Course Title:	Interdisciplinary Approach to English Studies
Course Code:	ENG 409
Year of Study:	4th
Number of Academic Credits:	3
Number of QF Credits:	12
Duration in Weeks:	15
Contact Hours Per Week:	Lecture (2 Hours)
	Tutorial (1 Hour)
Pre-requisite(s):	NIL
Prepared by:	Dr Rebekah BALE, Dr Sherman LEE
	Dr Kacey LIU, Dr Benjamin OLIN

Course Aims

Knowledge-claims in the 21st century have gone beyond the modernist mind-set of departmentalization. In an emerging network culture and unprecedented complexity of learnings, students need to adopt a more mobile and permeable "interdisciplinary" approach to what they learn from University. This seminar is designed for students in English to achieve a sense of integration among the various components in their curriculum. Besides reading materials which deal directly with ideas such as counter-disciplinary praxis, the intersection of natural science, social sciences and humanities, the philosophy of difference which stresses a relational ontology, etc., students will be initiated into the actual working of what is now called "Intercultural Studies" as an umbrella concept of such an approach.

Course Outcomes, Teaching Activities, Assessment and QF Credits

Course Intended Learning Outcomes (CILOs)	
Upon completion of this course students should be able to:	
CILO1	Define and explain the concept of interdisciplinarity
CILO2	Synthesize knowledge acquired from linguistics, literature, translation and cultural studies courses
CILO3	Apply an interdisciplinary approach in problem-solving

Teaching and Learning Activities (TLAs)	
TLA1	Lectures: exemplification of core issues and concepts with relevant examples
TLA2	In-class discussions
TLA3	Tutorials: group oral presentations by students

Assessment Tasks (ATs)		Group	Individual
AT1	**Group Presentation and Discussion** Students are to form small groups of 2 or 3 to give oral presentations on a selected topic related to the weekly readings; they are also expected to participate in the discussions of others' presentations. These will take place weekly starting from Week 5. Length of presentation: 40-45 minutes.	20%	
AT2	**Individual Term Paper**		40%

	Each student will write a critical and analytical term paper of around 3,000 words on a selected topic related to interdisciplinarity in English Studies, to be submitted in Week 15. The choice of topics will fall broadly under the streams of Cultural Studies + Literature, or Linguistics + Translation.			
AT3	**Creative Project** Each student will develop a proposal for studying a theme of their choosing, to illustrate an interdisciplinary and creative approach to problem-solving or knowledge-creation within the broad area of English Studies. They will present their work in a poster display to be exhibited to departmental staff and students in Week 14.			30%
AT4	**Class participation** Active participation in lessons, and contribution to class discussions and activities.			10%
	TOTAL		**100%**	

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks		
Course Intended Learning Outcomes	**Teaching and Learning Activities**	**Assessment Tasks**
CILO1	TLA1,2,3	AT1,4
CILO2	TLA2,3	AT2,3
CILO3	TLA2,3	AT2,3

Distribution of Notional Learning Hours/ QF Credits

Activity	Notional Learning Hours (NLHs)
Contact Hours (a)	
Lecture	26
Tutorial	13
Consultation	1
TOTAL:	**40**
Self-Study Hours (b)	
Reading	30
Preparation for Presentation	15
Term Paper	20
Creative Project	15
TOTAL:	**80**
Total NLHs: **(a)+(b)**	**120**
QF Credits: **(Total NLHs/10)**	**12**

Course Outline

Topic 1 (Week 1-2): Introduction to Interdisciplinarity Required readings: Joe Moran, *Interdisciplinarity* (New York: Routledge, 2002), pp. 1-81. (Introduction + Chapters 1-2)

Roland Barthes, "From Work to Text," in *Image, Music, Text* trans. Stephen Heath (London: Fontana Press, 1977), pp. 155-164.

<u>Supplementary Reading:</u>

Allen Repko, Rick Szostak, Michelle Phillips Buchberger, "Chapter 3: Interdisciplinary Studies Defined" *Introduction to Interdisciplinary Studies* (Los Angeles: Sage Publications, 2020) pp. 56-83.

Topic 2 (Week 3-4): Introduction to Transdisciplinarity

<u>Required readings:</u>

Gilles Deleuze and Félix Guattari, 'Introduction: Rhizome', in Gilles Deleuze and Félix Guattari, *A Thousand Plateaus: Capitalism and Schizophrenia* trans. Brian Massumi (Minnesota: University of Minneapolis Press, 1987), pp. 3-26.

Peter Osborne, "Problematizing Disciplinarity, Transdisciplinary Problematics," in *Theory, Culture & Society: Special Issue on Transdisciplinary Problematics*, Vol. 32 (2015): 3-35.

Félix Guattari, "Transdisciplinarity Must Become Transversality," *Theory, Culture & Society*: *Special Issue on Transdisciplinary Problematics*, Vol. 32 (2015): 131-137.

Guillaume Collet, 'Introduction: Philosophy, Disciplinarity, and Transdisciplinarity in Deleuze and Guattari', in *Deleuze, Guattari and The Problem of Transdisciplinarity*, ed. Guillaume Collet (New York: Bloomsbury, 2020), pp. 1-15.

Topic 3 (Week 5): Cultural Studies: Trans-

<u>Required readings:</u>

Jack Halberstam *Trans*: A Quick and Quirky Account of Gender Variability* (Oakland, California: University of California Press, 2018) (Selections)

Screenings: *Paris is Burning* (Jennie Livingston, 1990); *Tangerine* (Sean Baker, 2015) (Clips).

<u>Supplementary Reading:</u>

Lucas Hilderbrand *Paris is Burning: A Queer Film Classic* (Vancouver, BC: Arsenal Pulp Press, 2013).

Topic 4 (Week 6): Cultural Studies: From Intermedia to the Interface

<u>Required readings:</u>

Hans Breder and Klaus-Peter Busse, "Introduction" in *Intermedia: Enacting the Liminal* eds. Breder and Busse (Dortmund: Dortmunder Schriften zur Kunst, 2005), pp. 1-16.

Yvonne Spielmann, "History and Theory of Intermedia in Visual Culture," in *Ibid*., pp. 131-139.

Dick Higgins "Statement on Intermedia" (1966), republished in *Leonardo*, Vol. 34, No. 1, MIT Press, 2001: 49-54.

Alexander Galloway *The Interface Effect* (Cambridge: Polity Press, 2012), pp. 1-25. (Introduction)

Screenings/Listenings: Selections from work by Nam June Paik, John Cage; Allan Kaprow; George Maciunas; Dick Higgins; Peter Campus; John Giorno; Kurt Schwitters + clips from *The Matrix* (Lana and Lilly Wachowski, 1999); *World of Warcraft* (2005); *Her* (Spike Jonze, 2013).

Reading Week (Week 7)

Topic 5 (Week 8): Literature: Introduction to Intertextuality

Required reading:
Allen, Graham. Intertextuality. Routledge, 2011. (p69-91)

Topic 6 (Week 9): Literature: Semiotic Analysis and Myth

Required reading:
Barthes, Roland. The Eiffel Tower, and other mythologies. Univ of California Press, 1997

Topic 7 (Week 10): Linguistics: Translinguistics and translingualism

Required readings:

Blommaert, J. (2020). Formatting online actions: #justsaying on Twitter. In J.W. Lee & Sender Dovchin (Eds.), *Translinguistics: Negotiating innovation and ordinariness* (pp.75-89). Routledge.

Li, W. (2020). Multilingual English users' linguistic innovation. *World Englishes (Special Issue: World Englishes and Translanguaging), 39*, 236-248.

Pennycook, A. (2020). Translingual entanglements of English. *World Englishes (Special Issue: World Englishes and Translanguaging), 39*, 222-235.

Topic 8 (Week 11) Linguistics: Interdisciplinary linguistics

Required readings:

Lee, J., & Schreibeis, M. (2021). Comprehensive review of the effect of using music in second language learning. In A. Burkette & T. Warhol (Eds.), *Crossing borders, making connections: Interdisciplinarity in linguistics* (pp. 231-246). De Gruyter Mouton.

Stibbe, A. (2021). *Ecolinguistics: Language, ecology and the stories we live by.* Routledge. [pp1-18, 78-97].

Topic 9 (Week 12) Translation: Interdisciplinarity of Translation Studies

Required readings:

Gambier, Yves and Luc van Doorslaer (2016) 'Disciplinary Dialogues with Translation Studies: The Background Chapter', in Yves Gambier and Luc van Doorslaer (eds) *Border Crossings: Translation Studies and Other Disciplines*, Philadelphia: John Benjamins Publishing Company, 1-22.

Munday, Jeremy (2016) *Introducing Translation Studies: Theories and Applications*. Fourth edition. Milton Park, Abingdon, Oxon; New York: Routledge, 291-301.

Topic 10 (Week 13) Translation: Translation and Ecology

Required readings:

Cronin, M. (2017) *Eco-Translation: Translation and Ecology in the Age of the Anthropocene*, London: Routledge. (Chapter 3)

Hu, (Hugs) Gengshen (2020) *Eco-Translatology: Towards an Eco-paradigm of Translation Studies*, Singapore: Springer Singapore: Impri. (Chapter 1) Liu, Jianwen and Liu, Kanglong. (2020) Translation Criticism from the Perspective of Eco-translation: A Comparison of Two Chinese Translations of Jack London's *Love of Life*, *Translation Quarterly*. 95: 21-34.
Week 14: Creative Project Poster Exhibition
Reading Week (Week 15)

Academic Honesty

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behavior include, but not limited to:

- Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
    - Copying or allowing another to copy a test, quiz, paper, or project;
    - Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
    - Turning in written assignments that are not your own work (including homework);
- Plagiarism – the act of representing the work of another as one's own without giving credit:
    - Failing to give credit for ideas and material taken from others;
    - Representing another's artistic or scholarly work as one's own;
- Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

To comply with the University's policy, any written work has to be submitted to VeriGuide.

Resources

Primary Readings:

Allen, Graham. (2011) *Intertextuality*. Routledge.

Barthes, Roland. (1997) The *Eiffel Tower, and other mythologies*. University of California Press.

Barthes, Roland. (1977). *Image, Music, Text* (S. Heath, Trans.). Fontana Press.

Blommaert, J. (2020). Formatting online actions: #justsaying on Twitter. In J.W. Lee & Sender Dovchin (Eds.), *Translinguistics: Negotiating innovation and ordinariness* (pp.75-89). Routledge.

Breder, Hans & Busse, Klaus-Peter. (Eds.) (2005). *Intermedia: Enacting the Liminal.* Dortmunder Schriften zur Kunst.

Collet, Guillaume. (2020). (Ed.) *Deleuze, Guattari and The Problem of Transdisciplinarity*. Bloomsbury.

Cronin, M. (2017). *Eco-translation: Translation and ecology in the age of the Anthropocene.* Routledge.

Deleuze, Gilles and Guattari, Félix. (1987). *A Thousand Plateaus: Capitalism and Schizophrenia* (B. Massumi, Trans.). University of Minneapolis Press.

Galloway, Alexander. (2012). *The Interface Effect*. Polity Press.

Gambier, Y. and van Doorslaer, L. (2016). Disciplinary dialogues with translation studies: The background chapter. In Y. Gambier & L. van Doorslaer (Eds.), *Border crossings: Translation studies and other disciplines* (pp. 1-22). John Benjamins Publishing Company.

Guattari, Félix. (2015). Transdisciplinarity must become transversality. *Theory, Culture & Society*: *Special Issue on Transdisciplinary Problematics, 32*, 131-137.

Halberstam, Jack. (2018). *Trans*: A quick and quirky account of gender variability.* University of California Press.

Higgins, Dick. (1966/2001). Statement on Intermedia. *Leonardo, 34*(1), 49-54.

Hu, (Hugs) Gengshen, (2020). *Eco-Translatology: Towards an eco-paradigm of translation studies.* Springer Singapore.

Lee, J., & Schreibeis, M. (2021). Comprehensive review of the effect of using music in second language learning. In A. Burkette & T. Warhol (Eds.), *Crossing borders, making connections: Interdisciplinarity in linguistics* (pp. 231-246). De Gruyter Mouton.

Li, W. (2020). Multilingual English users' linguistic innovation. *World Englishes (Special Issue: World Englishes and Translanguaging), 39*, 236-248.

Liu, Jianwen and Liu, Kanglong. (2020). Translation criticism from the perspective of eco-translation: A comparison of two Chinese translations of Jack London's *Love of Life*. *Translation Quarterly, 95*, 21-34.

Moran, Joe. (2002). *Interdisciplinarity.* Routledge.

Munday, J. (2016). *Introducing translation studies: Theories and applications* (4th ed.). Routledge.

Osborne, Peter. (2015). Problematizing disciplinarity, transdisciplinary problematics. *Theory, Culture & Society: Special Issue on Transdisciplinary Problematics, 32*, 3-35.

Pennycook, A. (2020). Translingual entanglements of English. *World Englishes (Special Issue: World Englishes and Translanguaging), 39*, 222-235.

Stibbe, A. (2021). *Ecolinguistics: Language, ecology and the stories we live by.* Routledge. [pp1-18, 78-97].

Supplementary Readings:

Burkette, A. (2021). Introduction: Why interdisciplinarity? In A. Burkette & T. Warhol (Eds.), *Crossing borders, making connections: Interdisciplinarity in linguistics* (pp. 1-6). De Gruyter Mouton.

Childs, B. (2021). The value of interdisciplinary and transdisciplinary research. In A. Burkette & T. Warhol (Eds.), *Crossing borders, making connections: Interdisciplinarity in linguistics* (pp. 7-21). De Gruyter Mouton.

Hilderbrand, Lucas. (2013). *Paris is Burning: A Queer Film Classic*. Arsenal Pulp Press.

Repko, Allen, Szostak, Rick, & Buchberger, Michelle Phillips. (2020). *Introduction to Interdisciplinary Studies.* Sage Publications.

Assessment Rubrics

Group Presentation and Discussion (AT1)

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Communication Skills (20%)	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.
Content and Coherence (50%)	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.
	Demonstrates exceptional use of supporting details/ evidence.	Demonstrates sufficient use of supporting details/ evidence.	Demonstrates insufficient supporting details/ evidence.	Demonstrates no supporting details/evidence.
Responses to questions (30%)	Confidently, politely, and accurately responds to instructor's or classmates' questions and comments.	Politely and accurately responds to instructor's or classmates' questions and comments.	Ineffectively responds to instructor's or classmates' questions and comments.	Unacceptably responds/does not respond to instructor's or classmates' questions and comments.

Individual Term Paper (AT2)

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Focus (20%)	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.
Organization (10%)	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.
Support/ Elaboration (40%)	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.

Style (10%)	Exhibits skilful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.
Conventions (10%)	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
Information Literacy (10%)	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

Creative Project (AT3)

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Creativity (20%)	Shows exceptional creativity in developing an insightful and feasible proposal	Shows creativity in developing an insightful and feasible proposal	Shows some creativity in developing a feasible proposal	Does not show creativity in developing a proposal
	Draws exceptionally strong and clear connections across streams of study	Draws strong and clear connections across streams of study	Shows some connections across streams of study	Does not show connections across streams of study
Problem Solving Skills (20%)	Demonstrates a sophisticated application of an interdisciplinary approach for addressing issues or problems related to the chosen theme	Demonstrates a satisfactory application of an interdisciplinary approach for addressing issues or problems related to the chosen theme	Demonstrates an interdisciplinary approach for addressing issues or problems related to the chosen theme	Does not demonstrate an interdisciplinary approach for addressing issues or problems related to the chosen theme
Poster Design and Presentation (20%)	Poster is well-organised with ideas presented in a clear and logical sequence. Employs visuals which effectively enrich content, and makes few or no language or mechanical errors	Poster is organised with ideas presented in a logical sequence. Employs visuals which support content, and makes minor language or mechanical errors	Design and layout of poster or flow of ideas may be confusing in parts. Employs some appropriate visuals to support content, and makes obvious language or mechanical errors	Poster is poorly designed or lacks structure. Employs visuals which detract from content, and makes frequent language and mechanical errors
Elaboration and research (30%)	Effectively synthesises ideas from a range of sources in proposed study of chosen theme	Sufficiently synthesises ideas from a range of sources in proposed study of chosen theme	Ineffectively synthesises ideas from other sources in proposed study of chosen theme	Does not synthesise ideas from other sources in proposed study of chosen theme
	Demonstrates exceptional selection of materials, texts and data which are clearly relevant to proposed study	Demonstrates appropriate selection of materials, texts and data which are clearly relevant to proposed study	Selects some materials, texts and data which are relevant to proposed study	Does not select materials, texts or data which are relevant to proposed study
Information Literacy (10%)	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

Class Participation (AT4)

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Preparation for class (25%)	Evidence of extensive preparation for every session	Evidence of adequate preparation for most sessions	Preparation for class is inconsistent	Little evidence of preparation for class
Level of engagement (25%)	Proactively contributes to every session by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Contributes to most sessions by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Rarely contributes ideas, or asks questions during class and group discussions, or online breakout rooms; offers only minimal responses when called upon	Never contributes ideas, or asks /responds to questions in class and group discussions; does not participate in online breakout rooms
Attitude towards learning (25%)	Displays a consistently high level of interest and positive attitude towards learning; attends all sessions or views recordings to catch up on missed lectures	Generally displays interest and positive attitude to learning; attends most sessions or views recordings to catch up on missed lectures	Displays inconsistent attitude towards learning; often misses sessions and only occasionally views missed lecture content	Displays passive attitude and noticeable lack of interest in course content; makes little or no effort to attend sessions or view missed lecture content
Classroom behaviour and netiquette (25%)	Punctual to every session; always shows respect to other classroom or online participants; student's presence enhances class cohesion and dynamics	Punctual to most sessions; shows respect to other classroom or online participants; student's presence usually enhances class cohesion and dynamics	Sessions at times disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but frequently 'away from desk'	Sessions often disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but always 'away from desk'