

Course Outline

1. Staff

Position	Name	Email	Locations	Consultation times
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2.2 Course aims

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Lecture program

In 2020, all lectures will be online. Some of the lectures will be run asynchronously, i.e. they will be pre-recorded so that students can watch them online at any time. Other lectures will be run synchronously, i.e. students will need to be online while the material is delivered live. Details can be found in Section 4 of this document.

The lecture material will cover monoclonal antibodies and how they are used to diagnose and/or treat human diseases such as cancer and autoimmune diseases. Current, non-antibody-based developments and applications in medical biotechnology will also be covered, both in terms of the technology and the biology behind the technology. Specific topics include the development of diagnostics and vaccines for SARS- CoV-2, the virus that causes COVID-19, and tissue engineering and regenerative medicine.

The lecture material provided in the first few weeks will provide background to assist students in the completion of a literature review on monoclonal antibody approaches to cancer therapy. The remaining lecture material (not related to monoclonal antibodies) will be assessed in the final assessment.

Practical Program

In 2020, the practical component will run in dual mode. This means that students will have the option of doing the practical classes either face-to-face (F2F), or fully online (online-only).

For those students who can and want to come to campus and participate in F2F classes:

- There will be four F2F practical sessions which will be run in weeks 2, 3, 4 and 5.
- In the remaining weeks, the “practicals” will be run as online synchronous sessions.

For those students who cannot or do not want to come to campus (online-only):

- The practical sessions in weeks 2, 3, 4 and 5 will be run online concurrently with the F2F classes.

The practical sessions will be introduced to both the online-only and F2F students live at the start of each session.

While the F2F students are completing the experimental protocols in the teaching labs, the online-only students will watch recordings the experiments.

The **online-only students will be expected to be available at a specified time** during the practical slot where the results and data analysis will be discussed concurrently with the F2F students.

- In the remaining weeks, the “practicals will be online synchronous sessions.

Students must inform the course coordinator of any timetable clashes as soon as possible so that appropriate arrangements can be made.

The practical component of the course is designed to give students experience of the pre-clinical development of novel antibody-based therapeutics. This will involve the expression and purification of single chain antibody fragments, and the assessment of their diagnostic and therapeutic utility. Full details of the practical exercise will be provided during the course.

It is strongly advised that both the F2F and online-only students maintain a laboratory notebook to record their notes on the protocols, data and analysis for each practical session. At the end of the practical, the work will be written up in the format of a scientific journal article suitable for publication in the “*Journal of Fungl*”. The practical work will be assessed on the basis of the final written journal article, as well as four online lab tests which will be made available to the students via Moodle at the end of the practical sessions in weeks 2, 3, 4 and 5.

Workshops and Feedback sessions

Held within the lecture timeslots, workshops will be conducted to enhance the student's skills in scientific writing. Feedback sessions will be held in the lecture and practical timeslots to provide students with feedback on their assessment tasks.

Recording of online sessions

Synchronous online sessions in the course may be recorded for the purpose of supporting teaching activities and supporting equity and disability support services, similar to the normal Lecture Recordings+ which occur in UNSW lecture theatres. These recordings will only be used for these purposes. All participants will have access to the recording via Moodle and/or Teams.

By joining these online sessions, you are providing your consent to the recording of the session. To state your objection and deny consent, you must email the course coordinator stating that you do not consent to the recording.

3.2 Expectations of students

An integral part of this course is engagement in class activities. A pass in BABS3061 is conditional upon a satisfactory performance in all aspects of the course. A satisfactory performance means that you have:

- Attended 80% of the synchronous lectures (an attendance record will be kept)
- Attended 80% of the synchronous practical classes (an attendance record will be kept)
- Recorded all data and completed the calculations, questions and tests relating the practical classes.
- Satisfactorily submitted all assigned work.

If you miss a synchronous lecture or practical class due to illness or other circumstances, you must email the course coordinator within three days of the absence. Communications relating to the course should be from your official UNSW student email account.

Co-ordinator: Dr Megan Lenardon
Email: m.lenardon@unsw.edu.au

There is a formal procedure that must be followed relating to assessments. Further details on Special Consideration can be found in section 5.3 of the Course Outline (this document).

4. Course schedule and structure

This course consists of 7 hours of class contact hours per week. Additional non-class contact hours will be required to complete assessments.

Week	Lecture 1 (1 h) Monday 1-2 pm (online)	Lectures 2 and 3 (2 h) Wednesday 3-5 pm (online)	Practical (4 h) Fridays 9 am-1 pm (labs 11&12, or online) Friday 2-6 pm (lab 11 or online)
Week 1 14.9.20	Introduction to the course (MDL)		

SYNCHRONOUS online session;
ASYNCHRONOUS online session;
F2F or SYNCHRONOUS online session.

MDL - Megan Lenardon; MZ – Mahdi Zerrati; MLord – Megan Lord; TBA – to be advised

5. Assessment

5.1 Assessment tasks

Assessment task	Weighting	Due date	Mark and feedback
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Description	Mark
<p>HIGH DISTINCTION: outstanding work, showing thorough understanding; discrimination in the use of information and strong analytical ability; evidence of extensive use of original literature</p> <p><i>Answer/essay well-structured with excellent style and appropriate diagrams integrated with the text. Seamless integration of material from different elements of the course.</i></p> <p><i>Excellent practical ability and superior understanding. Extensive knowledge of background literature. Excellent analytical ability. Extremely well-presented report with clear diagrams and figures, appropriate references and well thought out conclusions.</i></p>	85-100
<p>DISTINCTION: work showing very good synthesis of concepts, in itself evidence of critical reading</p> <p><i>Answer/essay well-structured with very good style and appropriate diagrams integrated with the text. Very good integration of material from different elements of the course.</i></p> <p><i>Very good practical and analytical ability and very good understanding. Evidence of wider reading and very good level of background knowledge of the topic. Very well-presented report with adequate figures, diagrams, references and appropriate conclusions.</i></p>	75-84
<p>CREDIT: work showing good understanding of the critical concepts; work drawn largely from lecture material and from a limited selection of the literature; good use of examples</p> <p><i>Marks at the upper end of this range for integration of material from different elements of the course. Marks deducted for minor errors.</i></p> <p><i>Good level of practical ability and understanding, main aspects are understood. Good level of background knowledge of the topic. Good analytical ability. Good report.</i></p>	65-74
<p>PASS: reasonable attempt at addressing the question but showing limited understanding and/or knowledge</p> <p><i>Few illustrative examples; important facts omitted or lacking breadth.</i></p> <p><i>Satisfactory level of practical ability and understanding. Adequate level of background knowledge of the topic. Satisfactory analytical ability. Satisfactory report.</i></p>	50-64
<p>FAIL: a poor answer that shows some relevant knowledge but lacks focus on the central questions, or is seriously lacking in content and accuracy</p> <p><i>Other major shortcomings, such as inaccuracy, random rather than selected content, material largely irrelevant to the question, poor presentation.</i></p> <p><i>Limited practical ability. Only partial grasp of concepts and proneness to inaccuracy. Limited knowledge of background literature. Limited appreciation of subject. Weak analytical ability. Poorly written report containing some misconceptions.</i></p>	0-49

5.3 Submission of assessment tasks

Electronic copies of your Literature Review, Journal Article and Final Assessment should be submitted online via the appropriate Turnitin Assignment link on Moodle before the appropriate deadline. You are not required to submit a hard (paper) copy. Lab Tests will be online and accessible via Moodle. Students will have one hour to complete each lab test and will be limited to one attempt per test.

Special consideration - Term 3 2020

Special consideration is the process for assessing the impact of short-term events beyond your control (exceptional circumstances), on your performance in a specific assessment task.

UNSW has a fit to sit/submit rule which means that if you submit a piece of assessment, you are declaring yourself fit to do so.

You must apply for special consideration before a piece of assessment is due, except where illness or misadventure prevent you from doing so. If your circumstances stop you from applying before your assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.

You must obtain supporting documentation before submitting the application.

If you experience a technical issue during an online test, you should take screenshots of as many of the following as possible:

- error messages
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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 contributed²².

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

More information on plagiarism can be located at the *Current Students* site <https://student.unsw.edu.au/plagiarism>

Further information about academic integrity can be located at: <https://student.unsw.edu.au/aim>

- The lecture series was re-ordered and streamlined so that content relevant to the assessment tasks was delivered at an appropriate time, and in a more cohesive order.
- The weighting of the final exam was reduced from 50% to 30% and the amount of material examined was reduced to take pressure off students at the end of semester.
- Workshops were introduced to better explain to students what was required of them in terms of the literature review, journal article and lab book.
- Feedback sessions were introduced to more effectively communicate with students.

Student feedback from 2018 was extremely positive. Minor changes were made to the course in 2019

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