EDST6732

English Method 2

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Renee Hajjar	r.hajjar@unsw.edu.au	By appointment		

Tutors

Name	Email	Availability	Location	Phone
Nichole Graham	nichole.graham@unsw.edu.au	By appointment		

School Contact Information

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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 is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will learn how to teach English at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

Course Learning Outcomes

1. Identify essential elements of the NESA English Syllabuses, and strategies to support students as they transition between stages
2. Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3. Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in English
4. Provide clear directions to organise and support prepared activities and use resources
5. Assess and report on student learning in English to all key stakeholders
6. Identify the characteristics of an effective English teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning	*
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	*
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1.1	Demonstrate knowledge and understanding of the	1, 2

	concepts, substance and structure of the content and teaching strategies of the teaching area	
2.2.1	Organise content into an effective learning and teaching sequence	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies	1, 2
3.3.1	Include a range of teaching strategies	*
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning	2, 3
5.2.1	Provide feedback to students on their learning	3
5.3.1	Make consistent and comparable judgements	1, 3
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2, 3
5.5.1	Report on student achievement	3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3

* Covered during the course

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5, 8	2
C	Information and Communication Technologies.	4-5, 8, 12	2
D	Literacy and Numeracy.	1, 4, 7-16, 19	1, 2, 3
		17-18	
			*
E	Students with Special Educational Needs.	2, 6-7	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	5, 7, 9	1, 2
		2, 6	*

* Covered during the course

Teaching Strategies

Rationale:

This subject continues to develop the students' ability to effectively teach English to secondary school students. Assessment and feedback are essential elements of effective teaching and will form a major part of this course.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

Teaching Strategies:

- Small group cooperative learning, such as Jigsaw, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- 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 method content.
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies.
- Online learning from readings on the Blackboard 9 website.
- Specific literacy strategies, such as Floor Storming, Dictogloss, Cloze and Three Level Comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom.

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Scope and sequence	40%	02/08/2022 05:00 PM	2, 3, 4, 5
2. Unit of work	60%	23/08/2022 05:00 PM	1, 3, 4, 6

Assessment 1: Scope and sequence

Due date: 02/08/2022 05:00 PM

Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class. Prepare an assessment task that directly links to the teaching and learning intentions for the term's work. Indicative length: 2000 words.

A feedback sheet will be provided.

Additional details

PART 1:

- Create a scope and sequence for the Year 11 course. You are to include learning outcomes for all the modules.

PART 2:

- Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for ONE term's work. Your scope and sequence must indicate when the task will occur.
- Design a marking rubric, which also includes space for a holistic comment.
- Provide an example student answer for the assessment task. Provide feedback for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2: Unit of work

Due date: 23/08/2022 05:00 PM

Using the scope and sequence prepared for Assessment 1 and the feedback received, prepare a unit of work for Stage 6 which covers approximately half the term. Indicative length: 3000 words.

A feedback sheet will be provided.

Additional details

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students

with feedback about:

1. What they can already do well
2. What they still need to improve
3. How they can effectively close the gap between 1 and 2.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

Task 3: Common Assessment Module

Structure: The Common Assessment Module will be available to work on from Week 1 of UNSW Term 2.

Weight: N/A (this a hurdle requirement that must be completed to pass the course).

Gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching. You will be sent further information about how to access it closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs (i.e., 18th July to 26th August 2022).

Note: Further information about this module will be available in Moodle.

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to the Common Assessment Module.

This task consists of three components:

1. Collect five or six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.
3. Write a few lines that could be included in a mid-year report comment to parents.

RUBRIC/FEEDBACK SHEET
EDST6732 ENGLISH METHOD 2
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Scope and sequence

Specific Criteria	(-)————————————>(+)				
Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to relevant areas of theory, research, and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective feedback for student sample • Understands the task and its relationship to relevant areas of theory, research, and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective feedback for student sample					
Depth of analysis and critique in response to the task • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines					

Specific Criteria	(-)————————————>(+)				
• Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices					
Structure and organisation of response • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines					
Presentation of response according to appropriate academic and linguistic conventions • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation					

Specific Criteria	(-)———————————>(+)
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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET
EDST6732 ENGLISH METHOD 2
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work

Specific Criteria	(-)—————————————>(+)				
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work					
Depth of analysis and critique in response to the task • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient					

Specific Criteria	(-)—————————>(+)				
detail without providing full plans • Provides effective feedback opportunities to inform students of their progress					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices					
Structure and organisation of response • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence					
Presentation of response according to appropriate academic and linguistic conventions • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage					

Specific Criteria	(-)—————————————>(+)
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. 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/Module	Type	Content
1	Lecture	• Overview the course, assessments and expectations for the semester • Introduction to Stage 6 Syllabuses
	Tutorial	**Fresh Approaches to Poetry** **Reading:** • Wayne Sawyer, '*Approaches to Poetry'* in *Reviewing English in the 21st Century,* Wayne Sawyer and Eva Gold, eds, (2004), Sydney: Phoenix Education, p.292 (available online)
2	Lecture	• Reading to Write Module • Teaching EAL/D English Stage 6
	Tutorial	**Stage 6 Standard and Advanced Common Content** **Reading:** • Neil Bechervaise, '*Assessment in English',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education (available online).
3	Lecture	**Texts in the Classroom**
	Tutorial	**Stage 6: Modules Standard** **Reading:**

		• John Stephens, '*Visual Literacy: Enabling and promoting Critical Viewing* 'in *Reviewing English in the 21st Century,* Wayne Sawyer and Eva Gold, eds, (2004), Sydney: Phoenix Education, pp, 97-102
4	Lecture	**Boys and Literacy**
	Tutorial	**Reading: Stage 6 Syllabus** • Standard http://syllabus.nesa.nsw.edu.au/english-standard-stage6/ • Advanced http://syllabus.nesa.nsw.edu.au/english-advanced-stage6/
5	Lecture	• Teaching Extension English • On-line course evaluation
	Tutorial	**Hurdle Requirement as class activity** • Assessment and learning • Self and peer assessment • Moderation • Feedback **Reporting to parents and other key stakeholders** **Goals for PE2** **Reading:** • Stage 6 Syllabus: Extension English http://syllabus.nesa.nsw.edu.au/english-extension-stage6/ • Ray Misson, *'Poststructuralism',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education, pp 69-75
6	Lecture	**Using excursions to enhance English teaching**
	Tutorial	• **2-hour drama workshop** with Carla Moore OR • **Stage 6: HSC EALD and/or English Studies** (teacher choice depending on class needs) **Reading:**

		• John Hughes, '*Playscripts and Performance',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education, pp. 205-212 • Stage 6 Syllabus: EALD http://syllabus.nesa.nsw.edu.au/english-eald-stage6/ and English Studies http://syllabus.nesa.nsw.edu.au/english-studies-stage6/

Resources

Prescribed Resources

Required Reading

You are advised to purchase a copy of Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning*: *Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

All students must have copies of the English syllabuses in class. You can download the new Stage 6 syllabus from the NESA website: http://syllabus.nesa.nsw.edu.au/stage-6/ and the current syllabus from: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-std-adv.html

NSW DET (2014) *School Excellence Framework,* Sydney, NSW www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf

Fry, S. (2005), *The Ode Less Travelled*, U.K. Hutchison

Readings on the UNSW Moodle website

Further Readings

- Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press
- Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne
- Apple, M. & Beane, J. (Eds). (2007). *Democratic schools: Lessons in powerful education* (2nd edn.) Portsmouth, NH: Heinemann.
- Attwood, B. (2005), *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.
- Butt, D. Etal., (2000). *Using functional grammar: an explorer's guide.* 2nd edition, NCELTR, Sydney.
- Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE
- Edwards, K (2010). Exploring an Activity-based Approach to Teaching Shakespeare in Years 9-11. *Idiom, 46*(4), 19-20.
- Eggins, S., (2004). *An Introduction to Systemic Functional Linguistics.* 2nd edition, Continuum, New York and London.
- ETA NSW, *mETAphor: Special Grammar Issue,* No 2, 2011.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.
- Halliday, M.A.K., (2004). *Introduction to functional grammar.* 3rd edition, Edward Arnold, London.
- Harrison, Neil (2008) *Teaching and Learning in Indigenous Education,* Victoria, Australia Oxford University Press
- Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years,* 20 (1) pp20- 25
- Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning,* Routledge, NY
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxfor University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

- Irish, T. (2011). Would you risk it for Shakespeare? A case study of using active approaches in the English classroom, *English in Education,* 45 (1), 6-19.
- Jonassen, D. (2000). *Computers as mindtools for schools: Engaging critical thinking.* Upper Saddle River, N.J.
- Lutrin, B. And Oincus, M. (2004). *The English Handbook and Study Guide.* Bercelle Books.
- Marsh, Colin (2010) *Becoming a Teacher*, Sydney, Australia: Pearson Australia
- Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne
- McLoud, S. (2006), *Making comics: Storytelling secrets of comics, manga and graphic novels.* New York: Harper Collins
- McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia
- Meyer, H.M. & Thomsen, L. (1999). Actively Experiencing Shakespeare: Students "Get on Their feet" for *Henry IV, Part One. English Journal.* 88 (5), 58-61
- Myhill, D., Lines, H. and Watson, A., 'Making Meaning with Grammar: A Repertoire of Possibilities' in mETAphor, Issue 2, 2011, 1-11
- O'Toole, Johm (2007). Teaching Shakespeare: Why Shakespeare Still Matters in School. *Teacher: The National Education Magazine,* October 46-49*.*
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press
- Polette, Keith (2012). *Teaching Grammar Through Writing* (2nd ed.) Pearson Education, Inc.
- Shoemaker, B. (2013). To Read or Not to Read: Five Approaches to teaching Shakespeare. *English Journal.* 102 (4), 111-114
- Watson, K. (Ed) (2010) *Introducing Shakespeare.* Sydney: Phoenix Education.
- Wells, K (2010) Australian slang – A story of Australian English http://www.australia.gov.au/about-australia/australian-story/austn-slang
- Wiggins, G and McTighe, J (1998) *Understanding by Design.* Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)
- Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Press

Professional websites for English teachers

- **http://syllabus.nesa.nsw.edu.au/stage-6/** NESA (New South Wales Education Standards Authority) brings together the functions previously provided by the Board of Studies NSW, and the NSW Institute of Teachers. The Quality Teaching Council will continue to function under the auspices of NESA.
- **http://www.boardofstudies.nsw.edu.au/** NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference materials, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the NESA website (new syllabus) and http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-std-adv.html (current syllabus).
- http://www.dec.nsw.gov.au   The Department of Education and Communities has the responsibility for administering and staffing government schools and producing support material. You should also be familiar with the material on literacy on the DEC site.
- **http://www.aitsl.edu.au** The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

- http://www.australiancurriculum.edu.au This is the Australian Curriculum site.
- http://www.nap.edu.au The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN has been a part of the school calendar since 2008.
- https://www.aisnsw.edu.au/ The Association of Independent Schools
- **http://www.ceosyd.catholic.edu.au** The Catholic Education Office

Professional Associations

- **http://www.englishteacher.com.au** The English Teachers Association (ETANSW) site. Join ETA as a student and receive their publication *mETAphor* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching. Tel: 9572 6900, email: admin@englishteacher.com.au
- **http://www.petaa.edu.au** Primary English Teachers' Association Australia (PETAA). Receive three professional books and five PETAA Papers each year. Tel: 9565 1277, email: info@peta.edu.au
- **http://www.alea.edu.au/** Australian Literacy Educators Association (ALEA). Join as a student and receive three issues of *The Australian Journal of Language and Literacy* (AJLL) and *Literacy Learning: the Middle Years* (LL) each year. Tel: 1800248 379, email: office@alea.edu.au

Course Evaluation and Development

Feedback will be collated via checkpoint forms as well as an official course evaluation. Data collated will be used to further improve the student learning experience.

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

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