EDST5150

Teacher Language Awareness

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andy Gao	xuesong.gao@unsw.edu.au	2-4pm Thursday and by email appointment	G22 Morven Brown Building	02 9065 2678

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

In this course, you will update and deepen your skills as a language and literacy teacher in the following areas: the nature of language as a phenomenon; language form, meaning and use; language analysis at sentence and supra-sentential levels, oracy and literacy and differences and similarities between spoken and written forms of language; first and second language acquisition and implications for teaching; an overview of the structural grammar of English, focusing on the verb phrase (tense and aspect), modality, and cohesion; scholarship of teacher language awareness.

You will be introduced to these ideas through a variety of texts and activity types and referring to a range of recent and seminal scholarly and practitioner voices within the literature in this area.

Course Learning Outcomes

1. Identify, describe and critique the principles and issues impacting first and second language learning and implications for teaching.
2. Explain the nature of spoken and written language.
3. Analyse and discuss structural considerations in the English language.
4. Evaluate and critique contemporary research on teacher language awareness.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.	1, 2
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1, 2
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2

National Priority Area Elaborations

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.	1, 2
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1, 2
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural,	1, 2

religious, and socioeconomic backgrounds.

Teaching Strategies

Teaching strategies

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.
Thus, teaching strategies used during the course will include:

- Weekly face to face contact sessions
- Small group cooperative learning to address teaching learning goals;
- Structures occasions for students to reflect critically on and improve teaching practice;
- Plenary discussions around core issues and debates;
- Extensive opportunities for whole group and small group dialogue and discussion. allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of content;
- Online learning from required and recommended readings

These activities will occur in a classroom climate that is supporting and inclusive of all learners.

Rationale
The content of the course provides an overview of the major research and practical issues relevant to teacher language awareness. This course introduces students to the issues and topics listed above for the purposes of second language teaching in a variety of settings. The teaching approach will actively engage students as they discuss these issues and apply them to teaching contexts with which they are familiar.

Assessment

Please use APA when formatting citations and references.

https://www.student.unsw.edu.au/apa

https://aut.ac.nz.libguides.com/APA7th.

Sample assignments will be posted in the moodle.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Literature review	40%	18/03/2022 05:00 PM	2, 4
2. Case study of an English language learner	60%	29/04/2022 05:00 PM	1, 2, 3, 4

Assessment 1: Literature review

Due date: 18/03/2022 05:00 PM

Conduct and document an in-depth review of the literature on the nature of learner language and second language acquisition.

2500 words.

Students will receive feedback within 10 business days of submission.

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

Additional details

This assignment asks you to write a concise, informed and critical literature review in which you will develop your analytical and research skills as well as a much deeper understanding of a particular aspect of the nature of learner language and second language acquisition than is possible in class. The review consists of a concise, informed and critical report of the results, based on existing SLA research, of your investigation into a particular issue or question in second language learning which affects the education of students for whom English is a second or additional language. Examples of potential issues include:

- What is the best age for schooling in English language to commence for students learning in and through English as a second or additional language?
- Is interaction with 'native' speakers necessary for effective English language learning?
- How much focus on form is necessary for effective English language learning?
- To what extent is peer interaction/ groupwork necessary for second language acquisition?
- How can we improve student motivation for English language learning?
- How do we use language learners' linguistic resources(e.g. code-switching or translanguaging) in language teaching?
- How can a teacher adjust his or her feedback to enhance English language learning?

- What are the most effective language learning strategies for students in schools?
- What are the main social and cultural factors which facilitate or inhibit the learning of English?
- Other topics (subject to approval from the course lecturer)

The critical literature review should be divided into three sections:

- Section 1: an introduction which describes the specific problem, outlines its importance, defines its key terms, and explains why it is an issue in your educational context and internationally (300 words)
- Section 2: a succinct, informed and critical review of the relevant SLA literature relating to this problem (1800 words)
- Section 3: a conclusion which clearly indicates your view as to the current state of knowledge about this aspect of the topic and the implications for your educational context (200 words).

A list of all references cited should then be included at the end in alphabetical order and presented according to APA style. Please note that your work is not meant to be an original piece of research but rather a synthesis and evaluation of existing research.

This assignment is submitted through Turnitin and you can see Turnitin similarity reports before finalizing it for submission and assessment.

Assessment 2: Case study of an English language learner

Due date: 29/04/2022 05:00 PM

Identify an English language learner, and conduct a close, critical analysis of her/his spoken and written language use, documenting the results.

3500 words.

Students will receive written within 10 business days of submission.

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

Additional details

This assignment is:

- a case study designed to consolidate and extend your understanding of variability in second language development through a close, critical analysis of the language learner's learning experience, **or**
- it can be also a case study designed to consolidate and extend your understanding of the different features of the language system and of the language learning process through a close, critical analysis of the spoken and written language use of one particular learner.

The case study requires you to undertake a close examination of the learner's learning experiences or language development so that you may appreciate language learning from the learner's perspective and identify possible ways to support the learner. In other words, this task will also assist you in developing your diagnostic skills and help you to identify teaching priorities at a more practical level.

The learner you study may be a child or adult for whom English is an additional language or dialect. If

you happen to be an in-service teacher, I do encourage you to focus on a language learner's language development.

This assignment may include the following parts (apart from the introduction and conclusion):

- Part 1: Collection of data. Describe how you collected data with regard the learner's learning experience or language use. In case of language use data, provide information on how you transcribe the data (written or spoken). (500 words)
- Part 2: Analysis and results. If you would like to focus on the learner's learning experience, present how you interpret the learner's experience. You can think about the learner's motivation (why she/he learns), strategy use (how she/he learns), beliefs (what she/he believes in learning language), background (age, gender, linguistic and cultural resources she/he has), contexts (e.g., social, and cultural contexts) and so on.

In the case of language use data, you may undertake the following analyses:

- discourse analysis
- lexical analysis
- Syntactic analysis
- phonological analysis, and/or
- Orthographic analysis.

Please do not focus on everything but focus on what really matters for the learner and you (as her/his language teacher). For instance, it is crucial for a secondary immigrant learner to learn to develop discipline-specific literacy skills. You may need to look at the learner's writing and see she/he demonstrates a good understanding of genre (discourse analysis) or has a good knowledge of discipline-specific vocabulary (lexical analysis). In contrast, it is important for you to undertake some phonological analysis if your case study learner is a young language learner, who needs to learn to decode and produce a particular sound or stretch of sounds appropriately. In short, when presenting the results, it is important to highlight issues that have implications for teaching (e.g., learners' stylistic issues in writing that cause misunderstandings. Or their failure to respond to a particular language learning demand effectively). (1500-2000 words)

- Part 3: Present implications for teaching. How can you as a language teacher address the identified issues in the learner's language learning and use? (up to 1000 words)

Additional information (sample assignments) will be provided.

This is to be submitted through Turnitin and you can see Turnitin similarity reports before you finalize the assignment for submission and evaluation.

RUBRIC/FEEDBACK SHEET
EDST5150 TEACHER LANGUAGE AWARENESS
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Literature review

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of key terms and scope of the focus question, its context and significance and its relationship to relevant areas of second language acquisition theory and research • Understanding all the requirements of a literature review					
Depth of analysis and critique in response to the task • Depth of analysis of key aspects of the topic, including succinct and accurate description of the main research findings • Recognition of potential limitations and problems of current research on the topic • Identification of gaps and areas requiring more investigation					
Familiarity with and relevance of professional and/or research literature used to support response • Range, relevance, and "recency" of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument					
Structure and organisation of response • Appropriateness of overall structure of report • Clarity and coherence of report, including use of section headings and opening/closing paragraphs to enhance readability					

Specific Criteria	(-)—————————————>(+)				
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of convention for quoting, paraphrasing, attributing sources of information. And listing references using APA • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **40%**

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
EDST5150 TEACHER LANGUAGE AWARENESS
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Case study of an English language learner

Specific Criteria	(-)————————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of key terms and scope of the focus question, its context and significance and its relationship to relevant areas of second language acquisition theory and research • Understanding all the requirements of the case study					
Depth of analysis and critique in response to the task • Depth of analysis of key aspects of the topic, including succinct and accurate description of case study, language learner's background, language learning and/or linguistic features • Recognition of potential significant findings in the case study language learner's language use for pedagogy • Identification of areas requiring more investigation					
Familiarity with and relevance of professional and/or research literature used to support response • Range, relevance, and "recency" of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument in the case study					
Structure and organisation of response • Appropriateness of overall structure of report • Clarity and coherence of report, including use of section headings and opening/closing paragraphs to enhance readability					

Specific Criteria	(-)——————————>(+)				
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of convention for quoting, paraphrasing, attributing sources of information. And listing references using APA • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)   **Weighting:**   **60%**

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>

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: 14 February - 18 February	Topic	**Language learning and learning in and through a second language** Language vs literacy. The first vs second/bilingual language learner. The language learning task. The nature of language. Phonological, lexical, syntactic and discourse systems. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 1-2. Due to Covid, weekly lectures will be delivered asynchronously online (consisting of online interactive activities and short lecture recordings). Face to face tutorials will happen biweekly (course participants may participate onsite and/or online) *Tutorial Meeting 1 (0500☐0630 pm, Feb. 16th, Wed.)*
Week 2: 21 February - 25 February	Topic	**The nature of spoken and written language** Spoken vs written language. Differences between spoken and written texts. The relationship between spoken and written communication. Language variation. **Minimum required reading**

		Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 3, 8
Week 3: 28 February - 4 March	Topic	**The nature of first and second language development** First and second language acquisition. Acquisition vs learning. Different theoretical views of development (language learning). Stages in acquisition. The acquisition of spoken and written languages. Factors affecting first and second language acquisition. Implications for teaching. **Minimum required reading** Ellis (2015), Chpt 1; Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 9, 10 *Tutorial Meeting 2 (0500□0630 pm, March 2, Wed.)*
Week 4: 7 March - 11 March	Topic	**The reasons for variability in second language development** The child vs adult learner: Different priorities, different processes. Factors affecting acquisition/learning. Gender differences. Personality, aptitude, motivation, learning styles and strategies. The role of the L1/dialectal factors. Input and interaction as influences on language acquisition. **Minimum required reading** Ellis (2015) Chpt 3; Lightbown & Spada (2013), Chpts 3,4; Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpt 10 (part)
Week 5: 14 March - 18 March	Assessment	Reflecting and sharing on factors affecting second language acquisition **Assignment consultation week. Online meeting (0500-0630pm March 16th)** **Assessment No. 1 due by 5pm, March 18th,**

		2022
Week 6: 21 March - 25 March	Topic	**The phonological system and its acquisition** Criteria for evaluating phonological competence (v). Intelligibility. Segmental, suprasegmental, and paralinguistic features of English. A framework for identifying and describing paralinguistic features. The acquisition of tone, intonation, and stress. Age-related aspects of phonological development. Links to orthography and punctuation. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 4, 7
Week 7: 28 March - 1 April	Topic	**The lexical and syntactic system and its acquisition** What is a word and what it means to know a word? Meanings: connotation vs. denotation. Semantic features, sense relations and lexical fields. Morphemes and morphology. The acquisition of clauses/word order and vocabulary. Different types of phrases. Tense. Aspect. Mood. Voice. The acquisition of the verb phrase. The structure of clauses. Implications for teaching. Differences between spoken and written modes. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpt 6 **Additional readings** Hauser (2007); Myhill (2008); Stahl & Bravo (2010) *Tutorial Meeting 4 (0500□0630 pm, March 30th, Wed.)*
Week 8: 4 April - 8 April	Topic	**The text/discourse system and its acquisition** Genre vs. text. Cohesion. Different types of cohesion: reference, substitution, ellipsis, conjunction, lexical cohesion. Coherence. Conversational structures. Cross-cultural differences. The acquisition of written genres. The acquisition of spoken genres. Implications

		for teaching. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 5 **Additional readings** Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone* (Chpt 6). Portsmouth NH: Heineman.
Week 9: 11 April - 15 April	Topic	**Teacher language awareness** **Sum-up of the course** **Minimum required reading** Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness 10*(2): 75-90. *Tutorial Meeting 5 (0500□0630 pm, April 13th, Wed.)*
Week 10: 18 April - 22 April	Tutorial	**Consolidation and consultation session** **Optional online tutorial meeting** *(0500□0630 pm, April 20th, Wed.)* **2nd Assignment due on 5 pm April 29th, 2022**

Resources

Prescribed Resources

Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). *Language and learning: An introduction for teaching*. (6th Edtion). Melbourne: OUP.

Recommended Resources

Additional Books

- Lightbown, P. M. and Spada, N. (2013). *How languages are learned* (fourth edition). Oxford UK: OUP
- Ellis, R. (2015). *Understanding second language acquisition.* Oxford UK: OUP.

Additional readings

- Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness 10*(2): 75-90.
- Birdsong, D. (2006), Age and Second Language Acquisition and Processing: A Selective Overview. *Language Learning, 56*, 9-49. doi:10.1111/j.1467-9922.2006.00353.x
- Cenoz, J. (2019). Translanguaging pedagogies and English as a lingua franca. *Language Teaching, 52*(1), 71-85. doi:10.1017/S0261444817000246
- Cook, V. (1999), Going beyond the native speaker in language teaching. *TESOL Quarterly, 33,*185-209. doi:10.2307/3587717
- Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching, 42*(1), 109-130. doi:10.1017/S0261444808005442
- Gao, X. (2006). Understanding changes in Chinese students' uses of learning strategies in China and Britain: A socio-cultural re-Interpretation. *System, 34* (1), 55-67.
- Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone.* Portsmouth NH: Heineman.
- Hall, J. (2010). Interaction as method and result of language learning. *Language Teaching*, *43*(2), 202-215. Doi:10.1017/S0261444809005722
- Hauser, I (2007). A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In *Literacy Learning: the Middle Years, 15* (2), I-XI.
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, *50*(3), 301-346. doi:10.1017/S0261444817000088
- Laufer, B. (2009). Second language vocabulary acquisition from language input and from form-focused activities. *Language Teaching, 42*(3), 341-354. doi:10.1017/S0261444809005771.
- Lee, I. (2013). Research into practice: Written corrective feedback. *Language Teaching*, *46*(1), 108-119. doi:10.1017/S0261444812000390.
- Levine, G. (2014). Principles for code choice in the foreign language classroom: A focus on grammaring. *Language Teaching*, *47*(3), 332-348. doi:10.1017/S0261444811000498.
- Li, W. (2018). Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9–30, https://doi.org/10.1093/applin/amx039.
- Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, *51*(3), 285-329. doi:10.1017/S0261444818000125.
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching, 41*(3), 315-348. doi:10.1017/S0261444808005028
- Munoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate

attainment. *Language Teaching*, *44*(1), 1-35. doi:10.1017/S0261444810000327

- Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique, 4*(3), 77-96.
- Nassaji, H. (2016). Research Timeline: Form-focused instruction and second language acquisition. *Language Teaching*, *49*(1), 35-62. doi:10.1017/S0261444815000403
- Oxford, R.L., Rubin, J., Chamot, A. U., Schramm, K., Lavine, R., Gunning, P., & Nel, C. (2014). The learning strategy prism: Perspectives of learning strategy experts. *System, 43*,30-49. https://doi.org/10.1016/j.system.2014.02.004
- Roothooft, H. (2014). The relationship between adult EFL teachers' oral feedback practices and their beliefs. *System, 46*, 65-79. https://doi.org/10.1016/j.system.2014.07.012
- Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578. http://www.readtosucceedbuffalo.org/documents/30 Million Word Gap.pdf
- Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching*, *49*(4), 564-577. doi:10.1017/S0261444816000173
- Wong, L.L.C. & Nunan, D. (2011) The learning styles and strategies of effective language learners. *System, 39*(2), 144-163.
- Zann, B., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. System,55,145-157. https://doi.org/10.1016/j.system.2015.10.006.

Additional resources:

https://www.phrasebank.manchester.ac.uk/

https://www.ref-n-write.com/trial/academic-phrasebank/

https://www.awelu.lu.se/language/focus-on-vocabulary/useful-words-and-phrases/

https://owl.purdue.edu/owl/purdue_owl.html

https://aut.ac.nz.libguides.com/APA7th

Course Evaluation and Development

The importance of doing a case study on language learners' language learning and language development is made more explicit

Course participants are encouraged to make assignments more relevant to their professional interests

More supports will be provided to help course participants to work on their assignments

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G