

EDST6731

Drama Method 2

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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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 learn how to teach Drama at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

Course Learning Outcomes

1. Identify essential elements of the NESA Drama Syllabus, and strategies to support students as they transition between stages
2. Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3. Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Drama
4. Provide clear directions to organise and support prepared activities and use resources
5. Assess and report on student learning in Drama to all key stakeholders
6. Identify the characteristics of an effective Drama teacher and the standards of professional practice in teaching, especially the attributes of Graduate 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	*
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	*
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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1.1	Demonstrate knowledge and understanding of the	1, 2

	concepts, substance and structure of the content and teaching strategies of the teaching area	
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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies	1, 2
3.3.1	Include a range of teaching strategies	*
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning	2, 3
5.2.1	Provide feedback to students on their learning	3
5.3.1	Make consistent and comparable judgements	1, 3
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2, 3
5.5.1	Report on student achievement	3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3

* Covered during the course

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5, 8	2
C	Information and Communication Technologies.	4-5, 8, 12	2
D	Literacy and Numeracy.	1, 4, 7-16, 19 17-18	1, 2, 3 *
E	Students with Special Educational Needs.	2, 6-7	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	5, 7, 9 2, 6	1, 2 *

* Covered during the course

Teaching Strategies

Rationale:

This subject aims to develop in each student the ability to effectively teach Drama to secondary school students with an emphasis on the NSW Drama 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 explore current practices in drama teaching and develop in students, the skills and knowledge required to teach drama effectively to a variety of students. Teaching in this course will be both theoretical and experiential. Emphasis will be given to viewing Drama as an artform with a discrete body of knowledge including conventions, history, skills and methods of working and the role and value of Drama 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:

- Pair, small-group and large-group cooperative learning experiences to understand the importance of collaboration in an educational drama context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Explicit teaching, including lectures, to demonstrate different approaches to learning, the mandatory components of the drama curriculum and the use of a range of teaching strategies to foster interest and support learning.
- A range of drama specific workshops, which model experiential learning through enactment when teaching theoretical components of the course.
- Collaborative projects which mirror those in the Drama Syllabus, Year 7-10 and in the Stage 6 Drama Syllabus, e.g. Playbuilding in Years 7-10 and the Group Presentation in Stage 6.
- Viewing student samples of work and simulated marking experience especially of Year 9 Playbuilding, Year 10 dramatic form and Year 12 HSC Projects.
- Simulations and teacher-in-role experiences.
- Keeping a logbook of class experiences mirroring a drama logbook in stage 4, 5 and 6.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and show knowledge and understanding of method content.
- Structured occasions for reflections on learning, encouraging critical reflection and improved teaching practice. Also, these allow students opportunities 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 9 website.
- Peer teaching in a simulated classroom setting.

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

Assessment

ASSESSMENT 1: PART 2 of the Assignment should be for the unit " The Elements of Production in Performance" and should use 'A Midsummer Night's Dream' or 'Ruby Moon' as the core text.

ASSESSMENT 2: This unit of work should be on "The Elements of Production in Performance" in Year 11. You should use the same play that you used in ASSESSMENT 1 ('A Midsummer Night's Dream' or 'Ruby Moon') as your core text.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Scope and sequence	40%	05/08/2022 05:00 PM	2, 3, 4, 5
2. Unit of work	60%	26/08/2022 05:00 PM	1, 3, 4, 6

Assessment 1: Scope and sequence

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

Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class. Prepare an assessment task that directly links to the teaching and learning intentions for the term's work. Indicative length: 2000 words.

A feedback sheet will be provided.

Additional details

PART 1: Create a scope and sequence, including learning outcomes, for a Year 11 preliminary class. (Note - this is for the full year, not a 10 week term)

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for the unit on The Elements of Production in Performance. Your scope and sequence must indicate when the task will occur and how the feedback form the summative task can also be used for formative assessment. The core text for the unit on The Elements of Production in Performance can be 'Ruby Moon' or 'A Midsummer Night's Dream'

- Design a marking rubric, which also includes space for a holistic comment.
- Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2: Unit of work

Due date: 26/08/2022 05:00 PM

Using the scope and sequence prepared for Assessment 1 and the feedback received, prepare a unit of work for Stage 6 which covers approximately half the term. Indicative length: 3000 words.

A feedback sheet will be provided.

Additional details

Prepare a unit of work for Year 11 (not Year 12) which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1. The unit should be The Elements of Production in Performance. You should use the same text that you used in Assignment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

1. What they can already do well
2. What they still need to improve
3. How they can effectively close the gap between 1. and 2.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

Task 3: Common Assessment Module

Structure: The Common Assessment Module will be available to work on from Week 1 of UNSW Term 2.

Weight: N/A (this a hurdle requirement that must be completed to pass the course).

Gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching. You will be sent further information about how to access it closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs (i.e., 18th July to 26th August 2022).

Note: Further information about this module will be available in Moodle.

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to the Common Assessment Module.

This task consists of three components:

1. Collect five or six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.
3. Write a few lines that could be included in a mid-year report comment to parents.

RUBRIC/FEEDBACK SHEET

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Assessment Task 1: Scope and sequence

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understands the task and its relationship to relevant areas of theory, research, and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample • Understands the task and its relationship to relevant areas of theory, research, and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation 					

Specific Criteria	(-)—————>(+)
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

EDST6731 DRAMA METHOD 2

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient 					

Specific Criteria	(-)—————>(+)				
<p>detail without providing full plans</p> <ul style="list-style-type: none"> • Provides effective feedback opportunities to inform students of their progress 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage 					

Specific Criteria	(-)—————>(+)
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.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
1	Lecture	<ul style="list-style-type: none"> • Content and structure of the Stage 6 Drama Syllabus. • Emphasis will be on the Preliminary Course and the Unit "Elements of Production in Performance".
	Tutorial	<ul style="list-style-type: none"> • The tutor will discuss strategies and approaches to intellectually and socially support students who may not have completed Stage 5 Drama • Students will be introduced to <i>A Midsummer Night's Dream</i> - the text upon which Assignment 1 will be based • The tutor will model strategies to increase student engagement and understanding
2	Lecture	<p>Thinking like a director</p> <ul style="list-style-type: none"> • Students in the preliminary course are introduced to 'The Elements of Production' and are shown how a director manipulates these to create a message for the audience. This is what is required in Assignment 1 • A range of directorial interpretations of <i>A Midsummer Night's Dream</i> are discussed
	Tutorial	<ul style="list-style-type: none"> • Strategies for teaching students about the Elements of Production will be discussed and modelled • A scaffold for the completion of Assignment 1 will be introduced

		<p>Activity and reading to be completed for next week:</p> <ul style="list-style-type: none"> • Please read the resources on The Melbourne Theatre Company's production of <i>Storm Boy</i> • Please look at the resources available to teachers and students on the Sydney Theatre Company and Belvoir Street Theatre websites
3	Lecture	<ul style="list-style-type: none"> • Students will be introduced to the different Individual Projects that may complete for the HSC • Discussion will cover how the preliminary program is designed to prepare students for the variety of different Individual Projects available to students in the HSC year
	Tutorial	<ul style="list-style-type: none"> • Students will look at different Individual Projects in more depth and be introduced to strategies designed to support students as they complete their individual project • <i>A Midsummer Night's Dream</i> will be used as an example text in this tutorial
4	Lecture	<p>Theatrical Traditions and Performance Styles</p> <ul style="list-style-type: none"> • A variety of different ways that this part of the course can be covered • Discuss ways to scope and sequence a unit of work • Model the use of desired outcomes as a starting point for designing and scaffolding sequences of activities in a unit of work. This will help students complete Assignment 2.
	Tutorial	<ul style="list-style-type: none"> • Students will be introduced to a variety of ways to teach different theatrical traditions • The style of Realism will form the focus of much of the tutorial • The tutor will model how to use practical activities to promote a theoretical understanding of Drama
5	Lecture	<p>Individual Project - Performance</p> <ul style="list-style-type: none"> • Students will see different models of Individual Performances • Marking strategies and scaffolds will be

		<p>discussed as well as the importance of formative assessment and peer feedback</p> <ul style="list-style-type: none"> • Strategies that can be used to support students completing performances for the HSC are outlined. These will include breaking a script down into units, finding objectives and actioning.
	Tutorial	<p>Hurdle Requirement as class activity</p> <ul style="list-style-type: none"> • Assessment and learning • Self and peer assessment • Moderation • Feedback • Reporting to parents and other key stakeholders <p>Goals for PE2</p> <p>Online course evaluation</p>
6	Lecture	<p>HSC Drama - The Written Examination</p> <ul style="list-style-type: none"> • Introduced to the core topic of 'Australian Drama and Theatre' as well as the options available in 'Studies in Drama and Theatre' • Student learning goals, including the ability to write a Drama Essay. Students are steered toward this goal through performance-based activities. • The lecture will demonstrate how to meld practical and written activities to achieve learning goals • Strategies for preparing students for the written examination in HSC Drama will be discussed
	Tutorial	<p>Workshopping HSC Drama Texts</p> <ul style="list-style-type: none"> • Students will experience a variety of approaches to workshopping scenes from 'The Removalists' (an HSC Drama text) • Scaffolds for the Drama Essay will be modelled. Students practice writing up a paragraph using a scaffold.

Resources

Prescribed Resources

Key readings

- Text – Quality Teaching in NSW Public Schools (2003)
- Globe Education Shorter Shakespeare: A Midsummer Night's Dream (it is essential that all students bring a copy of this to the first tutorial)

NESA Stage 6 syllabus documents

NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. 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 materials, links to related sites and an annotated bibliography of texts relevant to the syllabus and to Drama teaching.

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>
- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-life-skills>
- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus> HSC Syllabuses – then D – Drama, for the documents below.
 - Drama HSC Marking Guidelines – Practical and submitted tasks
 - HSC Performance and Submitted Works – Advice to Schools Regarding Content
 - Past Drama Examination Papers and Notes from the Marking Centres
 - Course Prescriptions 2009 - 2013

Recommended Resources

- Burton, Bruce. (2011). Living Drama 4th Edition. London: Person

Further Readings

- http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW/!ut/p/z1/IZE9D4JADIZ_iwOjtHd8aNxOo4CY4CARuxgweJlgRxAl_nsNTkZF7dbmeZrmLRBEQEV8yWRcZ6ql83u_IXtrei6igXzhrMQExdhfTJfC4I7HYN0CXDCbuSbzcTBkKFa_m6VszZOgZQH_5gdP6AbP5fMCD0PrNxxw8l8De_A6Du9WugFvmQgONb3UAb0TPwJoNvV8yBZK6Sx8NEkRhDCVSI-7RKK_1c3ceHui5PIw01bJpGI0rJPNV36qjHZw3fWQd1qjF6gaE8hmEYYeb1Kbk2oncD3SJNVQ!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/
- Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney

Useful Sites

- The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material www.det.nsw.edu.au
- HSC online (DET and Charles Sturt University site www.hsc.csu.edu.au)
- Sydney Theatre Company Education education@sydneytheatre.com.au

Professional Associations

- Drama NSW, P.O. Box 872 Leichardt, 2040; 95604966 www.dramansw.org.au
- The Association of Independent Schools www.studentnet.edu.au/aispd/index.html
- The Catholic Education Commission www.cecnsw.catholic.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>

Image Credit

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