EDST2070

Culture, Identity and Education

Term 3, 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Rose Amazan	r.amazan@unsw.edu.au	Email to arrange appointment	Morven Brown Building, Ground Floor	

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: https://www.arts.unsw.edu.au/education

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This course examines various theorizations of identity and culture, investigating how different conceptualizations of identity and culture constrain and/or enable particular educational responses to a range of sociopolitical and socioeconomic issues, including globalization, nationalism, diaspora, hybridity, multiculturalism, and technological innovation, at the societal, institutional, classroom and individual level.

Course Learning Outcomes

1. Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity
2. Develop an critical understanding of intersection of issues of culture and identity with education and how particular views of culture and identity differentiate students
3. Identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities
4. Develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalization and cosmopolitanism

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1	Physical, social and intellectual development and characteristics of students	1, 2
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	1, 2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1, 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1, 2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1, 2

National Priority Area Elaborations

Priority area		Assessment/s
A Aboriginal and Torres Strait Islander Education	1-7, 9, 11	2
B Classroom Management	1-5, 8-10	2
C Information and Communication Technologies	12-14	2
D Literacy and Numeracy	2-4	2
E Students with Special Educational Needs	1, 4	2
F Teaching Students from Non-English-Speaking Backgrounds	1-6, 9, 11	2

Teaching Strategies

Rationale:

Understanding theories and practices associated with culture, identity and education requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the reading of research pertaining to, and analysis of, contemporary education processes and practices. The teaching, learning, and assessment activities in this course are designed so as to provide affordances for students to develop the requisite theoretical and empirical knowledge and practical skills, thereby enabling them to critically evaluate published research studies and to undertake basic cultural analyses of education.

Assessment

Students are required to follow the lecturer's instructions when submitting their work for assessment. All assessments will be submitted online via Moodle by 5pm. Students are required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

See above for Australian Professional Standards for Teachers and National Priority Areas

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Task 1: Research vignette	40%	15/10/2021 05:00 PM	1, 2, 3, 4
2. Task 2: Blog	60%	26/11/2021 05:00 PM	1, 2, 3, 4

Assessment 1: Task 1: Research vignette

Due date: 15/10/2021 05:00 PM

Task 1 - Research vignette - 2000 words

Students will receive written feedback within three weeks of submission.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Assessment 1: Research vignette
For this task, students are expected to undertake 'field' research, and to then use theoretical frameworks encountered in readings, lectures and tutorials to explore and explain the data they observe and record. The purpose of this task is for students to consider problems associated with how people and cultural groups become 'known' and 'knowable' within research and popular discourse. It is anticipated that students will develop a deeper awareness and understanding of the social practices and processes that underpin the public identity work that people engage with, coupled with a more nuanced understanding of the limits and limitations associated with representing others in text when writing.

- **Locate** a suitable 'context' to observe people engaging in identity work – suitable locations could include a library; museum; bus/train stop; shopping centre; music or sporting event. Visit the 'context', observe and record some notes about the setting itself and the ways that groups of people interact within this setting. Pay close attention to body language, clothes, gestures, and language (if possible) of people there. You will use this information to help establish the scene by **describing** the context of the field experience. **# Please note, the 'context' will be one in which you are an unknown observer, meaning this will not be with friends, family or a group you are connected with.**

Important Note. Due to the ongoing COVID 19 crisis, it may not be possible for you to safely undertake some of these options. If it is safe to do so then please use a suitable context from this

list, but if not then you are able to select a scene from a movie, tv show, news story or virtual subculture as the context for your assessment task. You can do this without pre-approval from the course convenor but briefly explain in your context description section.

- Based on your observations, choose one event, one practice, one person, or the interactions between a small group, to focus on for this task. Provide a **description** of this observation and then **explain** why you have chosen to focus on this particular aspect of your observations.
- **IDENTIFY ONE CONCEPT (main idea) FROM THE LECTURES and include** two research articles that have some connection to your description in 2. Only one of these may be from the course reader. **Provide a brief outline** of key ideas/points of interest from each article, then explain how/why they may be helpful for deepening your understanding of what you have observed.
- Drawing on the ideas/theory explored in the lectures, seminars and articles**, apply** these insights to deepen your understanding of the encounter you observed. Here, you should make explicit connections between what you have observed, and the ideas offered in the research articles. It is important to use this academic literature in support of your analysis; however, you should also be critically engaging with the ideas offered and making decisions about the usefulness/limitations of the literature to help explain what you observed.
- Briefly **reflect** on your experience of observing, recording and reporting ('writing up') your research vignette. Ask yourself questions such as: Can you really claim to 'know' why a person may have behaved, dressed, or spoken in a particular way? In what ways might public and private identity work differ and/or overlap? What are the limitations of your research and analysis? Why is constructing a written account of other people and groups problematic?
- What **conclusions** can you draw about identity, culture and education based on this experience?

Instructions for Essay plan:

1. Carry out the observation and take notes.

2. Create the following subheadings:

- Introduction
- Description of observation/scene or situation
- Concept to be used
- Analysis
- Reflection
- Conclusion
- Reference List

3. For each subheading write at least 100 words that plan out what you will include in each of these sections. This forms the basis of your full essay.

General Guidelines

- You must refer to material in the Lectures and 2 readings (academic sources). Online databases are accessible through the UNSW Library website. The page also links to helpful tips and a guide to using databases as a research resource.
- Please use subheadings (use the points above as a guide)
- Essays must be double spaced with 2.5cm margins
- You must use a recognisable referencing system (e.g. APA). Please see the UNSW Learning Centre site for assistance with referencing

Assessment 2: Task 2: Blog

Due date: 26/11/2021 05:00 PM

Task 2 - Blog entries - (totalling 3000 words)

Students will receive written feedback within three weeks of submission.

This is the final assessment.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Assessment 2: Education blog

This assessment requires you to monitor issues of culture, identity and education in the media and reflect on what you encounter in terms of the readings and materials covered in lectures and tutorials using blogs.

The aim of this assessment task is for you to demonstrate integration between issues/events in the news and the academic literature. Making the effort to post your entries on a regular basis will both document your journey through the subject material and make your time management easier towards the end of the session, when the polished version of the Blog is due. The purpose of the blog is to track your progression through the subject and the study materials that you engage with. It is an exercise in applied critical thought and is intended to provide sustained practice at approaching material critically. Regardless of career path or aspirations, the ability to quickly extract key points from a document and communicate them will benefit you.

You will be placed in groups for your blog activity, your own contribution to the task is an individual item of assessment - that is, each blog you post must be your own work. The reason you will belong to a group for the blog is to ensure that you engage with other students work. You will also need to keep a copy of your blog postings in a word document for submission at the end of the semester.

Requirements for Blog Posts
There are two elements to this assessment.   You are required to make six (6) blog posts (500 words each post) across the term. You may choose the order in which you write the Blogs, however the following six topics/themes must be addressed:

A: Aboriginal and Torres Strait Islander Education

B: Classroom Management

C: Information and Communication Technologies

D: Literacy and Numeracy

E: Students with Special Educational Needs

F: Teaching Students from Non-English-Speaking Backgrounds

Please note that these topics/themes are all current education National Priority Elaborations (Australian Institute of Teaching and School Leadership [AITSL]). You should start monitoring the media (print, television, digital, broadcast, etc) and keep up to date with news, events or broadcasts that are related to the themes of EDST2070.

Structure of blog post
Each blog posting should be equivalent to approximately 500 words in length. You need to include the following:

1. A brief outline of the issue
2. An analysis of the issue based on course readings or other academic sources
3. Evidence of you drawing conclusions and justification in support of your opinion about this issue

You should think of each blog as a mini academic essay, that combines informed opinion with academic justification.

RUBRIC/FEEDBACK SHEET
EDST2070 CULTURE, IDENTITY AND EDUCATION
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Task 1: Research vignette

Specific Criteria	(-)———————————>(+)				
Understanding of the question or issue and the key concepts involved ○ Understanding of the task and its relationship to relevant areas of theory and education ○ Clarity and accuracy in use of key theoretical terms and concepts in relation to 'youth' discourses and identity-work					
Depth of analysis and critique in response to the task ○ Depth of understanding of relevant key concepts, social practices and concerns linked with 'youth' and identity-work ○ Depth of analysis regarding socio-historical concerns linked with 'youth' discourses ○ Clarity and depth of argument in relation to effects of identity-work on educational engagement ○ Clarity and depth of explanation regarding the theoretical approach chosen ○ Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis					
Familiarity with and relevance of professional and/or research literature used to support response ○ Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) ○ Ability to locate and effectively use suitable literature that in support of the analysis ○ Ability to synthesise and present research findings that supports your response					
Structure and organisation of response ○ A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) ○ Clarity and coherence of organisation of ideas within paragraphs and across the response					

Specific Criteria	(-)——————————>(+)				

Presentation of response according to appropriate academic and linguistic conventions
 	
    ○ Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar
    ○ Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing
    ○ Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list
    ○ Adheres to word length: inclusive of reference list; within 10% over/under
    ○ Correct and thorough referencing according to APA 7th edition style guide					

General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **20%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

RUBRIC/FEEDBACK SHEET
EDST2070 CULTURE, IDENTITY AND EDUCATION
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Task 2: Blog

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved ◦ Understanding of the task and its relationship to relevant areas of theory, politics, policy and education ◦ Clarity and accuracy in use of key theoretical terms and concepts in relation to culture, identity, politics, policy and schooling practices					
Depth of analysis and critique in response to the task ◦ Depth of understanding of relevant key concepts, politics and educational concerns ◦ Depth of analysis regarding socio-historical and interconnected basis of educational concerns ◦ Clarity and depth of argument in relation to effects of culture, identity, politics and policy on schooling practices ◦ Clarity and depth of explanation regarding the theoretical approaches chosen ◦ Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis					
Familiarity with and relevance of professional and/or research literature used to support response ◦ Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) ◦ Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from varied cultural/racialised perspectives) ◦ Ability to synthesise and present research findings that supports your response					
Structure and organisation of response ◦ A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)					

Specific Criteria	(-)—————————>(+)				
◦ Clarity and coherence of organisation of ideas within paragraphs and across the response					
Presentation of response according to appropriate academic and linguistic conventions ◦ Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar ◦ Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing ◦ Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list ◦ Adheres to word length: inclusive of reference list; within 10% over/under ◦ Correct and thorough referencing according to APA 7th edition style guide					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **20%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 13 September - 17 September	Topic	**Identity, culture and schooling** **Essential pre-reading** (for the lecture) - Wadham, B. Pudsey, J. & Boyd, R. (2007). What is culture? In B. Wadham, J. Pudsey & R. Boyd, Culture and education (pp. 1-33). Sydney, NSW: Pearson Education. **Essential Reading** - Lesko, N. (2012). Introduction: Troubling teenagers. In N. Lesko, Act your age: A cultural construction of adolescence (2nd Ed., pp. 1-15). New York, NY: Routledge. Recommended Reading – Côté, J. (2014). Youth social identities: Structurally determined or agentically mediated? In J. Côté, Youth studies: Fundamental issues and debates (pp. 178-193). Hampshire, UK: Palgrave Macmillan.
Week 2: 20 September - 24 September	Topic	**The politics of identity** **Essential Reading** - Gewirtz, S. & Cribb, A. (2009). Identity. In S. Gewirtz & A. Cribb, Understanding education: A sociological perspective (pp. 133-155). Cambridge, UK: Polity. **Essential Reading** - White, R. & Wynn, J. (2014). Constructing a public presence. In R. White & J. Wynn, Youth and society (3rd Ed; pp. 31-44). Sth Melb, Vic: Oxford University Press

Week 3: 27 September - 1 October	Topic	**The cultural politics of education** **Essential Reading** – Lampert, J., Bruce, B. & Morse, K. (2015). Destabilising privilege: Disrupting deficit thinking in white pre-service teachers on field experience in culturally diverse, high poverty schools. In Ferfoljia, T. et al, Understanding sociological theory for educational practices (pp. 76-92). Port Melb, Vic: Cambridge. Recommended Reading - Apple, M. W. (1996). Education, identity and cheap french fries. In M. Apple, Cultural politics and education (pp. 1-21). New York, NY: Teachers College Press
Week 4: 4 October - 8 October	Topic	**Performative identities in education** **Essential Reading** - Youdell, D. (2010). Recognizing the subjects of education: Engagements with Judith Butler. In M. Apple, S. Ball & L. Gandin (Eds.), The Routledge international handbook of the sociology of education (pp. 132-142). Abingdon, OX: Routledge.
Week 5: 11 October - 15 October	Topic	**Intersectionality and identity in the classroom** **Essential Reading** – Levine-Rasky, C. (2011). Intersectionality theory applied to Whiteness and middle-classness. Social Identities, 17 (2), 239-253. Recommended Reading - Brah, A. & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. Journal of International Women's Studies, 5 (3), 75-86.
Week 6: 18 October - 22 October	Topic	**Flexibility Week**
Week 7: 25 October - 29 October	Topic	**Gender in schooling** **Essential Reading** – Holmes, M. (2013). Gendering. In S. Matthewman, C. W. West-Newman, & B. EDST2070 Culture, Identity and Education, UNSW 2016 6 21 April Curtis, Being sociological (2 nd ed, pp. 121-138). New York, NY: Palgrave Macmillan. Recommended Reading – Vaccaro, A., August, G. & Kennedy, M. (2012). LGBT Identity. In A. Vaccaro, G. August & M. Kennedy, Safe spaces:

		Making schools and communities welcoming to LGBT youth (pp. 25-45). Santa Barbara, CA: Praeger.
Week 8: 1 November - 5 November	Topic	**Race, Whiteness and 'Others' in education** **Essential Reading** – Leonardo, Z. & Grubb, W. (2014). Curriculum and racism. In Z. Leonardo & Grubb, W. Education and racism: A primier on issues and dilemmas (pp. 13-32). New York: Routledge. Recommended Reading - Hickling-Hudson, A., & Ahlquist, R. (2003). Whose culture? The colonizing school and the miseducation of Indigenous children: Implications for schooling in Australia. Journal of Postcolonial Education, 2 (2), 15-35.
Week 9: 8 November - 12 November	Topic	**Diversity and critical multicultural education** **Essential Reading** – May, S. & Sleeter, C. (2010). Critical multiculturalism: Theory and practice. In S. May & Sleeter, C. (Eds.). Critical multiculturalism: Theory and praxis (pp. 1-16). Recommended Reading – Watkins, M. & Noble, G. (2013). The ethnicization of educational achievement. In M. Watkins & Noble, G. Disposed to learn: Schooling, ethnicity and the scholarly habitus (pp. 15-33). London, UK: Bloomsbury.
Week 10: 15 November - 19 November	Topic	**Public pedagogy and (re)politicising education** **Essential Reading** – Sandlin, J. & Milam, J. (2010). Culture jamming as critical public pedagogy. In J. Sandlin, B. Schultz & Burdick, J. (Eds.). Handbook of public pedagogy: Education and learning beyond schooling (pp. 250-261). New York, NY: Routledge.

Resources

Recommended Resources

- Apple, M. W. (1996). Education, identity and cheap French fries In M. Apple, *Cultural politics and education* (pp. 1-21). New York, NY: Teachers College Press.
- Brah, A. & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. *Journal of International Women's Studies*, 5 (3), 75-86. Available at: http://vc.bridgew.edu/jiws/vol5/iss3/8
- Carbado, D. & Gulati, M. (2013). The intersectional fifth Black woman. *Du Bois Review*, *10* (2), 527-540.
- Côté, J. (2014). Youth social identities: Structurally determined or agentically mediated? In J.Côté, *Youth studies: Fundamental issues and debates* (pp. 178-193). Hampshire, UK:Palgrave Macmillan.
- Dolby, N. & Rizvi, I. (2008). *Youth moves: Identities and education in global perspectives*. New York, NY: Routledge.
- Dunn, K.M., Kamp, A., Shaw, W.S., Forrest, J. & Paradies, Y. (2010). Indigenous Australians' attitudes towards multiculturalism, cultural diversity, 'race' and racism. *Journal of Australian Indigenous Issues*, *13*(4), 19-31.
- Giroux, H. (2005). *Border crossings: Cultural workers and the politics of education* (2nd Ed). New York, NY: Routledge.
- Giroux, H. (2012). Youth fighting back in the age of casino capitalism. In H. Giroux. *Disposable youth: Racialised memories and the culture of cruelty* (pp. 39-48). New York, NY: Routledge.
- Jukubowics, A. & Ho, C. (Eds.). (2013). *'For those who've come across the seas…': Australian multicultural theory, policy and practice*. Nth Melbourne, Vic: Australian Scholarly Publishing.
- Ladson-Billings, G. & Gillborn, D. (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education*. London: RoutledgeFalmer.
- Lentin, A. & Titley, G. (2011). *The crisis of multiculturalism: Racism in a neoliberal age*. London: Zed Books. Leonardo, Z. (2009). (Ed.), *Handbook of Cultural Politics and Education.* Rotterdam: Sense Publishers.
- Martino, W. & Palllotta-Chiarolli, M. (2007). Schooling, normalisation, and gendered bodies: Adolescent boys' and girls' experiences of gender and schooling. In D. Thiessen & A. Cook-Sather (Eds*.), International handbook of student experiences in elementary and secondary school* (pp. 347-374), Dordrecht: Springer.
- McGregor, G. & Mills, M. (2012). Alternative education sites and marginalized young people: 'I wish there were more schools like this one'. *International Journal of Inclusive Education,* 16(8), 843-862.Papastergiadis, N. (2012). *Cosmopolitanism and culture*. Cambridge, UK: Polity Press.
- Phillips, J. & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in Education: Reflection and the importance of knowing (2nd Ed)*. Frenchs Forest, NSW: Pearson.
- Reid, C. & Sriprakash, A. (2012). The possibility of cosmopolitan learning: Reflecting on future directions for diversity teacher education in Australia. *Asia-Pacific Journal of Teacher Education*, *40*(1), 15-29.
- te Riele, K. (2006). Youth 'at risk': Further marginalizing the marginalized. *Journal of Education Policy*, 21(2): 129-145.
- Warren, J. (2003). *Performing purity: Whiteness, pedagogy, and the reconstitution of power.* New York, NY: Peter Lang.
- White, R. & Wynn, J. (2014). Constructing a public presence. In R. White & J. Wynn,*Youth and society* (3rd Ed; pp. 31-44). Sth Melb, Vic: Oxford University Press.
- Youdell, D. (2010). Recognizing the subjects of education: Engagements with Judith
- Butler. In M. Apple, S. Ball & L. Gandin (Eds.), *The Routledge international handbook of the sociology of education* (pp. 132-142). Abingdon, OX: Routledge.

- Youdell, D. (2009). Performativity: Making the subjects of education. In Z. Leonardo (Ed.), *Handbook of Cultural Politics and Education* (pp.219-236), Rotterdam: Sense Publishers.

Course Evaluation and Development

As a result of student feedback, the reading list has been revised and reduced; and assessment due dates have been altered to space due dates wider apart.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G