

EDST6702

English Method 1

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

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

School Contact Information

School of Education
Arts, Design and Architecture
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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 begin to learn how to teach English in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA English Syllabuses and the depth of subject knowledge required to implement the syllabuses
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	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
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	1

2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3	Include a range of teaching strategies.	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	1,6-7	1
B	Classroom Management	1,5	1
C	Information and Communication Technologies	2-3,5-8,12-13	1
D	Literacy and Numeracy	1-5,7-19	1,2
E	Students with Special Educational Needs	1,4-5,7	2
F	Teaching Students from Non-English-Speaking Backgrounds	2-5,7-8,10	2

Teaching Strategies

Rationale

This subject aims to develop in each student the ability to effectively teach English to secondary school students with an emphasis on the NSW English curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the English classroom. Emphasis will be given to the relationship between English, literacy and numeracy and the role and value of English in the curriculum and the community.

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.

Teaching Strategies

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

Small group cooperative learning 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

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

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 on the Blackboard website

Online discussions

Peer teaching in a simulated classroom setting

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. Lesson plan	40%	Tuesday 22/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Tuesday 26/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Lesson plan

Due date: Tuesday 22/3/2022

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

Additional details

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment 2: Unit of work outline

Due date: Tuesday 26/4/2022

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

Additional details

In the rationale:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students must have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- a resource list for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

RUBRIC/FEEDBACK SHEET

EDST6702 ENGLISH METHOD 1

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understands the purpose of the rationale • Clear statement of syllabus outcomes in lesson plan • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures and other strategies to address teaching and learning goals 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Detailed lesson plan based on a concept or text relevant to a mixed ability class • Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework and the School Excellence Framework • Uses appropriate meta-language • Engaging and effective teaching strategies used 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Rationale demonstrates understanding of research and theory and is supported by appropriate references • Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes 					

Specific Criteria	(-)—————>(+)				
Structure and organisation of response <ul style="list-style-type: none"> • Clear and effective use of the lesson plan template 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation 					
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
EDST6702 ENGLISH METHOD 1
UNSW SCHOOL OF EDUCATION**

Assessment Task 2: Unit of work outline

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understands the purpose of the rationale • Clear statement of syllabus outcomes in lesson plan • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures and other strategies to address teaching and learning goals 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Detailed lesson plan based on a concept or text relevant to a mixed ability class • Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework and the School Excellence Framework • Uses appropriate meta-language • Engaging and effective teaching strategies used 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Rationale demonstrates understanding of research and theory and is supported by appropriate references • Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes 					

Specific Criteria	(-)—————>(+)				
Structure and organisation of response <ul style="list-style-type: none"> • Clear and effective use of the lesson plan template 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation 					
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.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses 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
Week 1: February 14th		
	Tutorial	<p>Introductions and expectations</p> <ul style="list-style-type: none">• What is subject English? How has it changed in recent years?• Introduction to the NSW 7-10 syllabus• Resources and professional networks <p>Reading</p> <p>7–10 English Syllabus Stage 4 outcomes and content, pp 31-49 (Page numbers are for the hard copy and may differ slightly in the online version).</p> <p><i>Simon Sinek on Millennials in the Workplace</i> https://www.youtube.com/watch?v=hER0Qp6QJNU</p> <p>Priority Areas</p> <p>ATSIE: A.3; ICT: C.1, C.3, C.5; L&N: D.2, D.3; SEd: E.1, E.2, E.3; NESB: F.1, F.3</p>
Week 2: February 21st	Lecture	<p>Literacy</p> <ul style="list-style-type: none">• Policy, DoE Literacy Continuum• Place of literacy in English, resources and strategies
	Tutorial	<p>7–10 English Syllabus: structure and content</p>

		<ul style="list-style-type: none"> • What is the place of literacy in the syllabus? • What makes a good lesson? • Using the UNSW lesson planning template • Sample lesson plans <p>Reading</p> <p>7–10 Syllabus: Stage 5 outcomes and content, pp 51-69 (Page numbers are for hard copy and may differ slightly in the online version).</p> <p>Priority Areas</p> <p>ATSIE: A.4; CM: B.1, B.2; ICT: C.1, C.2, C.3, C.4, C.5, C.6</p> <p>L&N: D.1, D.2, D.3, D.4, D.5; SEd: E1, E.2, E.3; NESB: F.1, F.2.</p>
Week 3: February 28th	Lecture	Texts for the syllabus with an Indigenous, Asian and sustainability focus
	Tutorial	<p>7–10 English Syllabus:</p> <p>Creating lessons using picture books, poems and short texts</p> <ul style="list-style-type: none"> • How do I use the syllabus to construct engaging lesson plans? <p>Reading</p> <p><i>School Excellence Framework</i> https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf</p> <p><i>Quality Teaching</i> http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf</p> <p>https://dei.eduone.net.au/ashford/DEPASCSCURRICULUM/HSIE_UNIT/Quality_Teaching_Framework.pdf</p> <p>Priority Areas</p> <p>ATSIE: A.1, A.2, A.3, A.8; ICT: C.9, C.11</p>

		L&N: D.9, D.11; SEd: E.1, E.2, E.3; NESB: F.9, F.11.
Week 4: March 7th	Lecture	Principles for effective teaching
	Tutorial	<p>7–10 English syllabus:</p> <p>What are effective teaching strategies?</p> <ul style="list-style-type: none"> • Cooperative learning, group work and strategies such as jigsaw, dictogloss • Teaching literacies • Strategies for low literacy learners • Introducing multicultural and Indigenous perspectives. <p>Reading</p> <p>Hamston, J (2012) “Developing ‘Asia Literacy’ through the Australian curriculum – English” in <i>Literacy Learning: The Middle Years</i>, 20 (1) pp20-25</p> <p>Read one or two texts from the list provided for the lecture.</p> <p>Priority Areas</p> <p>ATSIE: A.4, A.5, A.6, A.8; CM: B.1, B.2, B.3; ICT: C.9, C.11</p> <p>L&N: D.4, D.5, D.6, D.7, D.8, D.10, D.11, D.12; SEd: E.1, E.2, E.3; NESB: F.7.</p>
Week 5: March 14th	Lecture	Planning a unit of work
	Tutorial	<p>Units of work</p> <ul style="list-style-type: none"> • How do I design a differentiated unit of work? • Backward mapping from assessment. • Effective pedagogy for teaching English 7-12, including goal setting, using discussion strategies, journal writing, picture books and new media. • Microteaching. <p>Reading</p> <p>Strong start, Great teachers - Phase 2. The</p>

		<p>backward design model of curriculum planning, NSW Government Education and Communities, http://minkhollow.ca/becker/lib/exe/fetch.php?media=tnl:facets.pdf</p> <p>Six Facets of Understanding, from Wiggins, G., & McTighe, J. (1998). <i>Understanding by Design</i>. p. 85-97. Alexandria, VA: Association for Supervision and Curriculum Development. http://minkhollow.ca/becker/lib/exe/fetch.php?media=tnl:facets.pdf</p> <p>Priority Areas</p> <p>ATSIE: A.4, A.5, A.6, A.7; ICT: C.5, C.6, C.7, C.10, C.11</p> <p>L&N: D.12, D.17; SEd: E.7, E.8; NESB: F.5, F.6.</p>
Week 6: March 21st	Lecture	How to design effective and appropriate assessments
	Tutorial	<p>Designing a unit of work</p> <ul style="list-style-type: none"> • Microteaching <p>Reading</p> <p>Meiers, M (2009) "Responding to Students' Achievements in English" in Gannon, S et al (2009) <i>Charged with Meaning</i> 3rd ed. Sydney: Phoenix Education pp. 321 – 330.</p> <p>Priority Areas</p> <p>ATSIE: A.8; CM: B.1, B.4, B.5, B.6; ICT: C.4, C.5, C.6, C.7, C.8</p> <p>L&N: D.9, D.10, D.12, D.18, D.19; SEd: E.6; NESB: F.5, F.7.</p>
Week 7: March 28th	Lecture	How to keep your students reading
	Tutorial	<ul style="list-style-type: none"> • Microteaching
Week 9: April 11th	Lecture	How to encourage student writing
	Tutorial	
Week 10: April 18th	Lecture	Strategies for teaching and assessing

		grammar, spelling and vocabulary
	Tutorial	
Week 11: April 25th	Lecture	How to teach Shakespeare in Stages 4, 5, 6
	Tutorial	Teaching Ideas for Professional Experience

Resources

Prescribed Resources

The Flipped

Classroom <http://www.teacherstandards.aitsl.edu.au/illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>) is a framework that identifies the Technological and Pedagogical Content Knowledge (TPACK) that teachers need to teach effectively with technology. **SAMR** (created by Dr. Ruben R. Puentedura) provides a framework to answer the question: what types of technology use would have greater or lesser effects upon student learning?

<http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Rural & Distance Education NSW is a local resource presenting both of the above frameworks. <http://rde.nsw.edu.au/tpack-samr>

Reflections of pre-service teachers

This series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

<http://www.ttf.edu.au/psts-talk.html>

Student teachers are encouraged to set up their own blog (free) at Edublog to create and share resources and lessons they create.

<http://edublogs.org/>

Required readings

All students must have copies of the English syllabuses in class, either in hard copy or on a computer. It is possible to buy copies from the UNSW Bookshop on the lower campus or the NSW Board of Studies. If you are going to have your laptop in class, then you could download the following syllabuses from the Board of Studies website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

NSW Syllabus for the Australian Curriculum, English K-10 Syllabus, Volume 2, 2012

ISBN: 978 174301 0013 (Volume 2)

Further required readings

Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3rd Edition* Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Manuel, J and Carter, D, (2009), *The English Teacher's Handbook A to Z*, Sydney, NSW Australia: Phoenix Education Pty. Ltd.

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

NSW Department of Education and the English Teachers Association of NSW, English Textual Concepts, <http://www.englishtextualconcepts.nsw.edu.au/content/what-is-it>

Additional readings

Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne

Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

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*, Oxford University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

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

McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

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 Pres

Professional websites for English teachers

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

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 material, 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 use this website or you can buy hardcopies from the UNSW Bookshop on lower campus or order them online.

<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.

<http://www.curriculumsupport.education.nsw.gov.au/secondary/english/index>

You should also be familiar with the material on literacy on the DEC site.

www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm

<http://www.curriculumsupport.education.nsw.gov.au/literacy/resources/index.htm>

<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.

<http://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

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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