ARTS5505

Personalised English Language Enhancement

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Mira Kim	mira.kim@unsw.edu.au	Monday 1-2 pm	274 Morven Brown	9385 2389

Lecturers

Name	Email	Availability	Location	Phone
Mira Kim	mira.kim@unsw.edu.au			

Tutors

Name	Email	Availability	Location	Phone
Long Li	long.li@unsw.edu.au			
Jason Heffernan	jason.heffernan@unsw.edu.au			

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the

granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/

Course Details

Credit Points 6

Summary of the Course

This course will help you to enhance your English language skills if you speak English as a second language. In addition, this course provides you with the skills to be an autonomous and independent learner so that you can continue to enhance your English language skills into the future to achieve your academic and professional goals. You will identify which aspect(s) of your English you would like to improve and then design and implement your own personal project to accomplish your goals.

At the conclusion of this course the student will be able to

1. Analyse and identify personal language needs
2. Apply tools and resources for language enhancement
3. Design and carry out a personal project based on the analysis of personal language needs
4. Reflect on and assess their own progress to sustain personal and professional language enhancement
5. Communicate critical personal learning outcomes with peers

Teaching Strategies

ARTS5505 does not offer a one-size-fits-all solution but scaffolds students to take responsibility for enhancing their English language skills by helping them identify and address their own individual needs. This is because students at this advanced stage of English language acquisition have different needs, strengths and weaknesses.

Firmly based on socio-cultural learning theory that argues that learners construct their own learning through meaningful interactions (c.f. Vygotsky 1986), this self-directed autonomous course helps students to enhance their English skills by firstly analyzing their own needs; secondly developing personal projects; thirdly implementing them; fourthly evaluating their own progress; and finally reflecting on their own learning.

Throughout the course, students will be guided with relevant theory, practical suggestions and useful resources in both lecture and tutorial sessions.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Oral Presentation - 10 minutes	20%	22/10/2018 04:00 PM	4,5
Personal project design (PPD)	30%	31/08/2018 11:00 PM	3,4,5
Reflective essay	30%	02/11/2018 11:00 PM	1,2
Project logbook and journal	20%	05/10/2018 11:00 PM	1,2

Assessment Details

Assessment 1: Oral Presentation - 10 minutes

Start date: 22/10/2018 09:00 AM

Details: Students present their learning highlights from their personal project for about 10 minutes to inspire peers to continue to enhance their language skills even after completing the course. They are required to submit an abstract (about 150 words) about what they are going to present a couple of weeks before the presentation day. Students receive written feedback from tutor on abstracts (10%) and from peers on presentation (10%) based on rubrics.

Assessment 2: Personal project design (PPD)

Start date:

Details: Students design their own personal project to address their own English language needs. They are required to specify their personal project goal, background, method, resources, progress measurement, timeline, schedule and anticipated outcomes. They need to develop their PPD based on relevant literature of the field concerned. The word limit is 1500.Students receive written feedback based on rubrics.

Assessment 3: Reflective essay

Start date:

Details: Students analytically and critically reflect on their learning experience of implementing their own personal project and put achievable actions in a plan for the next learning stage. The word limit is 2000.Students receive written feedback based on rubrics. This is the final assessment for attendance purposes.

Assessment 4: Project logbook and journal

Start date:

Details: Students record their learning activities and keep reflective journal on a regular basis as planned in their PPD. They are required to spend 30 hours or more for their personal project.Students receive written feedback based on rubrics.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non☐percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Introduction to the PA model and diagnostic assessment
	Tutorial	Context analysis for language enhancement
Week 2: 30 July - 5 August	Lecture	Useful concepts in language learning
	Tutorial	Setting up an e-portfolio
Week 3: 6 August - 12 August	Lecture	Language learning methods & Diagnostic assessment feedback
	Tutorial	Setting a goal for personal project
Week 4: 13 August - 19 August	Lecture	Language learning resources
	Tutorial	Setting a method for personal project
Week 5: 20 August - 26 August	Lecture	Progress measurement methods
	Tutorial	Finalising personal project design
Week 6: 27 August - 2 September	Lecture	Reflective journaling
	Tutorial	Reflective journaling practice
Week 7: 3 September - 9 September	Lecture	Crucial conversation skills
	Tutorial	Crucial conversation skills practice
Week 8: 10 September - 16 September	Lecture	Professional communication
	Tutorial	Email writing
Week 9: 17 September - 23 September	Lecture	Reflective practice, self-motivation, time-management
	Tutorial	Discussing personal project progress
Break: 24 September - 30 September		NO CLASSES
Week 10: 1 October - 7 October		NO CLASSES (Postgraduate coursework students' break)
Week 11: 8 October - 14 October	Lecture	Presentation skills and abstract writing
	Tutorial	Abstract writing
Week 12: 15 October - 21 October	Lecture	Mentors' reflection
	Tutorial	Presentation rehearsal
Week 13: 22 October - 28 October	Presentation	Learning Festival - Keynote speeches
	Presentation	Learning Festival - Parallel presentations

Resources

Prescribed Resources

Studying in English: Strategies for Success in Higher Education (2017)

Recommended Resources

Book – Learner English (2001)

Book – Critical Reading and Writing (2003)

Book – Foreign Language Learning (1998)

Book – Lexical Issues in Language Learning (1995)

Book – How Languages are Learned (2004)

Book – Give It a Go: Teaching Pronunciation to Adults (2009)

Book – Essentials of Essay Writing: What Markers Look For (2017)

Book – Critical Reading and Writing in the Digital Age (2016)

Book – Teaching and Researching Speaking (2017)

More resources are recommended on Leganto.

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

Image Credit

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