ARTS 3049
Semester 2 2013

Literary Animals, Monsters and Machines

CRICOS provider number 00098G
## Course information

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Staff contact information

Course convenor, lecturer and tutor
Dr Chris Danta
Room 211, Robert Webster Building
Tel: 9385 2282
Email: c.danta@unsw.edu.au

Course tutor
Penelope Hone
Email: p.hone@unsw.edu.au

School office
School of the Arts and Media
Room 312, Level 3 Robert Webster Building
Tel: 9385 4856
Email: sam@unsw.edu.au

When contacting staff or the School you must use your UNSW email address. You should also regularly check your mail to this address for important communications regarding the course; the School will only use your UNSW email address for these communications.

Lectures
Wednesday 2pm-3pm in Red Centre Theatre

Seminars
Wednesday 3pm-5pm in Quadrangle G035
Thursday 9am-11am in Quadrangle G044
Friday 9am-11am in Quadrangle G046
Friday 12pm-2pm in Webster 137
You must attend the lecture and one seminar every week. **Lectures begin in week 1. Seminars begin in week 2.** You can check your tutorial enrolment online via myUNSW: [http://my.unsw.edu.au](http://my.unsw.edu.au)

To pass this course you are required to attend at least 80% of lectures and tutorials. If you do not meet the minimum attendance requirement for any reason, you may fail the course. If you experience a prolonged illness or misadventure that prevents you from meeting the 80% attendance requirement you should contact the course convenor immediately. You may be advised to withdraw from the course.

**Summary of the course and the course aims**

Widespread in the humanities at the moment is a rethinking of what it means to be human. This course will look at how literature and film use the nonhuman subjectivity of animals, monsters and machines to shape our understanding of the human. By examining the changing presentation of animals, monsters and machines in a range of texts from the eighteenth century through to the beginning of the twenty first century, the course will show how aesthetic practices such as literature and film extend and test our sympathetic imagination by allowing us to inhabit subject positions that we are normally unable to inhabit. Students taking the course will develop a sense of the ethical, social, political and philosophical value of literature and film.

Students taking this course will learn to think seriously about how literature and film shape our understanding of human and nonhuman identity. Students will be encouraged to reflect upon the importance of notions of self and other in literature and film. They will gain a strong sense of how literature and film function as arbiters of ethical, social and political value. They will also learn to apply theory in their criticism of literature and film. This course is also constructed around a varied range of assessment tasks designed to foster communication skills, teamwork, analytical thinking and research skills.

As a Level 3 course within the UNSW English major, ARTS 3049 develops some of the generic skills of literary analysis you have already learned and put
into practice in Level 1 and 2 courses. You are expected to be more independent and reflective in your approach to learning in Level 3. This is why you will be required to design your own major essay question and to contextualise your particular line of intellectual inquiry within the secondary criticism on your chosen texts. In so doing, the course aims to prepare you for the discipline-based research demands of honours.

**Set texts**

These texts are available from the UNSW bookshop. You may use other editions, if you already have them. Please note that we are using the 1818 edition of *Frankenstein*.

- John Berger, *About Looking* (Bloomsbury)
- Phillip K. Dick, *Do Androids Dream of Electric Sheep?* (Phoenix House)

Fritz Lang (Director). 1927. *Metropolis*. [Film]. N.B. You are expected to see this film in your own time. It is available from the library.

Copies of all these texts are available in the High Use Collection of the UNSW library.

**How will I be expected to approach the course content?**

This course will encourage you to:

- read critically
- develop skills in close reading and literary analysis
- develop a range of writing and oral skills in expressing these perspectives
You will be expected to:

• attend all lectures and seminars (it is a university requirement that students attend at least 80% of classes in each course in order to be considered for a pass in that course)
• prepare for classes by carefully reading the texts in advance
• come to classes prepared to contribute to group discussion and other forms of active participation
• prepare for and complete all assessment tasks

Student learning outcomes

Upon completion of this course, you will be able to:

1. understand how the notions of the human and the nonhuman animal have developed historically
2. develop theoretical arguments about the human and the nonhuman in literature and film
3. understand how animals, monsters and machines function as others to human selves in literature and film
4. understand literature as a medium for thinking about the nature of identity
5. identify the relationship between literary texts and their social and cultural contexts

The course will enable you to practise and improve your ability to:

• perform close literary analysis and critical interpretation
• articulate a clear and contestable claim about a literary text
• justify this claim with both primary (textual) and secondary (critical) evidence
• position your intellectual inquiry within the secondary literature on a particular topic and author
• engage in independent and reflective learning
• work constructively in small groups
• construct and articulate a critical argument orally
• listen respectfully and respond meaningfully to the critical ideas of others
**Graduate attributes**

These outcomes align with the following discipline-specific attributes:

1. Skills in literary analysis through close reading of texts in English
2. Knowledge of the main periods and branches of English literature
3. Ability to relate literary texts to the contexts in which they were produced
4. Ability to reflect upon student’s own practice as a literary critic within the discipline of English
5. Ability to make and justify aesthetic judgments about texts
6. Understanding of how texts are produced

**Rationale for inclusion of course content**

The lecture will rehearse the presentation of ideas and arguments in relation to historical and theoretical conceptions of the role of animals, monsters and machines in literature. It will be interactive in that the lectures include time for student questions. It also develops the student community of the course.

The seminars require detailed preparation, which form the basis of high-level discussion. Each seminar includes whole group discussions and small group discussions. The group presentation assessment requires students to lead the group discussion of a particular text for 30-40 mins in groups of 3 or 4. Students present a solo 5-minute paper and then lead the class discussion as a group for 15-20 minutes. This will help students to work together and to understand the pedagogical demands of their peers. The online support will include a repository of course information.

**The teaching strategies used**

The course is taught through lectures and seminars.

**Lectures:**

There will be one one-hour lecture each week. The lectures are designed to introduce students to the issues and texts of the course by providing contextual information, outlines of critical responses to the texts and some close discussion. Lectures also model for students the ways information is organized and presented.
in the discipline of English. The lecture format is important in that it demonstrates formal modes of presenting a structured argument, and for this reason lecture attendance is compulsory. Timetable clashes must be individually approved by the course convenor, and are dependent on certain key undertakings by students. Lectopia support and PowerPoint notes are provided via Moodle to support the lectures and for revision, not as a substitute for lecture attendance. Access Moodle via: https://moodle.telt.unsw.edu.au/login/index.php

Seminars:
The weekly seminar requires students to engage actively with the lecture and reading material and develop their own critical responses. This will occur through:

- weekly preparation, including devising discussion questions for the group
- structured and informal class discussion
- collaborative work in small groups
- group presentations to the class

Attendance at and participation in seminars is central to the development of critical thinking and analytic skills, and is thus mandatory. The University requires that students attend at least 80% of classes in each course in order to be considered for a pass in that course.

Philosophy of teaching
In my teaching, I aim to foster student agency and enthusiasm for scholarly knowledge. I recognise and welcome a diverse student cohort with different needs and investments in the learning process. I also seek to share with my students in the classroom an appreciation for literature as a genuine, evolving and creative form of knowledge about the world. One of the most important discipline skills in English is the ability to analyse a piece of literature closely. I impress upon students that this skill in close reading requires a deep and broad historical, theoretical and existential understanding. By modelling my own reading practices for students, I provoke them (1) to think originally about literature and (2) to take responsibility for this thinking in their writing and speech.
In my lectures and seminars, I strive to be as inclusive as I possibly can. Just as I try to listen respectfully and respond meaningfully to the critical ideas of others, in class I expect you to do the same. Although literary texts are usually produced in isolation, English is an essentially social discipline that proceeds best through patient, careful and critical discussion.

Assessment

Assessment task 1 – 30%

Minor essay. This is a 1200-word essay in which you discuss the treatment of anthropomorphism and/or the treatment of the grotesque in Franz Kafka’s story “A Report to an Academy.” Question is provided on p. 13 of this course guide. Due date: Tues August 27 by 4pm (week 5).

Assessment task 2 – 20%

Group seminar presentation. This is a group exercise in which you will lead the class discussion of a particular text for 30-40 minutes with 2 or 3 other students. Exercise is explained on p. 13 of this course guide. Due date: students will pick a week during semester to present in class.

Assessment task 3 – 50%

Major essay. This is a 2800-word essay on a topic that you devise in consultation with your tutor. Exercise is explained on p. 14 of this course guide. Due date: Mon November 11 by 4pm (week 15).

The learning outcomes and graduate attributes (listed above on pp. 6-7) and assessment tasks are related in the following ways:

The minor essay assesses your ability to:

• develop theoretical arguments about the human and the nonhuman in literature
• understand how animals, monsters and machines function as others to human selves in literature and film
• understand literature as a medium for thinking about the nature of identity
• articulate a clear and contestable claim about a literary text
The group seminar presentation assesses your ability to:

- understand how the notions of the human and the nonhuman animal have developed historically
- develop theoretical arguments about the human and the nonhuman in literature and film
- understand how animals, monsters and machines function as others to human selves in literature and film
- understand literature as a medium for thinking about the nature of identity
- identify the relationship between literary texts and their social and cultural contexts
- work constructively in small groups
- construct and articulate a critical argument orally

The major essay assesses your ability to:

- understand how the notions of the human and the nonhuman animal have developed historically
- develop theoretical arguments about the human and the nonhuman in literature and film
- understand how animals, monsters and machines function as others to human selves in literature and film
- understand literature as a medium for thinking about the nature of identity
- identify the relationship between literary texts and their social and cultural contexts
- engage in independent and reflective learning
- perform close literary analysis and critical interpretation
- articulate a clear and contestable claim about a literary text
- justify this claim with both primary (textual) and secondary (critical) evidence
- position your intellectual inquiry within the secondary literature on a particular topic and author
Formal assessment criteria

Assessment task 1  
**Minor essay**  
30%

This is a 1200-word essay in which you discuss the treatment of anthropomorphism and/or the treatment of the grotesque in Franz Kafka’s story “A Report to an Academy.” The criteria for assessment are:

- Ability to relate your understanding of the concepts of anthropomorphism and/or the grotesque to the reading of Kafka’s story
- Ability to articulate a clear and contestable claim about the text
- Ability to justify this claim with both primary and secondary evidence
- Ability to write grammatically, coherently and articulately
- Ability to construct an essay that presents an argument as follows: a clear introduction with thesis statement, followed by paragraphs focused on specific issues that develop the argument, and a conclusion summing up the argument

Assessment task 2  
**Group seminar presentation**  
20%

This is a group exercise in which you lead the class discussion of a particular text with 2 or 3 other students for 30-40 minutes. The criteria for assessment are:

- Ability to articulate a clear and contestable claim about a text
- Ability to justify this claim with both primary and secondary evidence
- Ability to work constructively in small groups
- Ability to construct and articulate a critical argument orally

Assessment task 3  
**Major essay**  
50%

This is a 2800-word essay on 3 of the set texts that you design in consultation with your tutor. The criteria for assessment are:

- Ability to develop theoretical arguments about the human and the nonhuman in literature and film
- Ability to articulate a clear and contestable claim about the representation of animality, monstrosity or the machinic in the set texts
- Ability to justify this claim with both primary and secondary evidence
- Ability to write grammatically, coherently and articulately
• Ability to construct an essay that presents an argument as follows: a clear introduction with thesis statement, followed by paragraphs focused on specific issues that develop the argument, and a conclusion summing up the argument
• Ability to use appropriate formats including correct referencing to present your work

Resources for essays
In preparing the written assignments, you should consult the English Essay Handbook:
https://sam.arts.unsw.edu.au/students/resources/english-students/
for formal requirements in presenting and submitting written work. You will also find the following website useful in locating material particularly relevant to English in the Library:
http://subjectguides.library.unsw.edu.au/content.php?pid=28489&sid=208065

Explanation of assessment tasks 1, 2 and 3

1. Minor essay
Write a structured 1200-word essay in which you discuss the role of anthropomorphism and/or the role of the grotesque in Franz Kafka’s short story “A Report to an Academy” (which is in the Penguin edition of Metamorphosis and Other Stories). Try to show in your essay how Kafka engages with the idea of anthropomorphism and/or the idea of the grotesque to produce the meaning of his story. You are expected to draw on some secondary critical sources in your answer. This might include secondary criticism on the Kafka story or the critical material on anthropomorphism and the grotesque that we have been discussing in lectures and seminars.

Length: 1200 words
Weight: 30% of final grade
Due: Tues August 27 by 4pm (week 5)
Referencing: either the Footnote/Endnote method or the In-text Method. See Essential Information for All Students (p. 18)
2. **Group seminar presentation**

In groups of 3 (or 4, if necessary), you will lead the class discussion on the set text of the week for 30-40 mins. The group presentations will involve two stages. First, each person in the group will present on their own for 5 mins. It is expected that you will consult in your group as to what each person will say in their solo presentation so that there is not too much repetition of material. Then for the next 15-20 minutes after the final member of the group does their solo presentation, the group as a whole will lead the class discussion on the text for that week. You are expected to engage in the presentation with secondary sources relating to your chosen text. Your overall mark will be the average of the marks you receive for your solo presentation and your group presentation. Each person in the group will receive a different mark for their group presentation, based on how well you (1) facilitate the class discussion and (2) work in the group.

Weight: 20% of final grade

3. **Major essay question**

No questions will be set for this assignment. You are expected to develop your own question in consultation with your tutor. In your essay, you must analyse in detail three of the course set texts other than “A Report to an Academy.” You may discuss this story in your essay but you may not include it as one of your three focus texts. In your essay, you may write about the text on which you presented in the seminars.

Length: 2800 words

Weight: 50% of final grade

Due: Tues November 11 by 4pm (week 15)

Referencing: **either** the Footnote/Endnote method **or** the In-text Method. See Essential Information for All Students (p. 18)
Table summarizing assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Graduate attributes assessed</th>
<th>Due date</th>
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<tr>
<td>Minor essay</td>
<td>1200 words</td>
<td>30 %</td>
<td>2, 3, 4</td>
<td>1, 3, 5, 6</td>
<td>Aug. 27</td>
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<td>In-class presentation</td>
<td>10 mins</td>
<td>20 %</td>
<td>2, 3, 4, 5</td>
<td>3, 4, 5, 6</td>
<td>Variable</td>
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<tr>
<td>Major essay</td>
<td>2800 words</td>
<td>50 %</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 5, 6</td>
<td>Nov. 11</td>
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Timetable for lectures and seminars

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<td>One</td>
<td>29 Jul – 2 Aug</td>
<td>Introduction: A change of perspective</td>
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<td>Two</td>
<td>5 Aug – 9 Aug</td>
<td>Anthropomorphism</td>
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<td>Three</td>
<td>12 Aug – 16 Aug</td>
<td>The grotesque</td>
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<td>Four</td>
<td>19 Aug – 23 Aug</td>
<td>Gulliver’s Travels</td>
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<td>Five</td>
<td>26 Aug – 30 Aug</td>
<td>Gulliver’s Travels</td>
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<td>Six</td>
<td>2 Sep – 6 Sep</td>
<td>Frankenstein</td>
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<td>Seven</td>
<td>9 Sep – 13 Sep</td>
<td>The Island of Doctor Moreau</td>
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<td>Eight</td>
<td>16 Sep – 20 Sep</td>
<td>The Fatal Eggs</td>
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<tr>
<td>Week</td>
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<td>Nine</td>
<td>23 Sep – 27 Sep</td>
<td><em>The Metamorphosis</em></td>
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<td><em>The Fatal Eggs</em></td>
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<td><strong>Mid-semester break: September 28 to October 7</strong></td>
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<tr>
<td>Ten</td>
<td>7 Oct – 11 Oct</td>
<td><em>Metropolis</em></td>
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<td><em>The Metamorphosis</em></td>
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<td>Set critical reading: Gerald L. Bruns, “What Is Human Recognition? (On Zones of Indistinction)”</td>
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<td>Eleven</td>
<td>14 Oct – 18 Oct</td>
<td><em>Do Androids Dream of Electric Sheep?</em></td>
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<td><em>Metropolis</em></td>
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<td>Twelve</td>
<td>21 Oct – 25 Oct</td>
<td><em>Elizabeth Costello</em></td>
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<td><em>Do Androids Dream of Electric Sheep?</em></td>
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<td>Set theoretical text: Illah Reza Nourbakhsh, “Dehumanizing Robots”</td>
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<tr>
<td>Thirteen</td>
<td>28 Oct – 1 Nov</td>
<td><strong>NO LECTURE</strong></td>
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<td><em>Elizabeth Costello</em></td>
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**List of set critical reading**

Some of these are available electronically from the UNSW library or from the academic databases jstor and Project Muse. Ones that are not available electronically will be posted as PDFs on the course Moodle site.


**Some recommended secondary reading**

All items with call numbers have been placed in High Use Collection of the Library. The UNSW Library website is [http://www.library.unsw.edu.au/](http://www.library.unsw.edu.au/)


**Responses to previous feedback about the course**

This is the first time the course has run. Students will be encouraged to fill out online CATEI forms at the end of the course so that improvements may be made.

**Essential information for students**

All essential information including information about student rights and responsibilities, essay submission procedures, equity and diversity, plagiarism, and attendance can be found at:

[https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/](https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/)

Please note in particular the following matters:
What Is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one’s own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism. Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material. The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.
Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

**Submission of Work:**
Students must submit a hard and soft copy of their work by 4pm on the due date. Hard copies are to be submitted into the locked assignment boxes outside the School Office, Room 311U, Level 3, Robert Webster Building. A School Assignment Coversheet must be securely attached, with your details clearly marked. Electronic versions of assignments must be submitted via Turnitin on the Moodle site for the course, as this submission provides plagiarism checking. Only hard copies will be marked; electronic versions will only be accessed as evidence during appeals and disputes. Late work will attract penalties.

**Late Work:**
If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51. If your assignment is not submitted within 2 weeks of its due date, it will receive 0 marks.

**Extension Procedure:**
In the case of illness and misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to 1 week in more serious cases. The extension procedure is as follows:
1. collect a yellow extension form from notice board outside the School Office and present it, together with relevant documentation (e.g. medical certificate, special consideration form, letter etc.) to your Course Convenor.
2. the course convenor will assess the application and if the extension is granted, decide on
a new submission date and sign the yellow extension form.
3. A copy of the application will be returned to you to submit with your completed assignment by the new submission date.

**Special Consideration:**
In cases of illness or misadventure affecting a number of different courses, you may make formal application for Special Consideration. Should you choose to do so, you should apply as soon as practicable after the problem occurs and within three working days of the assessment due date. The application must be made on the Request for Special Consideration form available from UNSW Student Central. Information can be accessed at: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)