

EDST5440

Advanced TESOL Methodology

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andy Gao	xuesong.gao@unsw.edu.au	2-4pm Thursdays and by email appointment	G22 Morven Brown Building	+61 2 9065 2678

School Contact Information

School of Education
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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

In this course you gain new or updated skills in the specialist TESOL field. You engage with advanced language teaching methodology and its practical applications through a program of seminars and online interactions. Topics cover different approaches to English language learning and teaching, including effective teaching strategies and techniques for teaching reading, writing, listening and speaking, materials development, and the planning and evaluation of individual lessons and units of work. The role of ICT and the internet is addressed as an integral part of the whole course.

Course Learning Outcomes

1. Identify, describe and critique the underlying principles of TESOL methodology
2. Integrate key theoretical and practical issues and debates around contemporary TESOL teaching methods and techniques in lesson plans
3. Critically analyse the strengths and weaknesses of different methodological approaches to TESOL and the implications for students' own teaching situation
4. Evaluate and adapt teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature

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 demonstrate the use of group structures to address teaching and learning goals
- Structured occasions for students to reflect critically on and improve teaching practice
- Plenary discussions around core methodological 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 method content
- Online learning from readings and other useful web links

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

Rationale:

As language is constantly evolving, practising TESOL teachers and other professionals closely involved in the field need to constantly reflect upon and re-evaluate their understandings of language and how best to teach it. The course thus aims to critically analyse, revise and extend students' understanding and practice of the core approaches and techniques of TESOL methodology.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Design of a learning task	40%	26/06/2022 05:00 PM	1, 4
2. Lesson plan discussion	60%	07/08/2022 05:00 PM	2, 3, 4

Assessment 1: Design of a learning task

Due date: 26/06/2022 05:00 PM

Design a learning task targeted to a specific group of ESL learners and provide a rationale for how it would assist those learners to acquire the target language.

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

Additional details

Learning Task Design

Length: No more than 2000 words

Identify a specific target group of ESL learners. Select a short reading, listening or viewing text and design a series of 2 or 4 steps (e.g. pre-task, post-task) which help the targeted students to:

- Understand and talk about the text, and
- Extend their understanding and use of English in communicative, authentic ways.

Explain how your activity would actively engage your chosen learner group in learning and using English.

Please note that tasks here are components of your pedagogical activity.

Assessment 2: Lesson plan discussion

Due date: 07/08/2022 05:00 PM

Prepare a detailed lesson plan and a comprehensive assessment of the approach in relation to key theoretical and practical issues and its alignment with various TESOL methodological approaches.

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

Additional details

Length: No more than 3000 words (excluding references)

- Prepare a detailed lesson plan using a short listening, reading or viewing text as a springboard for the teaching of a language point (vocabulary and grammar or vocabulary and a functional

area)

- Provide an in-depth rationale and assessment of your lesson plan with reference to theories underlying the teaching of English as a second language, making full use of the relevant literature. Your evaluation should include a discussion of the strengths and weaknesses of the materials and tasks chosen, as well as their suitability for the context in which you would normally teach.

RUBRIC/FEEDBACK SHEET
EDST5440 ADVANCED TESOL METHODOLOGY
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Design of a learning task

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear understanding of the task (e.g., learner activity) and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in TESOL methodology 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key TESOL methodological principles, concepts and issues explicitly raised during the course and in your follow-up readings • Depth of analysis if specific strengths and weaknesses of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications / recommendations for improvement 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of the overall structure • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation • Clarity, consistency, and appropriateness of written expression • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references 					
<p>General comments/recommendations for next time:</p>					

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
EDST5440 ADVANCED TESOL METHODOLOGY
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Lesson plan discussion

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear understanding of the task (e.g., lesson) and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in TESOL methodology 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key TESOL methodological principles, concepts and issues explicitly raised during the course and in your follow-up readings • Depth of analysis if specific strengths and weaknesses of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications / recommendations for improvement 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of the overall structure of response • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation • Clarity, consistency, and appropriateness of written expression • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references 					
<p>General comments/recommendations for next time:</p>					

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	Type	Content
Week 1: 30 May - 3 June	Lecture	Overview <ul style="list-style-type: none">• Getting to know you• Key assumptions• The historical development of TESOL methodology• Current approaches Textbook <ul style="list-style-type: none">• Chapter 1 - The meaning of methods; Chapter 2 - Learning theories and methods Additional readings <ul style="list-style-type: none">• Hinkel, E. (2006). Current perspectives on teaching the four skills. <i>TESOL Quarterly</i>, 40(1), 109-131.• Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. <i>TESOL Quarterly</i>, 40(1), 59-81.• Nunan, D. (2003). Methodology. In D. Nunan, (Ed). <i>Practical English Language Teaching</i>: New York. McGraw-Hill/Contemporary. (Chapter 1)
	Seminar	1st onsite and online seminar
Week 2: 6 June - 10 June	Lecture	Classroom management and lesson planning <ul style="list-style-type: none">• Contemporary issues in classroom

		<ul style="list-style-type: none"> management • Considerations and techniques • The components of effective lesson plans • Analysing lesson plans • Evaluating lessons <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 3 - The learner in the methods <p>Additional readings</p> <ul style="list-style-type: none"> • Wright, T. (2012) Managing the classroom. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 6) • Brown, H.D. (2007). Classroom management. In <i>Teaching by principles: An interactive approach to language pedagogy</i>. New York: Pearson Longman. (Chapter 15) • Harmer, J. (2007). Planning lessons. In <i>How to teach English</i> (pp. 156-165). Harlow, UK: Pearson Longman. • Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3rd. ed., pp. 403-413). Boston, MA: Heinle & Heinle.
<p>Week 3: 13 June - 17 June</p>	<p>Lecture</p>	<p>Teaching grammar</p> <ul style="list-style-type: none"> • What is grammar? • How do ESL students acquire grammar? • Form and function • Principles and theories underlying the teaching of grammar <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 4 - Grammar in methods <p>Additional readings</p> <ul style="list-style-type: none"> • Derewianka, B. (2019). A relevant pedagogic grammar for today's classrooms. In: Gao X. (eds) <i>Second Handbook of English Language Teaching</i>(pp. 821-845). Springer. • Schleppegrell, M. (2007). The meaning in

		<p>grammar. <i>Research in the Teaching of English</i>, 42, 121-128.</p> <ul style="list-style-type: none"> • Bourke, J. (2005). The grammar we teach. <i>Reflections on English Language Teaching</i>, 4, 85-97.
	Seminar	2nd onsite and online seminar
Week 4: 20 June - 24 June	Lecture	<p>Teaching vocabulary</p> <ul style="list-style-type: none"> • What does it mean to know a word? • How do ESL students acquire vocabulary? • Strategies and underlying theories or teaching and learning vocabulary. <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 5 - Vocabulary in methods <p>Additional readings</p> <ul style="list-style-type: none"> • X. Gao, & Q. Ma (2011) Vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong and mainland China, <i>Language Awareness</i>, 20(4), 327-342. • Nation, I. S. P. (2008). Testing vocabulary knowledge. In <i>Teaching vocabulary: Strategies and techniques</i> (pp. 141-156). Boston: Heinle Cengage Learning. <p>1st Assignment Due June 26th (5pm)</p>
Week 5: 27 June - 1 July	Lecture	<p>Teaching reading</p> <ul style="list-style-type: none"> • What do we read? • Why and how do we read? • Implications for the classroom • Schema theory and background knowledge • Possible stages for developing reading skills • The purpose and theories underlying each stage <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 6 - Teacher language and the four language skills

		<p>Additional readings</p> <ul style="list-style-type: none"> • Anderson, N. (2012). Reading instruction. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 23) • Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching Maus. <i>Journal of Adolescent and Adult Literacy</i> 53(2), 144-153. • Gee, J.P. (2001). Reading as Situated Language. A sociocognitive perspective. <i>Journal of Adolescent and Adult Literacy</i>, 44(8) 714-725. • Grabe, W. (2008). Reading assessment. In <i>Reading in a second language: Moving from theory to practice</i> (pp. 352-375). Cambridge: Cambridge University Press.
Week 6: 4 July - 8 July	Lecture	<p>Teaching listening</p> <ul style="list-style-type: none"> • What do we listen to? • Why and how do we listen? • Implications for the classroom • Schema theory and background knowledge • Possible stages for developing listening skills • The purpose and theories underlying each stage <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 7 - Methods and principles for integrating the four skills <p>Additional readings</p> <ul style="list-style-type: none"> • Field, J. (2012). Listening instruction. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 22) • Richards, J. C. (2008). <i>Teaching listening</i>. New York: Cambridge University Press. • Ling, B. & Kettle, M. (2011). Rethinking comprehension and strategy use in second language listening instruction.

		<i>TESOL in Context</i> , 21(1), 5-22.
	Seminar	3rd onsite and online seminar.
Week 7: 11 July - 15 July	Lecture	<p>Teaching writing</p> <ul style="list-style-type: none"> • Why do we write • What do we write? • How do we write • When we write what factors do we need to take into consideration? • Implications of the above for teaching and learning writing • The link between reading and writing • Approaches and underlying theories in the teaching and learning of writing <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 7 - Methods and principles for integrating the four skills <p>Additional readings</p> <ul style="list-style-type: none"> • Ferris, D. (2012). Writing instruction. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 24). • Ferris, D., & Hedgcock, J. (2005). Classroom approaches to ESL writing assessment. In <i>Teaching ESL composition: Purpose, process, and practice</i> (pp. 299-343). Mahwah, NJ: Lawrence Erlbaum. • Sokolik, M. (2003). Writing. In D. Nunan (Ed.), <i>Practical English language teaching</i> (pp. 87-108). New York: McGraw Hill.
	Seminar	4th onsite and online seminar
Week 8: 18 July - 22 July	Lecture	<p>Teaching speaking and pronunciation</p> <ul style="list-style-type: none"> • Why is speaking important for language learning? • Strategies for developing speaking skills • Helping students to notice and approximate L2 pronunciation <p>Textbook</p>

		<ul style="list-style-type: none"> • Chapter 7 - Methods and principles for integrating the four skills <p>Additional readings</p> <ul style="list-style-type: none"> • Thornbury, S. (2012). Speaking instruction. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 21). • Brinton, D. (2012). Pronunciation instruction. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 26). • Baker, A. & Murphy, J. (2011). Knowledge Base of Pronunciation Teaching: Staking Out the Territory. <i>TESL Canada Journal</i>, 28(2) 29-50. • Zhang, Z., & Head, K. (2010). Dealing with learner reticence in the speaking class. <i>ELT Journal</i>, 64(1), 1-9.
<p>Week 9: 25 July - 29 July</p>	<p>Lecture</p>	<p>The role of ICT</p> <ul style="list-style-type: none"> • Pedagogical principles of ICT • Advantages and disadvantages of using ICT in the classroom • Integrating ICT in the language classroom <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 8 - Multiliteracies <p>Additional readings</p> <ul style="list-style-type: none"> • Chun, C. W. (2012). The multimodalities of globalization: Teaching a YouTube video in an EAP classroom. <i>Research in the Teaching of English</i>, 47(2), 145-170. • Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. <i>Pedagogies</i>, 4, 164-195. • Morgan, B. (2009). Revitalising the essay in an English for academic purposes course: Critical engagement, multiliteracies and the internet. <i>International Journal of Bilingual Education and Bilingualism</i>, 12(3),

		309-324.
	Seminar	5th onsite and online seminar
Week 10: 1 August - 5 August	Lecture	<p>Adapting course materials and materials development</p> <ul style="list-style-type: none"> • A critique of samples of published course materials • Adapting materials • Small group tasks and peer teaching if time <p>Textbook</p> <ul style="list-style-type: none"> • Chapter 9 - Cultural competencies <p>Other chapters and articles</p> <ul style="list-style-type: none"> • Edwards, E. & Burns, A. (2016). Action research to support teachers' classroom materials development. <i>Innovation in Language Learning and Teaching, 10</i>(2), 106-120. • Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In J. C. Richards & W. A. Renandya (Eds.), <i>Methodology in language teaching: An anthology of current practice</i> (pp. 80-91). Cambridge, UK: Cambridge University Press. • Kang, S. (2004). Using visual organizers to enhance EFL instruction. <i>English Language Teaching Journal, 58</i>(1), 58-67. • Waters, A. (2009). Advances in materials design. In M. H. Long & C. J. Doughty (Eds.), <i>The handbook of language teaching</i> (pp. 311-326). Chichester, UK: Wiley-Blackwell.
	Seminar	<p>Optional online support meeting</p> <p>2nd assignment due August 7th (5pm)</p>

Resources

Prescribed Resources

Textbook

- Spiro, Jane. (2013). *Changing Methodologies in TESOL*. Edinburgh: Edinburgh University Press. Online access through UNSW library

Recommended Resources

General background reading

- Batstone, R. (1994). *Grammar*. Oxford: Oxford University Press.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York. Addison Wesley Longman (pp 1-48)
- Celce-Murcia (Ed.) (2001). *Teaching English as a second or foreign language* (3rd ed). Boston: Heinle & Heinle (pp 13-28).
- Corbett, J. and Thornbury, S. (2010). *Intercultural language activities*. Cambridge: Cambridge University Press
- Dalton, C & Seidelhofer, B. (1998) *Pronunciation*. Oxford: Oxford University Press
- Harmer, J. (2007). *How to Teach English*. Harlow, Essex: Pearson Education Ltd. Chapter 5.
- Harmer, J. (2004). *How to teach writing*. Harlow, Essex: Pearson Education Ltd.
- Hinkel, E. (2011). What research on second language writing tells us and what it doesn't. In E. Hinkel (Ed). *Handbook of Research in Second language teaching and learning* volume 2 (pp 523 – 538).
- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Johnson, K. (2003). *Designing a language teaching task*. London: Palgrave.
- Kelly, M. and Topfer, C. (2011). *Reading comprehension: Taking the learning deeper*. ALEA: South Australia.
- Kucer, S.B. and Silva, C. (2006). *Teaching the dimensions of literacy*. Mahwah, New Jersey: Lawrence Erlbaum Publishers.
- Ling, B. & Kettle, M. (2011). Rethinking comprehension and strategy use in second language listening instruction. *TESOL in Context*, 21(1), 5-22.
- Nation, P. and Gu, Y. (2007) *Focus on Vocabulary*. Sydney: National Centre for English Language Teaching and Research
- Richards, J. C. and Renandya, W.A. (2002). *Methodology in Language Teaching: An anthology of current practice*. Cambridge, Cambridge University Press.
- Savignon, S.J. (2001). Communicative language teaching for the twenty-first century. In Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp.13-28). Boston: Heinle & Heinle
- Scrivener, J. (2005). *Learning teaching*. Oxford: Macmillan
- Thornbury, S & Slade, D (2006). *Conversation. From Description to Pedagogy*. Cambridge: Cambridge University Press.
- Thornbury, S. (2012). *How to teach grammar*. Harlow, Essex: Pearson Education
- Thornbury, S. (2005). *Uncovering Grammar*. England: Macmillan Education.
- Thornbury, S. (2005). *How to teach Speaking*. Harlow, Essex: Pearson Education
- Ur, P. (2001). *A Course in Language teaching*. Practice and theory. Cambridge: Cambridge Teacher Training and Development
- Wajnryb, R. (2001). *Classroom Observation Tasks*. Cambridge: Cambridge Teacher Training and

Development

Useful Websites

- <https://teal.global2.vic.edu.au/>
- <https://corpus.eduhk.hk/cap/> (corpus-based language pedagogy)

Writing

- https://owl.purdue.edu/owl/purdue_owl.html
- <https://writing-speech.dartmouth.edu/learning/materials>
- <https://archive.nwp.org/cs/public/print/resource/922>
- <https://www.phrasebank.manchester.ac.uk/>

Grammar

- <https://english.washington.edu/teaching/materials-teaching-grammar>
- <https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>
- <https://www.teachingideas.co.uk/subjects/grammar>
- <https://www.education.com/activity/grammar/>

Listening

- <http://www.esl-lab.com/>
- <http://www.englishmedialab.com/listening.html>

Pronunciation

- <https://linguistics.arizona.edu/dpl/links>

Vocabulary

- <https://www.english-corpora.org/coca/>
- <https://www.norbertschmitt.co.uk/>
- <https://www.wgtn.ac.nz/lals/about/staff/paul-nation>
- <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources>

Course Evaluation and Development

A mixture of delivery mode to enhance course participants' engagement.

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

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