological issues.

**Assessment:** Oral exercises and written exercises totalling not more than 1500 words 20%; end of unit exam 2 hours 30%; two assignments 20% each 1250 words each 40%; viva voce exam 10%. Students are required to achieve at least a Pass 2 in each component of the assessment

**Textbooks:** Print and audiovisual material will be provided

**Contact time:** 60 contact hours total

**Prerequisites:** BCG505

**Lecturer:** Kyriacos Deliyannis, City

**BCT507** Semester: 1 or 1 and 2  
**PROFESSIONAL PROJECT** 6 pts  
**(ITALIAN)**

To enable students to become familiar with the sub-codes and registers associated with their profession and its particular socio-cultural context.

Unit content includes an analytical study of language use within the context of the practice of the students' profession; a study of the system of professional practice in the source country with comparative reference to the system of practice in Australia; a Field Research Project in the student's area of professional activity. The Field Research project will not only represent theoretical activity, but should also constitute a practical proposal for possible implementation and field application within that system of professional practice.

**Assessment:** Preliminary seminar papers 20%; Field Research Project 80%.

Students are required to pass in each component of the assessment  
**Textbooks:** Print materials will be provided in Italian for all three areas of professional activity, namely Education and Teaching, Health and Medicine, Law and Political Systems.

**Contact time:** 60 contact hours total

**Prerequisites:** BCT505

**Lecturer:** Romano Rubichi, City

**BCG507** Semester: 2 or 1 and 2  
**PROFESSIONAL PROJECT** 6 pts  
**(MODERN GREEK)**

Not offered in 1991

To enable students to become familiar with the sub-codes and registers associated with their profession and its particular socio-cultural context. Unit content includes an analytical study of language use within the context of the practice of the students' profession; a study of the system of professional practice in the source country with comparative reference to the system of practice in Australia; a Field Research Project in the student's area of professional activity. The Field Research Project will not only represent theoretical activity, but should also constitute a practical proposal for possible implementation and field application within that system of professional practice.

**Assessment:** Preliminary seminar papers 20%; Field Research Project 80%.

Students are required to pass in each component of the assessment  
**Textbooks:** Print materials will be provided in Modern Greek for all three areas of professional activity, namely Education and Teaching, Health and Medicine, Law and Political Systems

**Contact time:** 60 contact hours total

**Prerequisites:** BCG505

**Lecturer:** Paul Tuffin, City

**GRADUATE DIPLOMA OF ARTS (INTERPRETING)**  
 Postgraduate

 COLLEGE CODE: CGIN  
 SATAC CODE: CGIT

**COURSE CO-ORDINATOR**  
 Angela Mauro, City

**INTRODUCTION**

The Graduate Diploma of Arts (Interpreting) aims to prepare selected candidates to operate as generalist interpreters at the first professional level – Level 3 as accredited by the National Accreditation Authority for Translators (NAATI).

The course aims to develop the ability to interpret fluently and accurately from English into the other language and vice-versa, and an awareness of students' own competence in each language.

Students will develop an understanding of the ethics, techniques and skills involved in interpreting. Further, they will become aware of the cultural, social and institutional differences operating within the various countries of origin and the different communities within Australia. At the same time, students will acquire knowledge of interpersonal relationships and communication skills.

**LOCATION**

The course is offered at the South Australian College of Advanced Education – City Campus.

**LENGTH OF THE COURSE**

The Graduate Diploma in Interpreting requires one year of full time study, or the part time equivalent. However, the course is normally offered only on a full time basis.

**LANGUAGES OFFERED**

The languages offered vary from year to year, according to need and demand.

**ENTRY REQUIREMENTS**

The entry requirements for the course are as follows:

- An award, not necessarily in languages, at degree (UG1) or diploma (UG2) level from a recognised higher education institution in Australia or abroad.
- Native or near native proficiency in the A language (first or stronger language of the interpreter).
- Superior proficiency, equivalent to NAATI Level 2, in the B language (second or weaker language of the interpreter).
- Preferably NAATI Level 2 accreditation.

In addition, all applicants must undertake a written test and oral interview to ensure that selected students have an oral and written command and comprehension both of English and of the other language equivalent to at least NAATI Level 2 standard, and a mastery of at least one language at A level. For interstate applicants this may be able to be arranged through NAATI offices in each capital city (written test) and by telephone (oral interview).

**NB** THERE WILL NOT BE AN INTAKE INTO THE GRADUATE DIPLOMA OF ARTS (COMMUNITY LANGUAGES IN 1991).

**COURSE STRUCTURE**

The 36 point course consists of three components as follows:

Language Studies	9 points
Professional Studies	24 points
Background Studies	3 points

**Language Studies**

The Language Studies component is designed to allow students to devote concentrated study to their weaker language, to bring it to near native proficiency.

**Professional Studies**

The Professional Studies component of the course provides professional training in the approaches, skills, theory and techniques of interpreting. The integration of theory and practice is achieved through the use of simulated interpreting situations, applied skills exercises and field experience.

**Background Studies**

In the Background Studies unit, students study the major issues and debates engendered in post 1945 Australia by the increasing and increasingly varied multicultural nature of Australian society and of Australia's increasing international competitiveness, and the impact of those issues on the host society and its institutions – social, political, economic and cultural.

**Language Studies**

Code	Unit Title	Point Value
BIG500	Language Studies 1	6
BIG501	Language Studies 2	3

**Professional Studies**

BIG502	Interpreting 1	3
BIG503	Interpreting 2	3
BIG504	Interpreting 3	6
BIG505	Field Experience 1	6
BIG506	Field Experience 2	6

**Background Studies**

BIG507	Background Studies	3
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**TEXTS**

Appropriate readings and/or reading lists will be provided.

**STUDY PROGRAM/COURSE UNITS**

The award consists of eight units taken over one full time year. All units are compulsory.

**Semester 1**

BIG500	Language Studies 1
BIG502	Interpreting 1
BIG503	Interpreting 2
BIG505	Field Experience 1

**Semester 2**

BIG501	Language Studies 2
BIG504	Interpreting 3
BIG506	Field Experience 2
BIG507	Background Studies 3

**Note:** IN ORDER TO PROCEED FROM SEMESTER 1 TO SEMESTER 2, STUDENTS MUST PASS ALL FIRST SEMESTER UNITS.

GRADUATE DIPLOMA OF ARTS (WOMEN'S STUDIES)  
Postgraduate

COLLEGE CODE: CGWS  
SATAC CODE: CGWS

#### COURSE CO-ORDINATOR

Kay Schaffer, City

#### INTRODUCTION

The course examines the diverse aspects of the lives of women in order to develop a comprehensive understanding of their position and potential in society and encourage a fuller development and utilisation of their talents.

In addition, the course aims to enhance self confidence in students by the acquisition of knowledge of the place of women in society and development of skills which would enable them to improve the status of women in the work area and in society in general.

This course is concerned with experience and change. Thus students are able to pursue issues and themes relevant to their personal needs and to their work. This award forms the first year of study for the Master of Arts (Women's Studies). Graduates of this award may wish to apply for the Master of Arts (Women's Studies), with status.

#### LENGTH OF COURSE

The course requires one year full time or two to three years of part-time study.

Internal students attend one to three four-hour evening sessions per week at the City Campus.

Internal students are required to attend two residential weekend skills development workshops, the first to be held from 12-14 April 1991 at a site near Adelaide.

#### LOCATION

The course is offered by the South Australian College of Advanced Education at City Campus.

#### EXTERNAL STUDY

The course is offered in the external mode. External study incorporates a variety of teaching approaches. Study materials prepared by teaching staff are posted to students located in metropolitan and rural areas in Australia.

There are no attendance requirements for external students. However students are permitted and encouraged to attend a skills development workshop held at a location near Adelaide. In 1991 the camp will be held from 12-14 April. Child care may be available.

#### ENTRY REQUIREMENTS

Graduate status - applicants must hold a three-year diploma or degree or approved equivalent qualification.

Applicants will also normally be expected to have a minimum of two years full-time professional employment experience.

#### COURSE STRUCTURE

The course has two strands: Education - for teachers and General - for other professionals.

The 36-point course comprises two major components as follows:  
Three Core Units (6 points each) 18 points  
Three Elective Units  
(6 points each) 18 points  
Total: 36 points

Students are required to take three core and three cognate units to complete the course. Students should enrol in Feminist Theory as their introductory unit, as it is a prerequisite or co-requisite for all other units. Students may take one to three units per semester and may complete the course internally or externally, or a combination of both modes.

#### CORE UNITS

CWM501 Feminist Theory\*  
CWM504 Gender Issues in Education\*  
or  
CWM509 Division of Labour\*  
CWM502 Personal and Professional Development\*

#### OTHER

##### 1 CULTURAL ANALYSIS

CWM505 Women Writers and the Literary Tradition\*  
CWM506 Female Sexuality\*  
CWM507 Women in History\*  
CWM511 Semiotics and Gender Representation  
CWM515 Women and Popular Culture  
MWM600 Feminine Subjectivity  
MWM603 Language and Gender  
MWM604 Memory and the Culture of Mothering

##### 2 SOCIAL AND POLITICAL ANALYSIS

CWM503 Social Policy\*  
TWM603 Women of Non-English Speaking Backgrounds: An Australian Study\*  
CWM510 Curriculum Issues - Focus on Gender  
MWM601 Feminism and the State  
MWM602 Gender and Trade Unions

##### 3 PERSONAL DEVELOPMENT

CWM512 Autobiography and Creative Writing  
CWM514 Women's Health and Lifestyle\*

##### 4 OTHER

CWM518 Individual Project\*  
TWM604 Women's Studies: Special Seminar

\* available in external mode

## UNIT DETAILS

CWM501 Semester: 1  
FEMINIST THEORY 6 pts

Note: This Unit is offered internally and externally in 1991

This unit introduces students to a range of feminist positions. Topics include: conservative views of women's social position; Liberal feminism; past and present; Marxist feminism; Radical feminism; Socialist feminism; The new essentialism; Theories of patriarchy; Feminist analyses of the family; Feminism and exclusion; Post-structuralism and feminism: passive, assertive and aggressive patterns of interaction and the differences between them.

Assessment: Journal 30%; major essay/research project 30%; seminar presentation 20%; satisfactory performance within a group context and/or work diary 20%

Textbooks: Mitchell, J. and Oakley, A. (eds) What is Feminism? Basil Blackwell, 1984.  
Eisenstein, H. Contemporary Feminist Thought. Allen & Unwin, 1984.  
Segal, L. Is the Future Female? London: Virago, 1987

Contact time: 3 hours per week for fourteen weeks, plus one weekend workshop 12 - 14 April.

Prerequisites: Nil  
Lecturer: Margaret Allen, City

CWM502 Semester: 1  
PERSONAL AND PROFESSIONAL DEVELOPMENT 6 pts

Note: This Unit is offered externally only in 1991

In this unit, students will learn to practise skills and model behaviour which is positive in its affirmation of self and others. The content of the unit includes: development of personal skills; workshops to enhance personal and interpersonal skills; development of professional competence; survey of women's power and status in various professions; analysis of main areas of disadvantage; development of strategies to enhance women's position within the professions.

Assessment: Research project 30%; written contract 30%; workplace review 20%; diary record 20%

Textbooks: A Reader prepared by unit co-ordinator

Contact time: 4 hours per week for one semester  
Prerequisites: CWM501  
Lecturer: Myra Betschild, City

CWM503 Semester: 2  
SOCIAL POLICY 6 pts

Note: This Unit is offered internally and externally in 1991

This unit is concerned to examine the role of the State and social policies in Australia in order to investigate the way in which they structure and maintain gender roles. Policies such as those emanating from the government and the Unions, for example, and power relationships between the makers, deliverers and recipients/victims of policies will be considered.

Assessment: Seminar participation 33 1/3%; journal 30 1/3%; major essay 30 1/3%

Textbooks: Wilson, E. Women and the Welfare State. London: Tavistock, 1977.  
Baldock, C. and Cass, B. (eds) Women, Social Welfare and the State. 2nd ed. Sydney: Allen and Unwin, 1988.

Contact time: 4 hours per week for one semester  
Prerequisites: CWM501, CWM509  
Lecturer: Chris Beasley, City  
Jean Duruz, Magill

CWM504 Semester: 2  
GENDER ISSUES IN EDUCATION 6 pts

Note: Not offered in 1991

This unit aims to examine the situation of girls and women in the education system to study the changes being undertaken and to explore theoretical explanations of these.

Assessment: A written presentation of 2000-2500 words 33.3%; presentation and writing up of a seminar paper 33.3%; research study 33.3%

Textbooks: Report of the Working Party on the Education of Girls, Girls and Tomorrow: The Challenge for Schools. Canberra: Commonwealth Schools Commission, 1984.  
Porter, P Gender and Education. Aust: Deakin University, 1986.

Contact time: 4 hours per week for one semester or equivalent

Prerequisites: CWM501  
Lecturer: Maureen Dyer, Magill

CWM505 Semester: 2  
WOMEN WRITERS AND THE LITERARY TRADITION 6 points

Note: This Unit is offered externally only in 1991

Students will study representative female novelists, poets and prose writers of the 19th and 20th Centuries in terms of: historical and social backgrounds; biographical material; letters and diaries of the writers studied; the texts themselves; and their critical reputations. Students will also examine: the double standard of criticism; connections between women's writing and female experience; theories of androgyny; a female tradition in literature.

Assessment: By individual negotiation and contract  
 Textbooks: Fiction by Bronte, Austen, Shelley, Stead, Lessing plus Plath, Rich and contemporary poets.  
 Contact time: 4 hours per week for 14 weeks of workshop/seminars  
 Prerequisites: CWM501  
 Lecturer: Kay Schaffer, City

**CWM506** Semester: 2  
**FEMALE SEXUALITY** 6 pts

Note: Not offered in 1991

The unit examines the cultural factors which have influenced the construction of sexualities in western society, past and present; explores personal attitudes and experiences toward one's own and other women's sexuality and considers the terms of maintenance of feminine positions in culture through the dynamics of female desire.

Assessment: Research paper or project 40%; journal and three journal progress reports 30%; performance/contract of female desire 30%  
 Textbooks: Heath, S. The Sexual Fix. London: Macmillan, 1982.  
 Coward, R. Female Desire: Women's Sexuality Today. London: Routledge & Kegan Paul, 1984.  
 A Unit Reader, prepared by Lecturer

Contact time: 4 hours per week for fourteen weeks or equivalent  
 Prerequisites: CWM501  
 Lecturer: Kay Schaffer, City

**CWM507** Semester: 1  
**WOMEN IN HISTORY** 6 pts

Note: Not offered in 1991

This unit involves a comparative study of women in the recent history of the United States, England and Australia. Rather than looking at women as a group apart from the rest of society, it is intended to look at how sexual divisions within these societies have changed and also at how they have been maintained during the last two centuries. Topics include Aboriginal women, pre-industrial society, industrial revolution and gender divisions, pioneer women, women's separate sphere, first-wave feminism, sexuality, the birth rate, women's paid and unpaid work, the depression and the world wars.

Assessment: Major essay 33.3%; seminar participation and presentation 33.3%; journal or oral history project 33.3%  
 Textbooks: McMurphy, M. et al. For Love or Money. Penguin, 1983.  
 Bevege, M. et al. Worth Her Salt. Hall and Iremonger, 1984.  
 Summers, A. Damned Whores and God's Police Penguin, 1975.

Contact time: 4 hours per week or equivalent for one semester  
 Prerequisites: CWM501  
 Lecturer: Margaret Allen, City

**TWM603** Semester: 2  
**WOMEN OF NON-ENGLISH SPEAKING** 6 pts  
**BACKGROUNDS: AN AUSTRALIAN STUDY**

Note: This Unit is offered internally and externally in 1991

This unit will aim to develop a critical and comparative perspective on the system of ethnic and racial stratification in Australia and its impact on ethnic women. To achieve that, the unit will examine the role played by migrant women in the creation of Australia as a multicultural society, and circumstances under which they have been subordinated and their effect on self concept. It will explore the survival and resistance strategies and the role of social movements and social policy.

Assessment: Unit diary 30%; seminar paper 30%; major essay 40%  
 Textbooks: Jarrett, C. and Stewart, R.G. Three Worlds of Inequality: Race, Class and Gender. Australia: Macmillan Pty Ltd, 1987.  
 Bottomley, G. and DeLepervanche, M. Ethnicity, Class and Gender in Australia, Sydney: George Allen and Unwin, 1984.  
 Lowenstein, W and Loh, M. Immigrants. Australia: Penguin, 1977.  
 Contact time: 4 hours per week for one semester  
 Prerequisites: CWM501  
 Lecturer: Karobi Mukherjee, Salisbury

**CWM509** Semester: 2  
**DIVISION OF LABOUR** 6 pts

Note: Not offered in 1991

This unit examines competing definitions of the division of labour in relation to women by exploration of a range of theoretical frameworks and debates. The examination of such definitions will inform analysis of the exploitation of women in paid work, in marriage and motherhood, and the connection between these areas. Current social issues relevant to this investigation of the division of labour and the position of women will also be addressed.

Assessment: Seminar presentation and participation 33.3%; journal 33.3%; major essay 33.3%  
 Textbooks: Hargreaves, K. Women at Work. Melbourne: Penguin, 1982. or Grieve, N. and Grimshaw, P. Australian Women: New Feminist Perspectives. Melbourne: OUP, 1986.  
 Contact time: 4 hours per week for one semester  
 Prerequisites: CWM501  
 Lecturer: Chris Beasley, City

**CWM510** Semester: 2  
**CURRICULUM ISSUES: FOCUS ON GENDER** 6 pts

Note: Not offered in 1991

This unit enables students to take a practical and experiential focus on the issues raised in Gender Issues in Education. Topics include: An examination of past and present curriculum initiatives; Obstacles to curriculum change; Non-sexist, counter-sexist, gender inclusive, girl friendly curricula/methodologies;

Preferred learning styles of girls; single sex schooling and classes; School to work transition; careers counselling, girls and non traditional areas; Developing school based strategies.

Assessment: A seminar presentation 33.3%; journal 33.3%; research project 33.3%

Textbooks: Curriculum Development Centre and Education Department of S.A. SENSE: Strategies to Encourage Non Sexist Education. CDC, 1985. Whyld, J. ed., Sexism in the Secondary School. London: Harper and Row, 1983.

Contact time: 4 hours per week for fourteen weeks or equivalent

Prerequisites: CWM501/CWM504 or permission of lecturer

Lecturer: Louise Rogers, Salisbury

**CWM511** Semester: 2  
**SEMIOTICS AND GENDER REPRESENTATION** 6 pts

Note: This unit is offered internally only in 1991

Students will be introduced to semiotic theory in order to read the cultural codes through which masculinity/femininity are produced. Reference will be made to woman as subject and object of representation in art history and practice, in film theory and practice and in literary production. Psychoanalytic theories of the subject and the, necessarily, split subjectivity of women will be examined as well as the interrelationships between cultural production, the unconscious, the construction of sexuality and desire.

Assessment: Two decoding exercises 30%; essay or project 40%; seminar presentation 30%

Textbooks: A Reader prepared by course lecturers.

Contact time: 4 hours per week for fourteen weeks or equivalent, including the viewing of films, art exhibitions etc

Prerequisites: CWM501 for Graduate Diploma in Arts (Women's Studies) students.

Lecturer: Kay Schaffer, City

**CWM512** Semester: 1  
**AUTOBIOGRAPHY AND CREATIVE WRITING** 6 pts

Note: Not offered in 1991

In this unit students will read autobiographical texts by women writers from various cultures and career backgrounds, consider the similarities and differences in women's life experiences, and explore narrative strategies of self-representation. Students also engage in creative writing workshops in which they explore the personal, social and vocational aspects of their lives, using a variety of writing styles and techniques to develop their creative writing abilities.

Assessment: Three pieces of creative writing 33.3%; seminar participation 33.3%; a writer's diary 33.3%

Textbooks: A selection of autobiographical texts.

Contact time: 4 hours per week for one semester

Prerequisites: CWM501

Lecturer: Kay Schaffer, City

**CWM514** Semester: 1  
**WOMEN'S HEALTH AND LIFESTYLE** 6 pts

Note: This unit is offered internally and externally in 1991

The unit aims to provide an opportunity for women to explore and develop their physical potential and become more aware of the pressures on women in our society and the effect on their physical, mental and social health.

A practical component will determine a base line level of fitness and introduce a range of physical activity.

Seminars will cover nutrition, exercise and fitness, menstruation to menopause, wellness, stress management, ageing, recreation in lifestyle plans.

Assessment: Practical skills and fitness personal contract 30%; seminar presentation 30%; research paper or project 40%

Textbooks: Boston Women's Health Collective 'The New Our Bodies Ourselves' Harmondsworth, Penguin Books 1984. Ryan, R. and Travis, J. Wellness Workbook. Berkeley: Tenspeed Press, 1981.

Contact time: 1 hour per week practical, 2 hours/week, seminar/workshop plus weekend workshop.

Prerequisites: CWM501

Lecturer: Myra Betschild, City

**CWM515** Semester: 1  
**WOMEN AND POPULAR CULTURE** 6 pts

Note: This Unit is offered internally only in 1991

In this unit students will consider representations of women in popular culture - what they mean; how they mean; what they tell us about men and women in Australian culture; and how they affect the everyday lives and concerns of women. Students will view films and videos, TV programs and slides, collect advertisements, photograph public monuments, and consider the contributions and responses of women artists to women's art images.

In addition, students will consider French feminist semiotic and post-modern perspectives on issues related to women and representation.

Assessment: Paper or project of 3000 words or equivalent 40%; group presentation 30%; individual semiotic analysis of a work of art 30%

Textbooks: A Reader prepared by course lecturer

Contact time: 4 hours per week for one semester or equivalent, including the viewing of films, art exhibitions, etc.

Prerequisites: CWM501

Lecturer: Kay Schaffer, City

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CWM518 Semester: 1 and 2 or Y  
INDIVIDUAL PROJECT 6 pts

**Note:** This Unit is offered internally and externally in 1991. It is a prerequisite for entry into the Master of Arts (Women's Studies)

This unit allows the student to develop an area of specialisation related to a selected area of women's studies and to demonstrate research skills in the preparation, development and presentation of an extended research paper. Research at an individual level will be directed by and carried out in consultation with a supervisor. Appropriate areas of study will be decided in consultation between the student and the Women's Studies course staff.

Students doing an individual project internally may be required to attend several seminars to discuss work in progress.

Assessment: 6,000 word essay  
Textbooks: To be negotiated

Contact time: To be negotiated  
Prerequisites: CWM501 and two additional units  
or permission of Lecturer  
Lecturer: Kay Schaffer, City

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**GRADUATE DIPLOMA OF EDUCATION (EDUCATIONAL ADMINISTRATION)**  
 Postgraduate

 COLLEGE CODE: CGEA  
 SATAC CODE: CGAD
**CO-ORDINATOR**

Gerry England, City

**INTRODUCTION**

Prospective students include people presently involved in administration and people who wish to undertake studies preparatory to an administrative appointment.

The course involves a program of study, explicitly and strongly linked with experience and current issues, in which theory, research and technique are used to guide and inform practice.

- Opportunities are provided for students to:
- Understand current practices, issues and problems in educational administration and analyse these, using a range of theoretical frameworks and ethical perspectives, with a view to developing critical and justifiable rationales for future administrative work;
  - Develop knowledge and skills in educational administration which relate to leadership and change in educational organisations and to administrative technologies and legal requirements;
  - Understand political, economic and social contexts of educational administration and how these impact upon it.

**LENGTH OF THE COURSE**

The course requires one year of full-time study or at least two years of part-time study - evening attendance. It is expected that most part-time students will wish to complete the course in three years, taking one unit per semester.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City.

**EXTERNAL STUDY**

Particular units of the course will be available in the external mode in 1991. For further details please consult the 1991 External Studies Handbook.

**ENTRY REQUIREMENTS**

The normal entry requirement for this course is a three-year Degree or Diploma of Teaching or equivalent and at least two years of teaching experience. Experienced teachers who hold a two-year award or equivalent may also apply for entry.

**STRUCTURE OF THE COURSE**

The course has two major components, four compulsory Core units and two Elective units chosen from the range available. Details of the content of the units follow the summary of units.

**SUMMARY OF UNITS**

Code	Unit Title	Point Value	Semester Offered
	<b>Core Units</b>		
UEA501	Educational Administration 1	6	1
UEA502	Educational Administration 2	6	2
UEA503	Educational Administration 3	6	1
UEA504	Educational Administration 4	6	2

**Elective Units (2 to be chosen)**

UEA506	Elective 1	6	1 or 2*
UEA507	Elective 2	6	1 or 2*
UEA508	Elective 3	6	1 or 2*
UEA510	Elective 5	6	1 or 2
UEA511	Educational Administration Directed Study 1 (Transition)	2	1 or 2
UEA512	Educational Administration Directed Study 2 (Transition)	4	1 or 2
*	Available externally only in external mode		

**CONTACT TIME**

Each unit requires up to an average of four hours of contact time per week during a 15 week semester. This may include lectures, seminars, workshops, exercises or visits to educational or other organisations. Workshop sessions may be arranged in the holidays or at weekends if it is convenient.

**UNIT DETAILS**

UEA501 Semester: 1  
 EDUCATIONAL ADMINISTRATION 1 6 pts

Content includes: administration as a field study; an examination of the different approaches to administration; interpersonal and group relationships; bureaucratic and professional organisational structures; administrative processes in education such as leadership, supervision, gender relations, communication, administrative styles.

Assessment: Two written assignments 1 x 40%; 1 x 60%  
 Textbooks: Owens R.G. Organisational Behaviour in Education. Prentice Hall, 4th ed. 1990.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Gerry England, City

UEA502 Semester: 2  
 EDUCATIONAL ADMINISTRATION 2 6 pts

Content includes: the politics and underlying assumptions of resource allocation; budgetary planning and financial management; program and zero based budgeting; personnel management, equal opportunity; professional development and personal growth; concepts and models of staff development; timetable construction, individualised student subject choice.

Assessment: Three assignments 50%; one development plan 50%  
 Textbooks: Harrold, R. The Evolving Economics of Schooling. Deakin University Press, 1985.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Jack Woods, City

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**UEA503** Semester: 2  
**EDUCATIONAL ADMINISTRATION 3** 6 pts

Content includes: interpersonal effectiveness, interpersonal skills and group leadership; interpersonal prerequisites to effective curriculum development, group decision making; understanding conventional curriculum adaptations, problem analyses and policy translation; making curriculum problematic; theories of change, ethics and change, critical curriculum review, action research; the socially critical school; facilitating and sustaining ongoing self-renewal.

Assessment: Two journals 50%; one curriculum change plan 50%

Textbooks: Fullan, M. The meaning of Educational Change. Toronto, OISE, 1982.  
 Johnson, D.W. and Johnson, F.P. Joining Together: Group Theory and Group Skills. Prentice Hall, 1982.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Alan Smithson, City

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**UEA504** Semester: 1  
**EDUCATIONAL ADMINISTRATION 4** 6 pts

Content includes: mainstream and critical approaches in educational administration; frameworks for understanding different perspectives; the administrator as educator; foundations of policy analysis and development; the socio-economic and political context of educational policy and administration; analysis of selected policies and issues.

Assessment: Compilation of a workbook 100%

Textbooks: To be advised.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Trevor Maddock, City

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**UEA506** Semester: 1  
**EDUCATIONAL ADMINISTRATION ELECTIVE 1** 6 pts

Note: available only by external study in 1991

Content includes: concepts of community and community relations in education; social and political realities in Australian communities, race, class, gender; mechanisms for linking the community and educational institutions, researching communities and their social and educational needs.

Assessment: One reading log 50%; one applied exercise 50%

Textbooks: Nil.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Gerry England, City

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**UEA507** Semester 1 or 2  
**EDUCATIONAL ADMINISTRATION ELECTIVE 2** 6 pts

Note: available only by external study in 1991

Experience in the use of word processing, spread sheet and data base software packages, compatible with standard PC's used in schools and colleges; evaluating software for administrative and instructional uses; organising the use of computers across the curriculum; designing a school computer system for administrative and instructional purposes; the implications of computer technology for the school and society

Assessment: Practical exercises and projects 100%; students should have access to standard PC's used in schools and colleges

Textbook: Oliver, R. Using Computers in Schools. Heron Computing 1986.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Jack Woods, City

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**UEA508** Semester: 1 or 2  
**EDUCATIONAL ADMINISTRATION ELECTIVE 3** 6 pts

Note: May be available by external study only in 1991

Content includes: basic principles and concepts of educational law; the state educational system, the role of the Commonwealth; the legal system, hierarchy of courts, divisions of law; legal concepts; tort law (civil); legal liability and school children, consent, custody, Family Law; administrative law, discipline of teachers, sex discrimination, registration and appeals boards.

Assessment: Two papers 40% and 60%

Textbooks: Chisholm, R ed. Teachers, Schools and the Law. NSW University Press, 1987.

Contact time: 4 hours per week for one semester  
 Prerequisites: Nil  
 Lecturer: Gerry England, City

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**UEA510** Semester: 1 or 2  
**EDUCATIONAL ADMINISTRATION ELECTIVE 5** 6 pts

The unit involves a self-directed work related project involving the theory and practice of educational administration. The project will involve action research, literature review and/or other specified tasks in consultation with a member of staff. Students will submit a study proposal which includes a description of the topic, proposed content, methodology and assessment.

Assessment: This may vary depending on the nature of the study and the final presentation

Textbooks: Nil

Contact time: By individual arrangement  
 Prerequisites: No particular course units are specified, but students will not normally undertake studies in this area until they can clearly specify a topic area not covered in the course program

Lecturer: Trevor Maddock, City

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UEA511 Semester: 1 or 2  
EDUCATIONAL ADMINISTRATION 2 pts  
DIRECTED STUDY 1 (TRANSITION)

This unit is available to those students who began their studies prior to 1987 and who require an extra two points to complete the 36 points for the award.

Lecturer: Trevor Maddock, City  
Will advise on studies required.

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UEA512 Semester: 1 or 2  
EDUCATIONAL ADMINISTRATION 4 pts  
DIRECTED STUDY 2 (TRANSITION)

This unit is available to those students who began their studies prior to 1987 and who require four points to complete the 36 points for the award.

Lecturer: Trevor Maddock, City  
Will advise on studies required.

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**GRADUATE DIPLOMA OF EDUCATION (JAZZ)**  
 Postgraduate

 COLLEGE CODE: CGJA  
 SATAC CODE: CGJE

**COURSE CO-ORDINATOR**  
 Jenny Rosevear, City

**INTRODUCTION**

The Graduate Diploma of Education (Jazz) enables music teachers to develop the skills and methodology required to teach effectively in the field of Jazz Education. The course is responsive to recent developments in school music curricula and incorporates material and methods which have proven successful in school and tertiary music programs.

**LENGTH OF COURSE**

The course requires two years of part-time study. It is not offered on a full-time basis.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City.

**NEXT INTAKE**

The course has an intake every two years. The next intakes are scheduled for 1991, 1993 and so on.

**ENTRY REQUIREMENTS**

The normal entry requirement is a three year Diploma of Teaching or the approved equivalent from a recognised tertiary institution and at least two years of teaching experience.

**COURSE STRUCTURE**

The 36-point course comprises six compulsory, 6 point units. These are listed in the table below. Students normally study one unit per semester. This involves a time commitment of four and a half hours per week.

**COURSE UNITS**
**Year 1**

BJA500 Modern Harmony 1  
 BJA502 Arranging and Improvisation 1  
 BJA504 Ensemble 1

**Year 2**

BJA501 Modern Harmony 2  
 BJA503 Arranging & Improvisation 2  
 BJA505 Ensemble 2

**UNIT DETAILS YEAR 1**

**BJA500** Semester: 1 & 2  
**MODERN HARMONY 1** 6 pts

This unit presents a method for the introduction of the elements of music theory and harmony by using an approach based on jazz principles, terminology and techniques. The aim is to equip teachers with the skills required to encourage the creative use of harmony in their school's music program.

Assessment: Weekly assignments 60%; end of semester tests 40%

Textbook: Bryce, E. Harmony - A Bridge from Traditional to Jazz-related Harmonic Concepts. Adelaide: Silver Keys, 1983.

Contact time: 1.5 hours per week for two semesters

Prerequisites: A fundamental knowledge of the simple rudiments of Harmony

Lecturer: To be advised, City

**BJA502** Semester: 1 & 2  
**ARRANGING AND IMPROVISATION 1** 6 pts

This unit is designed to introduce the basic principles of arranging and improvisation and thus equip teachers with the knowledge and practical skills to:

- write musical arrangements for a variety of instrumental ensembles relevant to their school situation;
- introduce elementary concepts of jazz improvisation into their class programs.

Assessment: Weekly exercises 30%; an arrangement 30%; end of semester tests 30%

References: Aebersold, J. Gettin' it Together, vol 21 of "A New Approach to Jazz Improvisation". Grove, D. Arranging Concepts. California: First Place Music Publications, 1972.

Contact time: 1 1/2 hours per week for two semesters

Prerequisites: Fundamental knowledge of writing for instruments

Lecturer: To be advised, City

**BJA504** Semester: 1 & 2  
**ENSEMBLE 1** 6 pts

This unit provides the opportunity for teachers to experience the practical expression of jazz and jazz-related music through participation in a suitable instrumental ensemble. The experience thus gained will provide the teacher with the necessary confidence and knowledge to establish similar ensembles in their school. This will have the desired effect of broadening the scope of instrumental ensemble participation for school children.

Assessment: Preparation for rehearsals 20%; participation in rehearsals 40%; development in the idiom of jazz ensemble playing and improvisation 40%. Students will be expected to perform certain pieces from memory

Textbook: To be advised

Contact time: 1.5 hours per week for two semesters

Prerequisites: Fundamental ensemble playing

Lecturer: To be advised, City

Assessment: Preparation of literature for rehearsals 20%; participation in rehearsals 40%; development of skills in improvisation 40%

Textbook: The repertoire for vocal jazz will be chosen from the School of Music's comprehensive library of Hal Leonard, Jensen and Studio PR Publications of this genre

Contact time: 1.5 hours per week for two semesters

Prerequisites: BJA500, BJA502, BJA504

Lecturer: John McKenzie, City

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#### UNIT DETAILS YEAR 2

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**BJA501** Semester: 1 & 2  
**MODERN HARMONY 2** 6 pts

This unit presents more advanced elements of jazz harmony and its expression through alternative harmony techniques both on paper and at the keyboard.

Assessment: Weekly assignments 60%; end of semester tests 40%

Textbook: Bryce, E. Harmony - A Bridge from Traditional to Jazz - related Harmonic Concepts. Adelaide: Silver Keys, 1983.

Contact time: 1.5 hours per week for two semesters

Prerequisites: BJA500, BJA502, BJA504

Lecturer: To be advised, City

**BJA503** Semester: 1 & 2  
**ARRANGING AND IMPROVISATION 2** 6 pts

This unit is designed to introduce more advanced principles of arranging and improvisation. The knowledge is presented in a manner that embodies classroom method, ie. teachers are exposed to drills and procedures that serve as a model for the implementation of similar concepts in schools.

Assessment: Weekly exercises 30%; an arrangement 30%; end of semester tests 30%

References: Baker, D. Jazz Improvisation. Illinois: D.B. Music Workshop Publications, 1977.  
 Russo, W. Composing for the Jazz Orchestra. University of Chicago Press, 1967.

Contact time: 1.5 hours per week for two semesters

Prerequisites: BJA500, BJA502, BJA504

Lecturer: To be advised, City

**BJA505** Semester: 1 & 2  
**ENSEMBLE 2** 6 pts

This unit provides the opportunity for teachers to experience the practical expression of jazz and jazz-related music through participation in a vocal jazz ensemble. The experience thus gained will provide the teacher with the necessary confidence and knowledge to establish a similar ensemble in their school. This will have the desired effect on broadening the scope of instrumental ensemble participation for school children. Students are expected to listen to quality recording of vocal jazz artists, eg. Carmen McCrae and Mark Murphy.

**GRADUATE DIPLOMA OF EDUCATION (SECONDARY)**  
 Postgraduate

 COLLEGE CODE: CGSY  
 SATAC CODE: CGED

**CO-ORDINATOR**

Lawrence Trafford-Walker, City

The Graduate Diploma of Education (Secondary) is designed to develop the theoretical knowledge, values, practical experience, and skills of professional teachers.

The course aims to prepare intending teachers who can:

- Organise and manage effective learning situations for pupils through the application of a personally tested repertoire of teaching skills together with the development of supporting materials;
- Participate as responsible members of a school staff, the teaching profession and the community, both through the development of a personal commitment to the teaching profession and the opportunity to experience working in a collegial manner;
- Identify and relate significant theoretical knowledge and understanding to the kinds of practical situations which will typically be encountered;
- Enter the teaching profession able and willing to sustain their own continuing professional growth and development; and, Relate teaching and education to other dimensions of contemporary national and international life, particularly through the consideration of social changes and their impact on educational thinking and practice.

**LOCATION**

The course is offered at the South Australian College of Advanced Education - City Campus.

**LENGTH OF THE COURSE**

The course requires one year of full-time study within the College parameters of a two semester year. The course is not offered on a part-time or external basis. Successful applicants will be notified of the actual date of starting. Status and internal exemption are not available.

**ENTRY REQUIREMENTS**

The normal entry requirement for this course is the satisfactory completion of an appropriate degree or the equivalent from a recognised tertiary institution.

In Australia a university degree or college of advanced education degree is accepted subject to the relevance of the award as a study background for teaching.

Overseas awards are assessed by reference to the Compendium issued by the Committee on Overseas Professional Qualifications (COPQ). Any overseas awards not covered by this publication and any non-accredited programs are considered individually to establish whether the applicant has the appropriate graduate status and study background for secondary teaching.

**COURSE STRUCTURE - 1991**

The 36-point course is divided into six main components, each taken over two semesters:

Code	Unit Title	Point Value
<b>Core</b>		
TGT501	The Individual and the Classroom	3
TGT500	Classroom, School and Community Dynamics	6
TGT503	Australian Education	3
TGT502	Curriculum, School and Society	3
UGT504	Field Experience	9
TGT504	Professional Issues	6
<b>Methodologies (choose minimum 2, maximum 3)</b>		
UGT507	Accounting	3
TGT505	Agricultural Science	3
TGT506	Art and Design	3
TGT507	Biology/Science	3
TGT508	Chemistry/Science	3
UGT510	Computer Studies	3
TGT509	Dance	3
UGT512	Drama	3
UGT513	Economics	3
UGT514	English	3
UGT515	Geography	3
TGT510	Geology/Science	3
UGT517	History	3
UGT519	Legal Studies	3
UGT520	Librarianship	3
TGT511	Mathematics 1	3
TGT512	Mathematics 2	3
<b>Modern Languages:</b>		
UGT523	Chinese	3
UGT524	French	3
UGT525	German	3
UGT526	Indonesian	3
UGT527	Italian	3
UGT528	Japanese	3
UGT529	Spanish	3
UGT538	Vietnamese	3
UGT530	Music 1 (General Classroom)	3
UGT531	Music 2 (Instrumental Teaching)	3
TGT513	Physics/Science	3
UGT533	Religion Studies	3
UGT535	Science	3
UGT534	Secretarial Studies	3
UGT536	Social Studies	3

**Subject Methodologies**

Each student is required to study the methodology of two teaching areas. Not all methodologies are offered each year. Prospective students should contact the Co-ordinator for further details of the methodology they wish to study.

**Field Experience**

In the first and second semesters students spend block teaching periods in schools. In the second semester students undertake a further two weeks of teaching in a laboratory school based at the City site. This period acts as a focus for studies undertaken during the year.

**Field Experience blocks are:**

Primary School: two weeks;

Secondary School:

- (i) five weeks in first semester
- (ii) four weeks in second semester
- (iii) two weeks in second semester in a laboratory school

**The Camp**

A camp, normally held in Semester 2, consists of a debriefing on the second high school teaching block and an intensive initial preparation for the Laboratory School.

**ASSESSMENT**

The main forms of assessment are written reports and essays, collection and preparation of teaching resource materials, tutorial and seminar presentations, session attendance and participation, and field experience performance in the role of teacher in school settings. A non-graded pass system is used normally.

**ENROLMENT AND ORIENTATION MEETING**

All students must attend an enrolment and orientation meeting to be held in the week before teaching commences - the date to be advised.

**PROFESSIONAL RECOGNITION**

The Graduate Diploma of Education (Secondary) is recognised for teacher registration purposes by education departments in all states of Australia and by teacher-employing authorities overseas.

It is possible to gain teaching appointments in New Zealand, the United Kingdom, the United States of America and Canada, even though the United Kingdom has recently changed its formal requirements of overseas teacher applicants and each State in the United States of America is responsible for its own system of public schools.

**REGISTRATION**

Prospective applicants are advised to check with the Teachers Registration Board of South Australia regarding the acceptability of their undergraduate qualifications before commencing this course.

**FURTHER INFORMATION**

More specific information about this course is available from the Education Secretary (City) on 228 1741.

**UNIT DETAILS**

**TGT501** Semester: 1 and 2  
**THE INDIVIDUAL AND THE CLASSROOM** 3 pts

This unit focuses on three major elements in the education process - the teacher, the learner and the environment in which teaching and learning takes place. For effective guidance and direction of learning experiences, the teacher needs to understand the behaviour of colleagues and of pupils and the dynamic way in which learning and environment interact.

**Assessment** Conduct a tutorial on a topic negotiated with the lecturer in charge of the program. The focus of the tutorial to be a working paper of approximately 1,500 words in length which is to be distributed to the tutorial group one week prior to presentation of the tutorial.

**Textbooks** TBA

**Contact time** Two hours per week  
**Prerequisites** Nil  
**Lecturer** Dr L Trafford-Walker, City

**TGT500** Semester: 1 and 2  
**CLASSROOM, SCHOOL AND COMMUNITY** 6 pts  
**DYNAMICS**

This unit is concerned with understanding the nature of communication with an emphasis upon the power of the self as communicator and the nature of the processes, needs and skills of learning and teaching. Attention is given to the application of these understandings by the course students.

**Assessment** Tutorial/workshop preparation. One group presentation relating to communication skills. Presentation of prepared lesson segments. Two essays each of approximately 1000 words.

**Textbooks** TBA

**Contact time** Four hours per week  
**Prerequisites** Nil  
**Lecturer** Mary Brownlee, Meredith Anthony and Myra Betschild, City

**TGT502** Semester: 1 and 2  
**CURRICULUM, SCHOOL AND SOCIETY** 3 pts

This unit, in considering the curriculum as the medium of formal education, reflects upon the philosophical, sociological and psychological determinants and issues arising from its current operation in Australia.

**Assessment:** An assignment of 1,500 words or a negotiated equivalent (project, joint paper, or presentation approved by the lecturer)

**Textbooks:** TBA

**Contact time:** Two hours per week  
**Prerequisites:** Nil  
**Lecturer:** Robert J Brown, City

**TGT503** Semester: 1 and 2  
**AUSTRALIAN EDUCATION** 3 pts

This unit allows students to see the government, catholic and independent education systems of today in their historical context in order to develop a clear understanding of the policies, organisation and philosophies which motivate these systems.

**Assessment:** One assignment equivalent to 1,500 words. There will be an examination at the end of the year if the requirements are not completed satisfactorily by the due dates.

**Textbooks:** TBA

**Contact time:** Two hours per week  
**Prerequisites:** Nil  
**Lecturer:** Dr Ian Harmstorf, City

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**TGT504** Semester: 1 and 2  
**PROFESSIONAL ISSUES** 6 pts

This unit is designed to enable students to pursue relevant areas of interest to them while at the same time relating these interests to the classroom and the community. A theoretical basis is given a practical realisation by working with students in the schools and a seminar component aims to synthesise the outcomes of the unit.

**Assessment:** Presentation of material showing the relationships in a selected field of enquiry between theory, the community and the school.  
One paper of 1,500 words

**Textbooks:** TBA

**Contact time:** One half day per week

**Prerequisites:** Nil

**Lecturer:** Dr L Trafford-Walker, City

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**UGT504** Semester: 1 and 2  
**FIELD EXPERIENCE** 9 pts

Field experience is the major focus of all units in the course. The aims of field experience are to: develop in the students an awareness of the practice of education in the context of modern society; give the students the opportunity to develop those values, attitudes and skills which will enable them to become effective professional teachers; prepare the students to teach in secondary schools within Australia.

**Teaching Methods**

The lecturers responsible for the internal College courses supervise the students on teaching experience. The supervising teacher(s) of the student observe, advise and permit observation of their own teaching by the student.

**Assessment:** The assessment is made by the supervising teachers in consultation with students in the schools and moderated by the College supervising lecturer.

**Contact time:** TBA

**Prerequisites:** Nil

**Lecturer:** Rollo Kiek, City

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**MASTER OF ARTS (WOMEN'S STUDIES)**  
 Postgraduate

 COLLEGE CODE: **CHWS**  
**NON SATAB**
**COURSE CO-ORDINATOR**

Kay Schaffer

**INTRODUCTION**

The course is designed to meet the needs of those working with women's issues in education in various fields; social welfare, women's services, law, health care, counselling, the media, cultural studies, business and industry.

Some units in the course will be jointly taught with Flinders University and the University of Adelaide.

It is expected that graduates from this course will assume senior positions in education, social work, libraries, health care and the media.

**LENGTH OF COURSE**

The course requires two years of full-time study or three years of part-time study.

**ENTRY REQUIREMENTS**

Applicants must hold a three-year degree or approved equivalent and normally have a minimum of two years of full-time professional employment or other relevant experience.

**STATUS**

Successful applicants who have completed the Graduate Diploma of Arts (Women's Studies) will be eligible for status of up to 36 points in accordance with the policy of the institution.

**COURSE STRUCTURE**

The course structure will be based upon five core units, three options and a thesis of some 18,000 to 24,000 words.

**CORE UNITS**

Semester 1, 1991

CWM501 Feminist Theory\*

All Semesters, 1991

CWM518 Individual Project

Core units in common with Flinders University and University of Adelaide Master of Arts (Women's Studies):

Semester Y, 1991

TWM606 Research Strategies\*

TWM607 Thesis

Semester 2, 1991

TWM605 Feminist Questions\*

**OPTIONAL UNITS**
**1 THEORETICAL FRAMEWORKS**

History of Feminist Thought (UA)  
 Women's Studies: Theories (FU)  
 Critique and Construct of Feminist Knowledge (FU)  
 Theories of Gender and Race (FU)

**2 SOCIAL AND POLITICAL ANALYSIS**

CWM503 Social Policy\* (SACAE) Sem 2 1991

TWM603 Women from Non-English Speaking Backgrounds: An Australian Study\* (SACAE) Sem 2 1991

CWM510 Curriculum Issues - Focus on Gender (SACAE)

MWM602 Gender and Trade Unions (SACAE)

TBA Family, State and Social Policy (FU)

MWM601 Feminism and the State (SACAE)

**3 HISTORY**

CWM507 Women in History\* (SACAE)

Women's Studies: History (FU)

Australian Feminist Historiography(AU)

**4 CULTURAL ANALYSIS**

Women's Studies: Cultural Texts (FU)

CWM505 Women Writers and the Literary Tradition\*(SACAE) Sem 2 1991 (external only)

CWM506 Female Sexuality\* (SACAE)

CWM511 Semiotics and Gender Representation (SACAE) Sem 2 1991

CWM515 Women and Popular Culture Sem 1 1991

MWM603 Language and Gender (SACAE)

MWM604 Memory and the Culture of Mothering (SACAE)

MWM600 Feminine Subjectivity (SACAE)

Women Writers: The Twentieth Century (UA)

**5 PERSONAL GROWTH AND DEVELOPMENT**

CWM502 Personal and Professional Development\* (SACAE) Sem 1 1991 (external only)

CWM512 Autobiography and Creative Writing (SACAE)

CWM514 Women's Health and Lifestyle\* (SACAE) Sem 1 1991

**6 OTHER**

Special Topic in Women's Studies (UA)

TWM604 Women's Studies: Special Seminar (SACAE)

Reading Topic (FU)

CWM518 Individual Project\* Semester 1/2 or Y 1991

\* Units available by external mode

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**UNIT DETAILS**

See Graduate Diploma of Arts (Women's Studies) for 1st year core units and all optional unit descriptions

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**TWM605****FEMINIST QUESTIONS**

Semester: 2  
6 pts

Available internally and externally in 1991.

This unit aims to enhance and develop students' understanding of contemporary feminist issues in relation to a number of social and political analyses. The students will be able to relate feminist questions to existing political philosophies.

Assessment: One 6000 word essay  
Textbooks: Barrett, Michelle. Woman's Oppression Today. London: Verso, 1989.  
Donovan, Josephine. Feminist Theory. The Intellectual Traditions of American Feminism. New York: Continuum, 1988.  
Weedon, Chris: Feminist Practice and Post Structuralist Theory. London: Blackwell, 1987.

Contact time: 2 hours per week  
Prerequisites: Completion of Feminist Theory, Gender Issues in Education or The Division of Labour, Individual project and two optional units  
Lecturer: Margaret Allen, City

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**TWM606****RESEARCH STRATEGIES**

Semester: 1 & 2  
6 pts

Available internally and externally in 1991.

Students will become familiar with the range of methods and procedures employed in current feminist research and acquire the knowledge and skills to initiate a successful research project. They will consider arguments for and against a specifically feminist methodology, investigate the uses of qualitative and quantitative models, consider philosophical, ethical and ideological assumptions underlying various modes of research, and explore the nexus between research, social practices and social change.

Assessment: Bibliography, 1500 word equivalent; essay on research methodology, 3000 words.  
Contact time: 1 hour per week  
Prerequisites: Completion of Feminist Theory, Gender Issues in Education or The Division of Labour, Individual project and two optional units  
Lecturer: Kay Schaffer, City

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**TWM607**  
**THESIS**

Semester: 1,2, Y  
18pts

Available internally in 1991.

Each student will write a thesis based upon the proposal developed in the Research Strategies Unit.

Assessment: Research proposal 1,500 words;  
Thesis of 18,000 to 24,000 words

Prerequisites: CWM501, CWM518 and either CWM504 or CWM509

Co- or Prerequisites: Feminist Questions (TWM605), Research Strategies (TWM606)  
Co-ordinator: A Supervisor will be appointed according to the policies of the Higher Degrees Committee.

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## MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION)

COLLEGE CODE: CMEA

**COURSE CO-ORDINATOR**  
Gerry England

**INTRODUCTION**

This specialisation is designed for people who want to improve their capacities for administrative practice in educational settings or who wish to undertake studies preparatory to an administrative appointment. It is intended to appeal to a wide range of professionals in education and related fields, including teachers and principals and others in leadership positions from both state and independent school systems and the post-secondary sector, and educators in positions of responsibility in health services, the defence forces, business, the public service and statutory authorities.

It is highly desirable for administrators in education to undergo some formal graduate training. Previous studies in administration or related fields are not prerequisites for entry into this course.

**LOCATION**

The specialisation will be offered at the South Australian College of Advanced Education, City Campus.

**LENGTH OF COURSE**

The course requires three years of part-time study and is available in both the internal and external mode. If sufficient numbers of applicants seek the full-time option, the award may be completed over three semesters.

**ENTRY REQUIREMENTS**

Applicants must have completed four years of higher education including a teaching qualification, or four years of higher education and equivalent intensive experience in a professional role as an educator.

**STATUS**

Successful applicants with five years of tertiary standing, including the Graduate Diploma of Education (Educational Administration), may, upon application, be granted status of up to 18 points in accordance with College policy.

Applicants transferring from comparable Masters programs will be eligible to apply for status/exemption.

**COURSE STRUCTURE**

The course structure will be based upon two core units, two specialisation units and a thesis/project of some 18,000 words.

Core Units	Points
TED600 Constructions of Education	9 pts
TED601 Issues and Methods in Research	9 pts
Specialisation Units	
TEA600 Foundations of Administrative Practice	9 pts
TEA601 Policy Analysis for Education	9 pts
Thesis/Project	
TED602 Thesis/Project	18 pts

**STUDY PROGRAM**

<b>Year 1</b>	
Constructions of Education	Semester 1
Foundations of Administrative Practice	Semester 2
<b>Year 2</b>	
Policy Analysis for Education	Semester 1
Issues and Methods in Research	Semester 2
<b>Year 3</b>	
Thesis/Project	Semesters 1, 2, Y

**CORE UNIT DETAILS**

**TED600** Semester 1  
**CONSTRUCTIONS OF EDUCATION** 9 pts

The aim of this unit is to develop analytical skills and initial awareness as students examine the assumptions underlying a range of approaches to education and educational administration.

Assessment: 2 Journals of 2,500 words, 30% each; 1 Essay 4,000 words, 40%  
Textbooks: List to be available from Lecturer.

Contact time: 3 hours per week for one semester  
Prerequisite: Nil  
Lecturer: Trevor Maddock, City

**TED601** Semester: 2  
**ISSUES AND METHODS IN RESEARCH** 9 pts

The aim of this unit is to enable students to appraise critically a range of approaches and methodologies in research and to acquire understanding and skills which will enable them to design their thesis research project.

Assessment: Three assignments 25000 words each 30%; one assignment 1500 words 10%.  
Textbooks: No set text

Contact time: 4 hours per week for one semester  
Prerequisite: Nil  
Lecturer: Alan Smithson, City

**TED602** Semester: 1 and 2  
**THESIS/PROJECT** 18 pts

This unit represents the culmination of the student's studies in the chosen area of specialisation. To fulfill the requirements of the unit each student will develop and carry out a specific thesis/project proposal in the area of specialisation. In developing the proposal students will:

- undertake a literature search and review of published materials relevant to the topic;
- develop a research methodology and any research instruments necessary;
- present a rationale for the thesis/project topic and the research methodology

Assessment: Thesis or project report of at least 18000 words

Prerequisites: Satisfactory completion of:  
 Issues and Methods in Research;  
 Foundations of Leadership  
 Practices; Educational Policy  
 Analysis and Implementation

Co-ordinator: The Supervisor will be appointed  
 according to the policies of the  
 South Australian College of  
 Advanced Education Higher  
 Degrees Committee

#### SPECIALISATIONS UNIT DETAILS

**TEA600** Semester: 2  
**FOUNDATIONS OF ADMINISTRATIVE** 9 pts  
**PRACTICE**

This unit aims to provide students with opportunities to enhance control over professional practice by investigating and evaluating a range of assumptions, including those with ethical and educational significance, underlying formal and informal knowledge pertinent to educational administration.

Assessment: Three Educational Journals 2000 words 25% each; project report 3000 words 25%.

Textbooks: A list of textbooks will be available from the lecturer

Prerequisite: Nil  
 Lecturer: Gerry England, City

**TEA601** Semester: 1  
**POLICY ANALYSIS FOR EDUCATION** 9 pts

This unit aims to enable students to formulate policies for education, examine them critically and assess the feasibility of future policy design.

Assessment: Three journals 2000 words each; project report 4000 words.

Textbooks: A list of textbooks will be available from the lecturer

Prerequisite: Nil  
 Lecturer: Jack Woods, City

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