# SOCL11059 *Introducing Social Change*
## Term 1 - 2020

Profile information current as at 25/02/2025 11:28 pm

All details in this unit profile for SOCL11059 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will examine key processes of social change and power that are needed to address the challenges facing people and the planet. By drawing on the work of a range of social change leaders and new paradigms from a range of social sectors - production, consumption, distribution, exchange and finance - you will begin developing skills in leading social change. You will explore processes of self change and social change as well as the social innovations that will be part of developing a new economy, society and sustainable environment into the 21st Century.

### Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

### Offerings For Term 1 - 2020

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

# Class and Assessment Overview

## Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

### **Regional Campuses**

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

### **Metropolitan Campuses**

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview

1. **Portfolio**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

## Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

# CQUniversity Policies

**All University policies are available on the CQUniversity Policy site.**
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Moodle

**Feedback**

I like the use of the moodle posts in order to have a more constant influx of feedback on the concepts being discussed

**Recommendation**

Will continue to use Moodle posts to build a portfolio

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Explain how social innovation can address wicked social problems
2. Discuss case studies addressing social change across a range of sectors
3. Apply human centred design principles and re-framing to a social change problem
4. Explain your role in generating positive social and environmental change.

Nil

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level  ○ Introductory Level  ○ Intermediate Level  ● Graduate Level  ○ Professional Level  ○ Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **1 - Portfolio - 50%** | ● | ● | ● | |
| **2 - Written Assessment - 50%** | ● | | ● | ● |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **1 - Communication** | | | | |
| **2 - Problem Solving** | | | | |
| **3 - Critical Thinking** | ○ | ○ | ○ | |
| **4 - Information Literacy** | | | | |

| Graduate Attributes | Learning Outcomes | | | |
| --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 |
| **5 - Team Work** | | | | |
| **6 - Information Technology Competence** | | | | |
| **7 - Cross Cultural Competence** | | | | |
| **8 - Ethical practice** | | | | • |
| **9 - Social Innovation** | • | • | • | • |
| **10 - Aboriginal and Torres Strait Islander Cultures** | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **1 - Portfolio - 50%** | | | • | | | | | • | • | |
| **2 - Written Assessment - 50%** | | | • | | | | | • | • | |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Susan Rockloff** Unit Coordinator
s.rockloff@cqu.edu.au

## Schedule

## Week 1 - 09 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **PART ONE Micro-perspective**<br><br>**Introducing Sociology and Changemaking: Private Troubles to Public Issues** | **Complete** iChange Module 1&2 Historical social innovation<br>Hopkinson (2015) WTF is sociology?<br>CW Mills 2000 [The sociological imagination](#) Chap 1<br>Monbiot 2017 [Neoliberalism, climate change, migration](#) (YouTube 15m) | |

## Week 2 - 16 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **From Direct Service Delivery to Participatory Process** | **Complete** iChange Module 2 Types of social impact<br><br>Ashoka 2016 [More than 'doing good': a definition of 'changemaker'](#) PDF<br>BFG 1 Chap. 3 People to people | |

## Week 3 - 23 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Complex Problems & Change Processes** | **Complete** iChange Module 3 Megatrends & wicked problems<br><br>Green 2012 Chap. 1 Systems thinking changes everything<br>Hassan 2007 [Slouching towards flatland](#) (PDF)<br>Smits 2009 [How to save a rainforest](#) (TED talk) | **Moodle Post 1 Due Friday March 27** |

## Week 4 - 30 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Human Centred (Participatory) Design Processes** | **Complete** iChange Module 4 Exploring opportunities<br>Green 2012 Chap. 2 Power lies at the heart of change<br>Kahane 2013 [Power and love](#) (TED talk) | |

## Week 5 - 06 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **From Hero to Host - new leadership to build a life in common** | **Complete** iChange Module 5 & 6 Who does social innovation? Why me?<br>BFG 1 Chap. 5 Stepping into the unknown<br>Wheatley & Frieze 2018 [From hero to host](#) | **Moodle Post 2 Due Friday Apr 10** |

## Vacation Week - 13 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

## Week 6 - 20 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **PART TWO: Macro Perspective Capitalism limits, and the struggle to restore our Common Wealth** | Raworth 2013 [Doughnut economics](#) (YouTube 17m)<br><br>Federici: 2014 [The struggle for the commons](#) (YouTube 14m) | |

## Week 7 - 27 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Ecological Resilience and Land: social innovation & a just food system** | Harvey 2009 [Accumulation by dispossession](#) (YouTube 7m)<br>Macfarlane 2017 [Its time to call the housing crisis what it really is](#)<br>Altieri 2015 [Who will feed the planet in a crisis?](#) (YouTube 30m)<br>Seikatsu Club Food Co-operative Pp. 131 -141 | **Moodle Post 3 Due Friday May 1** |

### Week 8 - 04 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Precarious Livelihoods: work, solidarity and social innovation** | Standing 2016 [What is the precariat](#)? TED talk<br>[Trade unions & co-op innovations for precarious workers](#) Pp. 16-20<br>Scholz 2014 ["Platform cooperativism vs. the sharing economy](#)<br>Flanders 2018 [Building a democratic economy](#) (YouTube 25m) | |

### Week 9 - 11 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Democratising Social Care: social innovation and health** | Tarnoff 2017 "[How privatization could spell the end of democracy](#)"<br>Fureai Kippu: [Barter based health care for senior citizens](#) (YouTube 6m)<br>Beyond care: C[hildcare cooperative](#) (YouTube 7m)<br>Brenner 2017 [Democratising social care](#)<br>Restakis 2017 Cooperative commonwealth & the partner state Pp. 15-24 | **Moodle Post 4 Due Friday May 15** |

### Week 10 - 18 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Pathways to a resilience energy future: power and social innovation** | [An Australian green new deal?](#)<br>Cahill 2018 Economic diversity in the energy sector<br>BZE [Renewable energy plan](#)<br>Drawdown [Electricity generation sector summary](#) | |

### Week 11 - 25 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Democratic financing solutions for the great transition - money and social innovation** | Positive Money 2013 [What is money?](#) (YouTube 3m)<br>Gaurav 2014 [Subprime crisis in a nutshell: 2008 meltdown explained](#) (YouTube 10m)<br>Flanders 2018 [A public bank for the public good](#) (YouTube 25m) | **Moodle Post 5 Due Friday May 29**<br><br>**You should now submit the Portfolio containing all five (5) Moodle Posts** |

### Week 12 - 01 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Micro-Macro Synthesis - building the politics for systems change** | Gar Alperovitz 2016 [System, crisis, system change](#) (Youtube 40m)<br>Lewis 2017 Navigating system change in a volatile century (PDF) | **SOCIAL INNOVATION CASE STUDY**<br>Due: Week 12 Friday (5 June 2020) 11:55 pm AEST |

### Review/Exam Week - 08 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

## Term Specific Information

There are set readings for the course but I will endeavor to include materials related to students interests so materials may be added that you find relevant as well keeping you up to date with the latest thinking in social innovation which is constantly developing. There is no set text for the course but there are 2 online texts to download from which I have set chapters. These are Duncan Green's 2018 How Change Happens (esp chaps 1 & 2) and Barefoot Guide 1 (BFG 1) (esp chaps 3 & 5)

## Assessment Tasks

## 1 PORTFOLIO

**Assessment Type**
Portfolio

**Task Description**
The portfolio consists of 1500 words in total - being 5 x 300-word Moodle posts.
You are required to submit five 300-word posts to the graded Moodle Forum set up for the relevant week. Each individual post will be marked out of 10 for an overall mark out of 50. These are to be submitted to the Moodle forum at the end of the relevant module (and at the end of the course to allow for Turnitin report). There will be a separate Moodle forum to which you can submit a rough draft - using dot points or interesting sources - for feedback from the lecturer and for discussion with your peers. This will remain open until the final posting is due.
Students are encouraged to post early to this forum and discuss their posts and then re-submit to the graded forum before the due date. Other posts in the final graded forum will not be visible until you submit yours.
The purpose of these Moodle posts is to develop your ability to reflect on the unit materials and demonstrate your learning. You are required to critically reflect on the key idea or issue.
Each posting to the Moodle Forums should provide evidence of your learning and thinking about the module. The posts to the Moodle Forums do not need to be lengthy and should not exceed the required 300 words per posting. Put your post in the text box not attached as a document or file.
Postings do need to demonstrate that you have given some thought to the topic - backed up by other sources you have looked at (no more than 2 or 3). A brief, concisely written answer to the topic is more effective than a long, winded general comment. Where appropriate, you should refer to the literature to support your discussion and provide an in-text citation for any sources that you use. If you do use a direct quote, it should only be included if you then make a comment on what the author has said. If you use a direct quote as part of your discussion it MUST BE clearly indicated as such and you will need to provide full reference details in Harvard (author/date) style.
The minimum expectation for this assessment item is that you provide fortnightly postings for grading as above (and submit them all for Turnitin score at the end of term). You are encouraged to engage with weekly discussion forums as feedback will improve your marks.

**You will not be able to pass the course if you do not submit the portfolio to Turnitin by Week 12.**

**Assessment Due Date**

Posts are due anytime before Friday in weeks 3, 5, 7, 9. 11

**Return Date to Students**

Posts will be graded within the following week

**Weighting**
50%

**Minimum mark or grade**
Students must complete both assessments to pass the unit.

**Assessment Criteria**

**Portfolio posts will be marked based on the following matrix:**

| HD 85-100% | D 75-84% | C 65-74% | P 50-64% | F <50% | Marks |
|---|---|---|---|---|---|
| **Social Innovation 50%** | | | | | |
| Clear and succinct answer to the question addressed in the context of social innovation issues raised in the course | Mostly clear and succinct answer to the question addressed in the context of social innovation issues raised in the course | Sufficiently clear and succinct answer to the question addressed in the context of social innovation issues raised in the course | Mostly clear and succinct answer to the question addressed in the context of social innovation issues raised in the course | Not a clear answer to the question. Does not clearly address the issues of social innovation raised in the course | |
| **Human Centred Design/Reframing 40%** | | | | | |
| Demonstrates thorough understanding of the chapter as an example of reframing or human centred design | Demonstrates a good understanding the chapter as an example of reframing or human centred design | Demonstrates adequate understanding of the chapter as an example of reframing or human centred design | Demonstrates some understanding of the chapter as an example of reframing or human centred design | Demonstrates little understanding of the chapter as an example of reframing or human centred design | |
| **Research 10%** | | | | | |
| Demonstrates wide reading beyond the course materials – understands the issues raised in the context of social innovation with appropriate referencing | Demonstrates reading beyond the course materials – understands the issues raised in the context of social innovation with appropriate referencing | Demonstrates reading beyond the course materials to explore the issue – with mostly accurate referencing | Demonstrates some reading beyond the course materials to support ideas with few referencing errors | Demonstrates little or no reading beyond the course materials or lacks appropriate referencing | |

**Referencing Style**

- [Harvard (author-date)](#)

**Submission**
Online

**Submission Instructions**
By posting in graded Moodle Forum

**Learning Outcomes Assessed**

- Explain how social innovation can address wicked social problems
- Discuss case studies addressing social change across a range of sectors
- Apply human centred design principles and re-framing to a social change problem

**Graduate Attributes**

- Critical Thinking
- Ethical practice
- Social Innovation

# 2 SOCIAL INNOVATION CASE STUDY

**Assessment Type**
Written Assessment

**Task Description**
You are required to write a 1500-word essay on an area of social innovation like those in the second half of the course (land, food, work, health, energy, money). You are free to pursue your own interest using the materials discussed in the unit. Taking your cue from the ideas in the unit materials you should explain how it is a wicked problem and examine how an understanding of process and of human-centred design would contribute to solving common social problems..
The essay should draw on the unit material covered. You will need to analyse your social problem and

critically think about what socially innovative solutions may be possible.

Your essay needs to address the following three areas:

1) Social change as a 'wicked problem'.

2) The role of the human centred design in social change processes.

3) The role of change as a process in social innovation.

**Assessment Due Date**

Week 12 Friday (5 June 2020) 11:55 pm AEST

**Return Date to Students**

Exam Week Friday (19 June 2020)

**Weighting**

50%

**Minimum mark or grade**

Students must complete both assessments to pass the unit.

**Assessment Criteria**

**This assessment will be marked based on the following matrix:**

| HD 85-100% | D 75-84% | C 65-74% | P 50-64% | F <50% | Marks |
|---|---|---|---|---|---|
| **Structure -30%** | | | | | |
| *Efficacy and organisation 10% (5% each point)* | | | | | |
| Clear and succinct *introduction* that introduces the topic and outlines the direction of the paper. <br><br> Clear and succinct *conclusion* that provides closure to the topic and outlines final direction of the paper | Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper | Appropriate introduction that introduces the topic and outlines the direction of the paper. <br><br> Appropriate conclusion to the topic and somewhat outlines the final direction of the paper | Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded | No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or the conclusion content is not reflective of the discussion | |
| *Presentation 10%* | | | | | |
| Organisation, *structure* and approach is succinct and comprehensively addresses the topic and the discussion proceeds logically. Well linked to supporting credible literature. <br><br> Consistently *accurate* with spelling, grammar and paragraph structure | Organisation, structure and approach clearly addresses the topic and discussion proceeds logically. Appropriately linked to credible literature. 1-2 consistent errors with spelling, grammar or paragraph structure | Organisation, structure and approach is appropriate and the topic and discussion proceeds for the most part logically. Minimal omissions in links to supporting credible literature. 3-4 consistent errors with spelling, grammar or paragraph structure | Organisation, structure and approach allows for misinterpretation of the meaning of the content. Content and discussion is at times repetitive or lacking cohesion. Frequent omissions in links to supporting credible literature 5-6 consistent errors with spelling, grammar or paragraph structure | Organisation, structure and approach detract from the meaning of the topic and discussion is irrelevant and lacks cohesion. Little to no links to supporting literature. Literature is not from a credible source Many consistent errors with spelling, grammar or paragraph structure | |
| *Referencing 10%* | | | | | |
| Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. A minimum of 10 contemporary* references are used. These may be peer reviewed and grey literature. | Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* references are used. These may be peer reviewed and grey literature. | Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 7-9 contemporary* references are used. These may be peer reviewed and grey literature. | Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-6 contemporary* references are used. These may be peer reviewed and grey literature. | Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 5 contemporary* references have been cited. | |
| Accurate Harvard referencing. No errors. | Mostly accurate Harvard referencing 1-2 consistent errors (may be made multiple times). | Somewhat accurate Harvard referencing. 3 consistent errors (may be made multiple times). | Occasionally accurate Harvard referencing. 4 consistent errors (made multiple times). | Harvard referencing not used, or more than 5 inaccuracies. | |
| **Social Innovation Content 50%** | | | | | |
| *Understanding of the issue as a wicked problem 10%* | | | | | |
| Student demonstrates thorough understanding of social change as a 'wicked' problem | Student demonstrates an understanding and application of social change as a 'wicked' problem | Student demonstrates adequate understanding and some application of social change as a 'wicked' problem | Student demonstrates limited understanding and application of social change as a 'wicked' problem | Student demonstrates little understanding and application of social change as a 'wicked' problem | |
| *Knowledge of human-centred design 40%* | | | | | |

| | | | | |
|---|---|---|---|---|
| Student demonstrates thorough understanding of the role of the human - centred design in social change processes. | Student demonstrates a very good understanding of the role of the human - centred design in social change processes. | Student demonstrates good understanding of the role of human-centred design in social change processes. | Student demonstrates adequate understanding of the role of the human-centred design in social change processes. | Student demonstrates little understanding of the role human-centred design in social change processes |

***Insight gained into role of social innovator 20%***

| | | | | |
|---|---|---|---|---|
| Student demonstrates thorough understanding of the role of change as a process in social innovation | Student demonstrates a very good understanding of the role of change as a process in social innovation. | Student demonstrates good understanding of the role of change as a process in social innovation. | Student demonstrates adequate understanding of the role of change as a process in social innovation. | Student demonstrates little understanding of the role of change as a process in social innovation. |
| | | | | **Total** |
| **Marker** | | | | **Grade** |

## Referencing Style

- Harvard (author-date)

## Submission
Online

## Submission Instructions
Submitted via Moodle Site.

## Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Apply human centred design principles and re-framing to a social change problem
- Explain your role in generating positive social and environmental change.

## Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

# Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**



**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem