



**UNSW**  
SYDNEY

Australia's  
Global  
University



# **EDST5147**

## Thesis Writing and Presentation

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Sue Starfield	s.starfield@unsw.edu.au	Please contact me by email.	110 Goodsell	(02) 9385 2524

### School Contact Information

School of Education  
Arts and Social Sciences  
Level 1, John Goodsell Building (F20)

**T:** +61 (2) 9385 1977

**E:** education@unsw.edu.au

**W:** education.arts.unsw.edu.au

### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### 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**

### **Workload**

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

### **Summary of the Course**

This course is aimed at postgraduate research students to evaluate and develop their thesis writing abilities and skills. Weekly sessions cover the overall structuring of the thesis; writing the introduction; the literature review; the methodology chapter; discussion chapters; the conclusion and the abstract and understanding examiner expectations with an emphasis on managing the writing process over an extended time period and on managing large amounts of texts. The course is informed by current applied linguistic and educational research into advanced academic and professional writing, and includes writing a conference paper and journal article and preparing for seminar/conference presentations.

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

1. Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation.
2. Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.
3. Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.

### **Teaching Strategies**

#### Strategies:

This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities, e.g., giving feedback in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues.

#### Rationale:

The first half of the course provides an opportunity for postgraduate students to consider the overall structure and purpose of academic writing. It examines the ways in which research theses in Education are structured and the typical structure and organisation of the various components of a research thesis. This said, through an examination of recently submitted UNSW Education theses, the course also looks at the different ways in which writers are choosing to structure and organise their theses and considers the options available to thesis writers. You are encouraged to consider the extent to which these options are shaped by 'traditions' within your own disciplinary area.

We also look at the rhetorical organisation of the various sections – the ways in which writers use language to develop an argument, take a position, and the strategies they deploy to persuade their reader. We discuss examples from completed UNSW theses and consider how the writers have

achieved their purpose. You are encouraged to think about how you would like to 'sound' in your thesis and the kind of 'academic identity' you take on. This section concludes with a discussion of the research on examiners' expectations of research theses. The examiner is, above all, a reader! We will then discuss two other significant research genres: the conference paper and the journal article and provide an opportunity for you to examine a journal article from your field. Most disciplines now expect research students to publish papers from their research in the course of writing their thesis and this can benefit the student in a number of ways. While there will be many informal opportunities for discussion and participation during the course, one session looks specifically at giving oral presentations. All students will be asked to give a short presentation to their peers on a research-related topic and give and receive feedback. The aim of this component of the course is to help students prepare for the varied contexts in which they will need to communicate – seminars; reviews; conferences.

The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.



## Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Assessment 1	35%	1,2,3		09/08/2018 05:00 PM
Assessment 3 (final)	30%	1,2,3		06/09/2018 05:00 PM
Assessment 2	35%	1,2,3		13/07/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

### Assessment Details

#### Assessment 1: Assessment 1

##### Start date:

**Details:** Assessment 1: Analysing the macrostructures and organisational patterns of three PhD theses  
The assessment aims to raise your awareness of the ways in which thesis writers in the social sciences and humanities structure and organise their theses. You will need to select three recently submitted Australian PhD or Masters theses from the Trove website and after analysing the Title Page and the Table of Contents, describe the overall organisation the author has chosen, drawing on the recommended readings. Your paper should comment on the overall presentation, the layout of the title page, the number of chapters, the function of each of the chapters, the use of chapter titles, numbering systems, typography and any other features that you find of interest for each of the three theses. You should consider the extent to which the theses you are examining conform to the three types discussed in the literature. Finally, you should conclude with a comparison of the similarities and differences of each thesis in regard to the Title Page and Table of Contents and comment on what you have learned from doing this activity. Word length: 2000  
Written feedback will be given within 3 weeks of submission

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity

reports.

### **Assessment 2: Assessment 3 (final)**

#### **Start date:**

**Details:** Final Assessment (3): Analysis of a discussion chapter Select a discussion chapter from a recent (post 2010) PhD or Masters thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Move framework for discussions presented in class discuss the extent to which the author uses these moves in structuring the chapter. You should consider not only which moves are present and comment on why you think the author has used them but also on those not adopted by the author and suggest why this might be so. Finally, you should comment on whether the author explicitly identifies the significant contribution of the thesis to the field of study and the extent to which language features such as hedging are used. Word length: 2000 Written feedback will be given within 3 weeks of submission

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

### **Assessment 3: Assessment 2**

#### **Start date:**

**Details:** Assessment 2: Analysing a thesis introduction Select the Introduction chapter from a recent (post 2010) PhD thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Creating a Research Space (CARS) framework analyse the chapter in terms of the author's use of the Moves and Steps. Comment on why you think the author has chosen to organise their chapter in this way and how you as a reader react to this organisation. If you were advising the author on how to improve this chapter what would you suggest? Word length: 2000 Written feedback will be given within 3 weeks of submission

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5147

### Assessment Task: Assessment 1

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

#### Lecturer

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

**weighting : 20%**

NB: this ticks in the various boxes and 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 contextualize 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.**



# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5147

Assessment Task: Assessment 3 (final)

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 contextualize 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.**

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5147

### Assessment Task: Assessment 2

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 contextualize 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.**

## 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](mailto: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 on 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  $17 - [25 (0.05 \times 3)] = 13.25$

### ***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 website:

<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	Intensive	Saturday 28 July
	Seminar	In this introductory day of our course, we will discuss the overall aims of the course and how it aims to help you with your thesis writing and other types of research writing. The session will focus specifically on factors that can affect thesis writing, thesis structure, and writing the Introduction. I will introduce the four questions framework. As we are meeting in an intensive mode, there will be activities for students to engage in and opportunities for discussion through the day.
Week 3: 6 August - 12 August	Intensive	Saturday 11 August
	Seminar	There are many approaches to writing a literature review and a methodology chapter. In this session, we will look at the typical ways literature reviews and methodology sections of research theses in educational fields are organised and structured. We will discuss the functions of these two key components of your thesis and look at examples from completed theses. There will be opportunities for discussion and activities that involve you in thinking and writing. We will also look at the research into examiners' expectations of a literature review  Please bring a literature review chapter and a methodology chapter from a thesis in your field to class. Digital version is fine.
Week 7: 3 September - 9 September	Intensive	Saturday 8 September
	Seminar	In this session, we look at writing findings/discussions chapters. We also look at writing the conclusion and the research into examiners' expectations in more detail. We will talk about how you frame your study's contribution and its implications and once again there will be writing and thinking activities.  Please bring a discussion chapter to class as well as a conclusion chapter
Week 9: 17 September - 23 September	Intensive	Saturday 22 September
	Seminar	This is the final day of our intensive course. We

	<p>focus on writing conference abstracts and journal article introductions. I will share with you my experience of being a journal editor and reviewer and provide advice on getting published in academic journals. Activities will relate to this focus.</p>
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Please bring a journal article from a journal you would like to publish in to class.



## Resources

### Prescribed Resources

### Recommended Resources

Evans, D., Gruba, P. & Zobel, J. (2011 3<sup>rd</sup> edition). *How to write a better thesis*. Melbourne, Australia: Melbourne University Press. - there are several editions of this book

Murray, R. (2017). *How to write a thesis*. (4th edition). Maidenhead, England: Open University Press. - there are several earlier editions of this book which are very helpful too!

Paltridge, B. & Starfield, S. (2007). *Thesis and dissertation writing in a second language*. London: Routledge.

### Course Evaluation and Development

Feedback on this course will be sought via MyExperience surveys and also during the course itself. I welcome suggestions and feedback from participants at any time via email or through interaction during our meetings. Feedback from last year about the course was very positive. Some students found that having classes from 7-9pm was not ideal and suggested an earlier time. It is for this reason that I want to offer the course in intensive mode over 4 Saturdays to see if this mode works better for students.

### Image Credit

Sue Starfield

### CRICOS

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