

# EDST6727

Music Method 1

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Jenny Robinson	<a href="mailto:jennifer.robinson@unsw.edu.au">jennifer.robinson@unsw.edu.au</a>			

### School Contact Information

School of Education  
Arts, Design and Architecture  
Ground Floor, Morven Brown Building (F20)

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

**E:** [education@unsw.edu.au](mailto:education@unsw.edu.au)

**W:** <https://www.arts.unsw.edu.au/education>

## 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 Music 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 Music Syllabus and the depth of subject knowledge required to implement the syllabus
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
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of	2

	abilities.	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1

## National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	4,7	1,2
B	Classroom Management	1	1
C	Information and Communication Technologies	1,3-6,10,12	1,2
D	Literacy and Numeracy	1,3-5,8-12,18-19	1,2
E	Students with Special Educational Needs	7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds	4-5	1,2

## Teaching Strategies

Please refer to the information in Moodle

## Assessment

Please note: The Unit of Work must include a score analysis and activities that require students to produce notation.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Thursday 24/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Thursday 28/4/2022	1, 2, 3, 4, 5, 6

### Assessment 1: Lesson plan

**Due date:** Thursday 24/3/2022

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 (500 words) 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:** Thursday 28/4/2022

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 have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- learning intention(s) 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  
EDST6727 MUSIC METHOD 1  
UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Lesson plan**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Links to outcomes, clear learning goals</li> <li>• Rationale that supports approach to the lesson</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Synthesis of information</li> <li>• Creative teaching strategies for effective learning</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Reference to resources in a range of relevant areas</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Lesson plan format followed</li> <li>• Ability to sequence and scaffold activities</li> <li>• Appropriate strategies for the class and topic</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of communication in academic English</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					



<b>Specific Criteria</b>	(-)—————>(+)

**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  
EDST6727 MUSIC METHOD 1  
UNSW SCHOOL OF EDUCATION**

**Assessment Task 2: Unit of work outline**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Syllabus and topic followed, clear links to outcomes, clear lesson structures</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Creative and engaging strategies</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Incorporation of ICT and links to wider resources</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Rationale with approach justified and prior knowledge considered</li> <li>• Sequential lessons incorporating performance, composition and listening activities</li> <li>• Notation literacy and score reading included</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of communication in academic English</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

<b>Specific Criteria</b>	(-)—————>(+)

**Recommended:            /20 (FL PS CR DN HD)                            Weighting:            60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date/Module	Type	Content
Week 1 Wednesday February 16th	Lecture	<b>Introduction and Overview</b> <ul style="list-style-type: none"><li>• Course aims and assessment procedures</li><li>• Overview of NSW Music Years 7-10 and Stage 6 syllabuses, including transition from Stage 3</li><li>• Physical, social, and intellectual development of students and how this affects their engagement in learning</li><li>• Curriculum development in Music Education - update</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Stage 4 and 5 course outcomes and requirements</li><li>• Research on how students learn</li><li>• Role of Australian music</li></ul> <b>Reading:</b> Music 7-10 Syllabus
Week 2 Wednesday February 23rd	Lecture	<b>Designing and planning music lessons</b> <ul style="list-style-type: none"><li>• Setting challenging learning goals in lesson planning</li><li>• Preparing activities and resources (including ICT) used in music lessons</li><li>• Demonstration of teaching segments</li></ul>
	Tutorial	<ul style="list-style-type: none"><li>• Approaches to music education</li><li>• Setting high expectations for learning</li><li>• Strategies for making learning goals explicit for students</li><li>• Writing a lesson plan</li></ul>

		<ul style="list-style-type: none"> <li>Evaluating lesson plan samples</li> </ul>
Week 3 Wednesday March 2nd	Lecture	<p><b>Teaching students with mixed abilities</b></p> <ul style="list-style-type: none"> <li>Teaching strategies to respond to individual needs and backgrounds</li> <li>Importance of matching teaching strategies to individual needs</li> <li>Inclusive performance activities</li> <li>Organisation of classroom activities</li> <li>Providing clear directions</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>How to structure instructions, questioning and transitions between activities</li> <li>Performance for Stage 5</li> <li>Developing lesson plans</li> </ul> <p><b>Reading:</b> Robinson, J. (2018). Inspiring music teachers: A study of what is important in practice. <i>Australian Journal of Music Education</i>, 52(1), 51–58.</p>
Week 4 Wednesday March 9th	Lecture	<p><b>Stage 4 and 5 Listening</b></p> <ul style="list-style-type: none"> <li>Promoting inclusive student participation and engagement in the classroom</li> <li>How culture, cultural identity, and linguistic background impact Aboriginal and Torres Strait Islander students</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Strategies for inclusion, participation, and engagement</li> <li>Developing culturally responsive teaching strategies and resources</li> <li>Score reading</li> <li>Music literacy requirements for Stages 4 and 5</li> </ul>
Week 5 Wednesday March 16th	Lecture	<p><b>Planning for Years 7-12</b></p> <ul style="list-style-type: none"> <li>What is differentiation? How is it implemented in the classroom to meet student needs?</li> </ul> <p><b>Formal and informal learning</b></p> <ul style="list-style-type: none"> <li>Motivating students to elect Music</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Introducing Units of Work for Stage 5, with samples for discussion</li> <li>Strategies for differentiating subject content</li> <li>Microteaching lesson segments in groups</li> </ul>

		<b>Reading:</b> Hallam, S; Creech, A.& McQueen, H. (2017) Teachers' perceptions of the impact on students of the Musical Futures approach, Music Education Research, 19:3, 263-275.
Week 6th Wednesday March 23rd	Lecture	<b>Appropriate selection of ICT resources to support learning</b> <ul style="list-style-type: none"> <li>• Exploring notation software,</li> <li>• Recording equipment, student laptops</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• How to use ICT to engage students with subject content</li> <li>• Creative activities for composition</li> <li>• Microteaching lesson segments in groups</li> </ul> <p>Assessment 1 due Thursday March 24</p>
Week 7 Wednesday March 30th	Lecture	<b>Composition for Stage 4 and 5</b> <ul style="list-style-type: none"> <li>• Teaching and formative assessment strategies for composition</li> <li>• Self and peer assessment</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Practical applications for composing in class</li> <li>• Work samples for discussion and assessment</li> <li>• Microteaching lesson segments in groups</li> </ul> <p><b>Reading:</b> Burnard, P. (1995). Task design and experience in composition. Research Studies in Music Education, 5, 32-46.</p>
Week 8 Wednesday April 6th	Lecture	<b>Conducting and rehearsal techniques</b> <ul style="list-style-type: none"> <li>• Conducting 101 and strategies for successful ensemble programs</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Practical skills in leading and managing ensembles</li> </ul> <p><b>Reading:</b> Gallo, D. (2019). Formative assessment practices and children's singing accuracy: A mixed methods inquiry. International Journal of Music Education, 37(4), 593-607. <a href="https://doi.org/10.1177/0255761419852172">https://doi.org/10.1177/0255761419852172</a></p>
Week 9/10 Asynchronous	Lecture	<b>Planning and programming – Stage 5</b> <ul style="list-style-type: none"> <li>• Sequencing subject content across lessons within a unit of work</li> </ul>

		<p><b>Giftedness and Talent</b></p> <ul style="list-style-type: none"> <li>• Assessment in Stage 5</li> </ul>
	Online Activity	<ul style="list-style-type: none"> <li>• Content selection and scope of content for effective lesson sequences for one stage</li> </ul> <p><b>Reading:</b> McPherson, G. E., &amp; Williamon, A. (2006). Giftedness and talent. In G. E. McPherson (Ed.), <i>The child as musician: A handbook of musical development</i> (pp. 239-256). New York: Oxford University Press.</p>
Week 11 Wednesday April 27th	Lecture	<p><b>Students with Special Learning Needs</b></p> <ul style="list-style-type: none"> <li>• Life Skills outcomes</li> </ul> <p><b>Preparing for Professional Experience</b></p> <ul style="list-style-type: none"> <li>• Becoming a reflective teacher through the feedback cycle</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Strategies to meet diverse needs in the music classroom</li> </ul> <p><b>Reading:</b> Darrow, A. (2018). Instructional Strategies for the Inclusive Music Classroom. <i>General Music Today</i>, 31(3), 61–65.  <a href="https://doi.org/10.1177/1048371318756625">https://doi.org/10.1177/1048371318756625</a>  <b>On-line myExperience Evaluation</b>  <b>Assessment 2 due: Thursday April 28th</b></p>

# Resources

## Prescribed Resources

### Required Readings

You are required, for this course, and in the future, to have copies of the following syllabus documents. It is highly recommended that you download them or have them printed for yourself.

These documents can be found on the NESA website:

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

- Board of Studies NSW (2006). *Creative Arts K-6 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW (2003). *Music Years 7-10 syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW (2004). *Music Years 7-10 syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2009). *Music 1 Stage 6: Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2009). *Music 2 and Music Extension Stage 6: Syllabuses*. Sydney, NSW, Australia: Board of Studies NSW.
- Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2010 to present). The Arts. Retrieved from <http://www.australiancurriculum.edu.au/>

### Further Readings

- ABC. (2010). *Sing! 2010 Teacher's Handbook*. Ultimo, NSW, Australia: ABC.
- 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.
- Bamberger, J. (2006). What develops in musical development? In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 69-92). Oxford, England: Oxford University Press.
- de l'Etoile, S. (2005). Teaching music to special learners: children with disruptive disorders. *Music Educators Journal*, 91(5), 37-43.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Hallam, S., Rogers, L., & Creech, A. (2008). Gender differences in musical instrument choice. *International Journal of Music Education*, 26, 7-19.
- Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney.
- 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
- Joseph, D., & Southcott, J. (2007). Retaining a frisson of the 'other': imperialism, assimilation, integration and multiculturalism in Australian Schools. *Music Education Research*, 9(1), 35-48.
- 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.

- Mccord, K. A. (2004). Moving beyond "That's all I can do:" - Encouraging musical creativity in children with learning disabilities. *Bulletin of the Council for Research in Music Education*, 159, 23-32.
- McPherson, G. E., & Gabrielsson, A. (2002). From sound to sign. In R. Parncutt, & G. E. McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 99-116). New York: Oxford University Press.
- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). London: Continuum.
- Pascoe, R., Leong, S., MacCallum, J., Mackinlay, E., Marsh, K., Smith, B., et al. (Eds.). (2005). *National review of school music education*. Canberra, Australian Capital Territory, Australia: Australian Government.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Riveire, J. (2006). Using improvisation as a teaching strategy. *Music Educators Journal*. 92(3), 40-45.
- Schafer, R. M. (1985). *The composer in the classroom*. Toronto, Canada: BMI.
- Sloboda, J. A. (2005). The psychology of music reading. In J. A. Sloboda, *Exploring the musical mind: Cognition, ability, function*. Oxford, England: Oxford University Press.
- Trehub, S. E. (2006). Infants as musical connoisseurs. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 33-50). Oxford, England: Oxford University Press.
- Welch, G. F. (2006) Singing and vocal development. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 311-352). Oxford, England: Oxford University Press.
- 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/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.
- **S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.
- **Rural & Distance Education NSW**: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>
- **Teaching Teachers for the Future - What is TPACK?** <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>
- Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled 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.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

## Professional Association

Australian Society for Music Education [www.asme.edu.au](http://www.asme.edu.au)

## Further Resources

- Musica Viva: [musicaviva.com.au](http://musicaviva.com.au)
- SSO Education: <http://www.sydneyphilharmonic.com/education>

## Course Evaluation and Development

Feedback asking for more practical demonstrations of lesson ideas have been incorporated into this course outline. There is also a big change to structure of microteaching segments.

## **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](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.

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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## **CRICOS**

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