



**Department of Linguistics
Division of Linguistics & Psychology
Macquarie University**

LING903
Language and Culture

Semester 2, 2008

Online

<https://learn.mq.edu.au>

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1. GENERAL INFORMATION

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

1a. Teaching Staff

Unit Convener: Dr Verna R Rieschild

Room: C5A229

Phone: 9850 9922

Email: vrieschi@ling.mq.edu.au

1b. General Enquiries contact convener

2. ACADEMIC CONTENTS

2a. Unit Description

Increasing globalization, internationalization, and migration provide an imperative to develop an awareness and understanding of issues associated with linguistic diversity. Language and culture investigates 'Language' and 'languages', 'Society' and 'societies', and 'Culture' and 'cultures' - seeing language as a social tool rather than simply a mirror, and "language as a cultural resource and speaking as cultural practice" (Duranti 1997).

This unit is designed to develop your understanding and awareness of the links between language and culture and has **three strands**:

- theories and issues surrounding the links between social group and language use
- theories and issues surrounding the links between the **values, beliefs and practices** of a group of people and the **words they use to categorize the world**,
- theories and issues relevant to communication between **people of different cultures**, who have been socialized into certain communication norms that are derived from **shared cultural values and beliefs**. The readings provide theoretical and practical insights into the links between language and culture and will be interesting and relevant in a number of ways to your professional and personal lives.

Credit Points: 4

2b. Unit Rationale

This unit is part of the offerings in Masters degrees in areas of Applied Linguistics at Macquarie University.

2c. Learning Outcomes

The learning outcomes of this unit are to ...

1. To develop a critical awareness and understanding of regional and social variation within a language
2. To recognize cultural, psychological, and social dimensions (and their links) in interaction
3. To develop an awareness and understanding of culture-specific aspects of vocabulary, conversation norms and genres
4. To make links between findings from research on language and culture and the participants' own professional and personal circumstances

Generic Skills

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

- Self-awareness ; interpersonal skills; communication skills by engaging in small group tasks in the Discussion Board.
- Resourcefulness in sourcing own literature base, critical analysis skills and problem-solving skills.

3. DELIVERY AND RESOURCES

3a. Teaching and Learning Strategies

Online unit module, textbook; interaction with Blackboard discussion. Lecture notes from the on campus mode are also available to distance students

Students are encouraged to maintain a regular programme of reading unit materials and contributing to Blackboard discussions

3b. Unit Schedule: topics and readings

THEME 1 SOCIETY & CULTURE

Module 1 Introduction

pp. 1-6 **1. Lado**, R. 1986. How to compare two cultures In Valdes (ed.) *Culture bound: Bridging the culture gap in language teaching*. Cambridge: CUP: 52-63

Module 2 Language and Society

pp7-20 **2. Wardhaugh**, R 1992. *Introduction to Sociolinguistics*. Oxford & Cambridge: Blackwell. Ch. 6

Module 3 Language and Culture

pp21-26 **3. Moore**, J.D. 1997. Clifford Geertz. In Moore. *Visions of culture*: 238-247.

pp27-53 **4 & 5. Ochs**, E. 1988 *Culture and language development*. CUP: pp 1-29 and Chapter 8.

pp54-74 **6. Steinfatt**, T.M. 1987. Linguistic Relativity: towards a broader view. In Ting-Toomey, S. & F. Korzeny (eds) *Language, communication and culture: current directions*. Newbury Park, London, New Delhi: Sage Publications:35-75. 179.

THEME 2 CULTURE AND VOCABULARY

Module 4 Language and "World View"

pp75-81 **7. Wierzbicka**, A. 1991. *Cross-cultural pragmatics*. Chapter 5:183-195.

pp82-88 **8. Goddard**, C. 1997. *Semantic analysis*. New York: OUP: 96-106.

Module 5 Translation

pp89-94 **9. Ferre**, R. 1995. On destiny, Language, and translation; or, Ophelia adrift in the C. & O. Canal. In Dingwaney, A. & C. Maier (Eds.) *Between languages and cultures: translation and cross-cultural texts*. Pittsburgh & London: University of Pittsburgh Press: 39-49.

pp95-116 **10. Cooke**, Michael. 1995. Aboriginal evidence in the cross cultural courtroom. In Eades D. (Ed.) *Language in evidence*. UNSW Press: 55-96.

pp117-121 **11. Wroblewski**, J. 1990. False friends revisited. In Lewandowska-Tomaszczyk, B. & M. Thelen (Eds.). *Translation and meaning, Part 4*. UPM: 213-221.

THEME 3 CULTURE AND WRITING

Module 6 Culture and Rhetoric Preferences

pp122-129 **12. Ho**, J.W.Y. 1998. Cultural transmission in literacy acquisition: a case study in Chinese. *ARAL Series S*, 14:102-117.

pp130-148 **13. Clyne**, M. 1998. Cultural differences in the organization of academic texts: English and German. In Cheshire, J. & P. Trudgill (Eds) *The sociolinguistic reader: Volume 2* London: Arnold: 315-347.

pp149-158 **14. Kaplan**, R. 1966 Cultural thought patterns in intercultural communication. *Language Learning*, 16:1-20.

pp159-165 **15. Kirkpatrick**, A. 1997. Using contrastive rhetoric to teach writing: 7 principles. *ARAL* 89-101

pp166-172 **16. Hinds**, J. 1983 Contrastive rhetoric: Japanese and English. *Text* 3 (2) 183-195

THEME 4 CULTURE AND INTERACTION STYLE

Introduction

Module 7 Everyday Conversation

pp173-184 **17. Hopper**, R. & N. **Doany**. 1989. Telephone openings and conversational universals: a study in three languages. In Ting-Toomey, Stella and Felipe Korzeny (Eds) *Language, communication and culture: current directions*. Newbury Park, London, New Delhi: Sage: 157-179.

pp185-195 **18. Gao**, G. 1996. Self and other a Chinese perspective on interpersonal relationships. In W.B. Gudykunst, S. Ting-Toomey & T. Nishida. (Eds) *Communication in personal relationships across cultures*. Thousand Oaks, London, New Delhi:81-101.

pp196-210 **19. Ronowicz**, E. 1995. *Poland A handbook in intercultural communication*. NCELTR: 45-48 **and Chapter 6**.

pp211-217 **20. LoCastro**, V. 1987. Aizuchi: a Japanese conversation routine. In L.Smith (Ed) *Discourse across Cultures* New York: Prentice Hall: 101-113.

Module 8 Business

pp218-227 **21. Miller**, L. 1994. Japanese and American meetings and what goes on before them: a case study in co-worker misunderstanding. *Pragmatics*, 4/2:221-238.

pp228-238 **22. Clyne**, M. 1994. *Intercultural communication at work*. Cambridge: CUP: 90-110.

pp239-247 **23. Beal**, C. 1990. It's all in the asking: a perspective on problems of cross-cultural communication between native speakers of French and native speakers of A-E in the workplace. *ARAL* 7:16-32

Module 9 Health professions

pp248-255 **24. O'Byrne**, C. 1994. Intercultural communication for health care professionals. In Brislin, R & T Yoshida (eds) *Improving international interactions: modules for cross cultural training programs*. London: Sage Publications:171-196

pp256-266 **25. Pauwels**, A. 1990. Health professionals' perceptions of communication difficulties in cross-cultural contexts *ARAL Series S*, No. 7: 93-111.

pp267-273 **26. Hewstone**, M & H. **Giles** 1988. Social groups and social stereotypes in intergroup communication. In Gudykunst, (Ed) *Intergroup communication*. London: Edward Arnold:10-20. (reprinted in Coupland & Jaworski 1998: 270-283)

pp274-288 **27. Sarangi**, S. 1996 Conflation of institutional and cultural stereotyping in Asian migrants' discourse. *Discourse & Society*. 7(3): 359-387.

Module 10 Education

Brick, J. 1991. *China A handbook in intercultural communication*. NCELTR. 153-160.

Jin, Lixian & M Cortazzi. 1998. The culture the learner brings: a bridge or barrier. In Bryam & Fleming (Eds.) *Language learning in intercultural perspective*. Cambridge:CUP:98-118.

Damen, L. 1987 Crosscultural considerations in the classroom In Damen, L. *Culture learning: the fifth dimension in the classroom*. Addison Wesley:Chapter 15.

Crozet, C & A. Liddicoat 1997. Teaching Culture as an integrated part of language teaching: an introduction. *ARAL* 1-22.

Damen, L. 1987 Textbook selection and evaluation in Damen *Culture learning: the fifth dimension in the classroom*. Addison Wesley:Chapter 13.

Achren, L 1991 Do we assume too much? Measuring the cross cultural appropriacy of teaching aids. *Prospect* Vol 6 No 2.

3c. Required and Recommended Texts and/or Materials

Texts: Prescribed

** LING903 Course readings are provided to distance students.

You are also strongly encouraged to source works independently and contribute what you have found to the weekly tutorial discussions.

General Interest Bibliography

Bibliography of Fieldwork, Research Methods and Ethnography in Sociocultural Anthropology.*

Available at: http://coombs.anu.edu.au/Biblio/biblio_fieldwork1.htm

Basso, Keith H. 1990. *Western Apache language and culture: essays in linguistic anthropology* Tucson: University of Arizona Press.

Basso, K. H. 1984. *Stalking with stories: Names, place, and moral narratives among the Western Apache*. In E. M. Bruner & S. Plattner (Eds.), *Text, play, and story: The construction and reconstruction of self and society* (pp. 19-55). Washington, DC: American Ethnological Society.

Bauman, R. 1986. *Story, performance and event*. New York: Cambridge University Press.

* Bauman, Richard and Joel Sherzer (eds) 1989 *Explorations in the ethnography of speaking* Cambridge; New York : Cambridge University Press, 1989.

Boutin, Michael E. and Alanna Y. Boutin. 1987. "Classification of disease among the Banggi of Sabah." *Anthropological Linguistics* 29: 157-69.

* Darnell, Regna. 1998. *And along came Boas : continuity and revolution in Americanist* Amsterdam; Philadelphia, Penn : J. Benjamins,

* Duranti A (ed.) 2001. *Linguistic anthropology : a reader* Oxford, UK : Blackwell Publishers

Field, Margaret. 1998. *Triadic Directives in Navajo Language Use: a Second Type of Linguistic Relativity* AAA 1998 Philadelphia (conference paper). Available at <http://www.udc.es/dep/lx/cac/aaa1998/field.htm>

Foley W.A. 1997. *Anthropological linguistics : an introduction* Cambridge, MA : Blackwell Publishers

Geertz, C. 1973. *The interpretation of cultures*. New York: Basic Books.

Hymes, D. 1962. *The ethnography of communication*. In T. Gladwin & W. Sturtevant(Eds.), *Anthropology and human behavior* (pp. 15-53). Washington, D.C.: Anthropological Society of Washington.

* Hymes, Dell. 1996 *Ethnography, linguistics, narrative inequality : toward an understanding of voice* London ; Washington, DC : Taylor & Francis.

Irvine, Jane H. & Irvine, Judith T. (eds). 1993. *Responsibility and evidence in oral discourse*: Cambridge [England] ; New York : Cambridge University Press.

Leenhouts, Ingeborg C. 1984. "Towards a taxonomy of living things in Téén." *Anthropological Linguistics* 26: 313-25

Linguistic Anthropology bibliography: Emory University

<http://www.emory.edu/COLLEGE/ANTHROPOLOGY/Linganth/library.html>

Shamanism and healing <http://coombs.anu.edu.au/coombspapers/subj-bibl-clearinghouse/shamanism-biblio-world.txt>

3d. Unit Webpage

The LING903 website has a range of resources, including unit notes, tasks, and online discussions.

To login to the website, go to the URL below. Students have access to the website from 4th August 2008 -15th November 2008

Please note that the university has recently changed to a new VLE (Virtual Learning Environment). There may still be many links to the old VLE, and therefore the old LING903 website, on university and Linguistics Department webpages.

The correct URL is <http://learn.mq.edu.au>

There are also links to advice and assistance in the left column of this web page.

3e. Online Resources

There is a range of other resources available to Macquarie students, including:

- electronic access to a variety of book chapters and journal articles at <http://www.lib.mq.edu.au/reserve/>
- electronic access to journals at <http://www.lib.mq.edu.au/journalfinder/>
- electronic document delivery for journal articles and book chapters not available locally at <http://www.lib.mq.edu.au/docsup/>

See the following URL for more information:

<http://www.ling.mq.edu.au/support/postresources.htm>

4. UNIT ASSESSMENT

4a. Assessment At A Glance

The assessment for this unit is designed to enable you to explore a topic of interest in depth. The assignments relate to a research project on a topic of your choice which will involve the collection of a small amount of data.

An overview of the assignments for this unit is as follows:

		Weighting	Due date
Assignment 1	Linguistic repertoire 2,000 words	30%	Midnight Friday 19 th September 2008
Assignment 2	Contributions to online discussion board-10 entriesx2.5 marks	25%	Ongoing from week 3
Assignment 3	Library research project Maximum 5,000 words	45%	Midnight Friday 14 th November 2008

Assignment 1 LINGUISTIC REPERTOIRE

Title: How does my linguistic repertoire help to display my social identities?

Describe your linguistic background and repertoire, proving an account of possible influences and include answers to the following dimensions. You do not need to find any references.

- 1, Age:
2. Born in (city, state, country)
3. Lived there for years
4. What languages do you speak?
5. To whom? Where? Doing what?
6. How does the way you speak differ from the way people from other regions in your country speak?
7. How does the way you speak differ from the way people who come from other socioeconomic classes in your country speak?
8. Think of all the group, personal, leisure and professional identities you have. Chose THREE of these and explain how you express a certain identity linguistically (sounds, words and sayings, grammar, type of speech act)

You will be marked according to your concise, clear and grounded description of **linguistic features** and the **social dimensions** you are discussing

ASSIGNMENT 2. Contributions to Discussion Board

The aim of this assignment is for you to develop the habit **of thinking and developing awareness** in an ongoing fashion throughout the unit. It is your **record of your intellectual, social and emotional growth** through awareness of the links between language and culture.

These are some things for you to consider when you respond to BB Discussion Board Tasks

- a) How does what I think today about these unit related topics differ from or confirm what I thought before?
- b) What readings did I do? What exciting new idea was generated from the readings?
- c) What judgments can I make about what I have read or learned this week?
- d) What puzzles or confuses me about the readings? How is my knowledge growing?
- e) What have I noticed about my culture and language links?
- f) How have my peers' message board items stimulated my thinking?
- g) How can the experiences from this unit be incorporated into my professional life?

If you cannot access a computer, please write weekly entries about the discussion tasks and send them in at the end of the semester)

ASSIGNMENT 3. Library research essay

ARTICLES: You will choose ONE of these articles.

1. Theoretical focus: Variation in argumentation across cultures

Rocci, Andrea. 2006 Pragmatic inference and argumentation in intercultural communication. *Intercultural Pragmatics*, Vol. 3 Issue 4, p409-442, 34p,

2. Theoretical focus: Culture and interaction norms

Zhengdao Ye. 2004 Chinese categorization of interpersonal relationships and the cultural logic of Chinese social interaction: An indigenous perspective. *Intercultural Pragmatics* Vol. 1 Issue 2, p211-230,

3. Theoretical focus: Untranslatability, communication norms, cultural scripts.

Kyong-Joo Yoon. 2004. Not just words: Korean social models and the use of honorifics. *Intercultural Pragmatics*, Vol. 1 Issue 2, p189-210,

Instructions

Source at least 6 other articles about the theoretical focus and about other languages.

They must all be specialist works, that is, scholarly articles or chapters from a scholarly book. No national websites or general information sites like an encyclopedia or Wikipedia

Steps

- Read the article carefully.
- Develop an outline of theories and research the article presents.
- What is the author's main point?
- Read some scholarly journal articles or academic books on the topic from the library – not less than 6 (do **not** use general Internet sources- only those offered through the MU library portal)

Structure

1. Short introduction (topic and significance)
2. Body of the essay:
 - a. Explain the theoretical focus.
 - b. Describe the range of approaches scholars use to study this
 - c. Synthesise work from the readings to present a well reasoned critique of the state of the art in research on this topic.
 - d. What does this say about culture specific or culture universal links between language and culture?
3. Brief conclusion

Tips:

1. Keep your introduction brief.
2. Keep your points immediately relevant to the topic.
3. Never use words or full quotes without inverted commas, and always cite author, publication date and page number for direct or indirect quotes AND ideas.
4. Do not twist the ideas of the original text when you paraphrase. Your paraphrase must express the same idea as the original, not misinterpret it.
5. Beware of inadvertent plagiarism!!

4b. Relationship Between Assessments and Learning Outcomes

Assignment 1 gives students an opportunity to display a critical awareness of a number of issues relevant to the links between language and culture,

Assignment 2 gives students the opportunity to demonstrate integration of learning from a range of sources. It will develop creative thinking, problem solving and analytical skills.

Assignment 3 gives students an opportunity to understand and evaluate theoretical debates, demonstrate an understanding of the processes involved in critically reading of scholarly work and writing with academic integrity. Dealing with the literature develops the student's skills in critical reading and writing and citation and referencing systems

Work submitted after the submission date with no prior negotiation of an extension will not be marked.

Note that you must keep a copy of each assignment as proof that it was completed and submitted, just in case the submitted assignment is misplaced or damaged.

4c. Assignment Submission

All assignments must be sent as an e-mail attachment to:

assignments@ling.mq.edu.au

When you submit electronically you will receive a return email indicating that the assignment has been received.

Please do NOT submit the assignment by email to the unit convenor unless specifically instructed to do so by the convenor.

For each assignment, you must:

- submit the assignment in Word or RTF format
- fill in and include the cover sheet provided on the Linguistics web site:
http://www.ling.mq.edu.au/current_students.html
- add a footer to each page of the assignment, with page numbering, your name and student number, and "LING928" clearly marked
- type double-spaced
- use the appropriate subject heading for the email (see below)
- use the appropriate file name for the attachment (see below).

Assignments will not be accepted unless they have both the cover sheet and the footer.

Assignments submitted electronically may be marked in hardcopy and returned by ordinary mail.

Please submit assignments one time only unless specifically requested.

Email subject headers

When emailing assignments, please use subject headings such as:

- LING928 ass1
- LING928 ass3

Please also ensure that your full name and student number appears in the body of the email message. It is often impossible to determine who an email comes from by looking at the sender's email address and/or name.

Naming files

It is suggested that assignments submitted electronically should use the format explained below for naming attached files.

If Noam Chomsky is submitting assignment one, the file should be named:

"nchomsky_928_1".

If Paulo Freire is submitting assignment two, the file should be named:

"pfreire_928_3".

4d. Return of Marked Assignments

Students' marked assignments will, in general, be returned to them within 3 to 5 weeks of submission. Please note that assignments cannot be accepted after the return of marked materials.

4e. Collection of Marked Assignments (if applicable)

Assignments will be returned electronically

4f. Writing and Communication Skills Support (if applicable e.g., for postgraduate units)

Linguistics postgraduate students can access LINGPWS The Linguistics Postgraduate Writing-Skills website, which is a resource designed to assist Linguistics students with academic writing.

All Linguistics students enrolled in a postgraduate linguistics unit (on-campus, external) can access the site by using their MQ ID and password which every student is given at enrolment. To logon to the website please go to: http://www.ling.mq.edu.au/support/writing_skills/online.htm

For further enquiries about the Writing Skills Website, contact Tessa Green <mailto:tessa.green@ling.mq.edu.au>

4g. Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>

[Individual Unit Convenors may wish to add Unit/ Division specific support e.g., NCELTR Resource Centre, Postgraduate Officers, MU Library Liaison Officer]

There is a range of other resources available for Macquarie students, including:

- electronic access to a variety of book chapters and journal articles
- electronic access to journals
- a mailing/fax service where book chapters and journal articles can be sent to distance students.

See the following url for more information: <http://www.ling.mq.edu.au/support/postresources.htm>

4h. Department of Linguistics News

To keep in touch with the latest learning and teaching news from the Department of Linguistics at Macquarie, please read LINGLINE.

LINGLINE is a regular department newsletter specific to the interests and concerns of postgraduate students and departmental staff within the Linguistics Department of Macquarie University. LINGLINE aims to help students and staff members stay in touch with the Department and its news, as well as with one another, whether they are currently in Sydney or elsewhere in Australia, New Zealand or any of 25 countries in Asia, Europe, the Middle East, North America and South America. LINGLINE has regular announcements related to your candidature, positions vacant, scholarships, awards, conference and seminar information. LINGLINE welcomes contributions from all students and staff in the Linguistics Department. Go to: <http://www.ling.mq.edu.au/news/lingline.htm> and follow the link to the latest edition.

5. POLICIES

5a. University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

The following descriptions apply to assessment grades:

HD (85-100) High Distinction: denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.

D (75-84) Distinction: denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit.

Cr (65-74) Credit: denotes performance which is substantially better than would normally be expected of competent students in the unit.

P (50-64) Pass: denotes performance which satisfies unit objectives.

PC (45-49) Conceded Pass: denotes performance which meets unit objectives only marginally.

F (0-44) Fail: denotes that a candidate has failed to complete a unit satisfactorily.

Please note that

1. The above grades and descriptions apply to undergraduate degrees, postgraduate coursework degrees, diploma and graduate certificate programs
2. Marks assigned in assignments are *raw marks*. These are subsequently converted into Standard Numerical Grades (SNG) in order to determine letter grades for the unit.

On occasion the SNG which you receive may not be the same as the total of your marks for each assessment item. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

The process of scaling does not change the order of marks among students.

For an explanation of the policy see -

<http://senate.mq.edu.au/rules/Guidelines2003.doc>

<http://senate.mq.edu.au/rules/detailedguidelines.doc>

5b. Plagiarism

Plagiarism is considered to be extremely serious by the Department and the University. Students who submit plagiarised material will most likely receive zero. All assignments are scanned on a database and compared with other assignments (past and present) and with content on the internet.

Please refer to the Linguistics Department's policy on plagiarism at http://www.ling.mq.edu.au/support/policies_plagiarism.htm and to Macquarie University's policy at <http://www.student.mq.edu.au/plagiarism/>

It is expected that you will be familiar with the department's policy before you begin work on the assignments.

5c. Appeals Against Grades

If a student has a problem with the mark given for a particular assessment, the student should first speak with the marker to discuss the matter. If difficulties and differences continue, a student can apply for a remark of an assessment by contacting the Unit Convenor/s directly. A fresh, unmarked copy of the assignment will need to be submitted for the new marker. The request for a remark must be lodged within two weeks of the date of receipt of the assessment.

The Unit Convenor/s will arrange for the assignment to be marked by another relevant staff member teaching that Unit and the assignment will be returned to the student via the Linguistics Undergraduate/Postgraduate Office. The final mark will be an agreed mark by the first and second marker and the Unit Convenor. The final mark can be sustained, raised or lowered.

If a student wishes to appeal against a final grade for a unit, then the student should see the Unit Convenor first. However, formal appeal must be lodged with the Head of Division by the date stipulated on the Handbook of Undergraduate/Postgraduate Studies. Failure to follow these procedures is likely to result in a request/appeal being disallowed.

5d. Student Email Account

All Macquarie students have been issued with a University email account.

It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently. Email can be automatically forwarded from your Macquarie account to another account but each student is responsible for the information sent to a non-Macquarie account and for managing mailbox size to ensure that account remains active.

- You must check your Macquarie email account
- Messages sent to all students in your unit by the Unit Convenor will only be sent to your University email account.
- Your Macquarie email account can be accessed via the portal, myMQ at <https://my.mq.edu.au>
- To Sign On to the portal use your Student Number, and your original MQID password (i.e., 2 random characters followed by your date of birth in ddmmyy format).
- Your Email Address can be viewed in portal.
- The student email format will be first.last@students.mq.edu.au e.g., jan.block@students.mq.edu.au (any other students also named Jan Black will be jan.block1@students.mq.edu.au, jan.block2@students.mq.edu.au, etc.)