

NOTES OF MEETING OF DIALOGUE SESSION

Chairperson: A/P Winston Goh

Date: Thursday, 8 March 2012

Time: 4:00pm

Venue: Seminar Rm B

S/N	Issues Raised	Response/Follow-Up/Remarks
1	S/U options	<ul style="list-style-type: none">• Students suggested that the application of the S/U options be extended to any module outside of one's major.• A/P Goh replied that the S/U option is to encourage students to experience broad-based learning outside of their faculty.• Student said that allowing students to exercise the S/U option outside of one's major would encourage such broad-based learning.• A/P Goh said that he will discuss it with the undergraduate team.
2	Taking a second Major	<ul style="list-style-type: none">• Student said that she had tried to apply for a double major last semester. It was a tough procedure for her as she was rather late in her application. Thus she was recommended to do a special semester and to graduate later.• A/P Goh asked the students if the curriculum were changed so that students were able to complete the double major within three years, whether there would be more students taking the double majors.• Student agreed that being able to finish a double major within 3 years will give an edge to students over other students from private universities who can graduate with a B.A in 2 years. She felt that taking up a double major will also make a student stand out. Another student added that for universities from UK, their students can graduate with honours in 3 years and complete their masters in 4 years.• He also added that the reasons why universities in UK can complete Honours within a shorter timeframe is because they are much focused in their curriculum. They do not have to do any unrelated electives. He felt that universities in Singapore are

		<p>not known for broad-based studies, so he suggested that double majors be offered in packages. He added that FASS should offer choices to students who have decided on their course of study to choose the double major combination from the start, and for the others who wish to have a broad-based curriculum to do so.</p>
3	Minor	<ul style="list-style-type: none"> • Student from SC who wanted to do a CNM minor felt that the minor modules were too restrictive. There were many modules missing (such as writing modules) which were essential for her. Thus she did not consider taking up the CNM minor. She asked if it were possible for more flexibility in designing the minor. • A/P Goh asked the students their opinion on the University Level Requirement. Student felt that SSM is of no use to him. This was agreed by another student. He also said that if the university wanted them to do Breadth modules, they should not need to do electives as the two overlap. • A/P Goh asked if there were any training lacking in FASS. Student replied that they needed more writing training.
4	Grading policy	<ul style="list-style-type: none"> • Student raised three problems about the grading policy <ol style="list-style-type: none"> 1. Class room participation 2. Presentation 3. Essay <p>Student said that they are unclear about the 10% class room participation. She felt that it was not transparent enough and thus there should be a guideline on what constitutes classroom participation. Another student also added that for presentation and essay, they are also unsure about the grading policy and the assessment criteria. Examinations and mid-term test papers are not given back to students, thus it is hard for them to know what the areas that need improvement are. Student suggested that lecturers should come out with guidelines on how they are graded and also to publish good essay written by top students so that others can have a better idea on what they could improve on. Secondly, he also suggested that feedback from CA results be given and the breakdown of grades given for exams.</p>
5	Quality of Tutors	<ul style="list-style-type: none"> • Students brought up the issue about the quality of tutors. They felt that the tutors are not up to standard, i.e. some tutors do

		<p>not understand the topics they are teaching; others are too quiet or are not able to answer the students' questions.</p> <ul style="list-style-type: none"> • Students wish to know the criteria for our selection of tutors. A/P Goh replied department usually assigned tutors according to their academic history. These tutors were sent to courses in CDTL. Student suggested that whenever a new tutor teaches a class, the lecturer of that module should be around to observe the tutor's teaching. The lecturer can then give comments on areas of improvement after the tutorial. Another student also said that the tutor she had previously had problems with English language. Thus, she suggested that it would be good to have a language proficiency test for tutors. She also suggested that they should be able to give feedback for tutors not only at the end of the semester, but also during in the midst of the semester.
6	Student Exchange program (SEP)	<ul style="list-style-type: none"> • Student suggested more department level SEPs. • Student said that he sees that a lot of foreign students are able to get SEP opportunities and is concerned about whether local students have equal opportunities • Rona explained that Priority is given to Singaporeans with regards to SEP opportunities.
7	Internship	<ul style="list-style-type: none"> • Student in Political Science said there was a visiting fellow which had many opportunities for internship for credits. However, the department does not approve of those. He felt that department should take more initiative in this issue.