



## UNSW Course Outline

# ARTS5505 Personalised English Language Enhancement - 2024

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## General Course Information

**Course Code :** ARTS5505

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Personalised English Language Enhancement (PELE) is a self-directed learning course designed to help you enhance your communication skills in English. In this course, you will be guided to develop a personal project that meets your needs and implement it in a warm and safe

environment being supported not only by the teachers but also by peer mentors. In addition, you will learn a number of important skills needed for life-long learning, including reflective thinking and time management.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Analyse and identify personal language needs
CLO2 : Apply tools and resources for language enhancement
CLO3 : Design and carry out a personal project based on the analysis of personal language needs
CLO4 : Reflect on and assess their own progress to sustain personal and professional language enhancement
CLO5 : Communicate critical personal learning outcomes with peers

Course Learning Outcomes	Assessment Item
CLO1 : Analyse and identify personal language needs	<ul style="list-style-type: none"><li>• Project logbook and journal</li><li>• Reflective Essay</li></ul>
CLO2 : Apply tools and resources for language enhancement	<ul style="list-style-type: none"><li>• Project logbook and journal</li><li>• Reflective Essay</li></ul>
CLO3 : Design and carry out a personal project based on the analysis of personal language needs	<ul style="list-style-type: none"><li>• Personal project design (PPD)</li></ul>
CLO4 : Reflect on and assess their own progress to sustain personal and professional language enhancement	<ul style="list-style-type: none"><li>• Oral Presentation-10 minutes</li><li>• Personal project design (PPD)</li></ul>
CLO5 : Communicate critical personal learning outcomes with peers	<ul style="list-style-type: none"><li>• Oral Presentation-10 minutes</li><li>• Personal project design (PPD)</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom | Echo 360 | OpenLearning | Microsoft Teams

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Personal project design (PPD) Assessment Format: Individual	30%	Start Date: 04/03/2024 12:00 AM Due Date: 08/03/2024 11:59 PM Post Date: 22/03/2024 11:30 PM
Project logbook and journal Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Prior to the start of each tutorial session from Week 4 to Week 8 Post Date: 12/04/2024 11:30 PM
Oral Presentation-10 minutes Assessment Format: Individual	20%	Start Date: See below Due Date: See below Post Date: 26/04/2024 11:30 PM
Reflective Essay Assessment Format: Individual	30%	Start Date: 20/04/2024 12:00 AM Due Date: 23/04/2024 11:59 PM Post Date: 21/05/2024 12:00 AM

## Assessment Details

### Personal project design (PPD)

#### Assessment Overview

Students design their own personal project to address their own English language needs. They are required to specify their personal project goal, background, method, resources, progress measurement, timeline, schedule and anticipated outcomes. They need to develop their PPD based on relevant literature of the field concerned. The word limit is 1500.

Students receive written feedback based on rubrics.

#### Course Learning Outcomes

- CLO3 : Design and carry out a personal project based on the analysis of personal language needs
- CLO4 : Reflect on and assess their own progress to sustain personal and professional language enhancement
- CLO5 : Communicate critical personal learning outcomes with peers

#### Detailed Assessment Description

Please refer to Moodle for more details.

#### Assessment Length

1500 words

### Assignment submission Turnitin type

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

### **Project logbook and journal**

#### Assessment Overview

Students record their learning activities and keep reflective journal on a regular basis as planned in their PPD. They are required to spend 30 hours or more for their personal project.

Students receive written feedback based on rubrics.

#### Course Learning Outcomes

- CLO1 : Analyse and identify personal language needs
- CLO2 : Apply tools and resources for language enhancement

#### Detailed Assessment Description

Logbooks and journal entries will be reviewed and graded during tutorial classes from Week 4 to Week 8. The final journal entry will be assessed outside of class after the Friday of Week 8.

#### Assessment information

The logbook and journal does not need submission; rather, it will be assessed directly on the e-portfolio that the student creates and shares with the teachers.

### Assignment submission Turnitin type

This is not a Turnitin assignment

### **Oral Presentation-10 minutes**

#### Assessment Overview

Students present their learning highlights from their personal project for about 10 minutes to inspire peers to continue to enhance their language skills even after completing the course. They are required to submit an abstract (about 150 words) about what they are going to present a couple of weeks before the presentation day.

Students receive written feedback from tutor on abstracts (10%) and from peers on presentation (10%) based on rubrics.

#### Course Learning Outcomes

- CLO4 : Reflect on and assess their own progress to sustain personal and professional language enhancement
- CLO5 : Communicate critical personal learning outcomes with peers

### **Detailed Assessment Description**

The abstract is due by 9 am Monday 8 April (Week 9). This assignment needs to be submitted through Turnitin and students can see Turnitin similarity reports.

Students are required to make an oral presentation in Week 10. They will be advised of their presentation times in Week 9.

### **Assignment submission Turnitin type**

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

## **Reflective Essay**

### **Assessment Overview**

Students analytically and critically reflect on their learning experience of implementing their own personal project and put achievable actions in a plan for the next learning stage. The word limit is 2000.

Students receive written feedback based on rubrics.

### **Course Learning Outcomes**

- CLO1 : Analyse and identify personal language needs
- CLO2 : Apply tools and resources for language enhancement

### **Detailed Assessment Description**

Please refer to Moodle for more details.

### **Assessment Length**

2000 words

### **Assessment information**

This is the final assessment for attendance purposes.

### **Assignment submission Turnitin type**

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

## **General Assessment Information**

Any referencing system such as APA is acceptable in this course as long as it is consistently applied: check UNSW Support for Referencing Assignments: <https://student.unsw.edu.au/referencing>

Students can access previous student samples on OpenLearning.

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Introduction to PA Model, OpenLearning platform and context analysis as well as diagnostic assessment tools
	Tutorial	Context analysis for the personal project; starting a 21-day challenge to form a good new habit
	Online Activity	Developing an e-portfolio and sharing with the teachers/mentor/peers
Week 2 : 19 February - 25 February	Lecture	Identifying a missing piece in communication; explicit knowledge & implicit knowledge; introducing personal project design (PPD)
	Tutorial	Setting a goal for the personal project
Week 3 : 26 February - 3 March	Lecture	Developing a personal project; introducing language learning resources
	Tutorial	Drafting a personal project design (PPD) for a one-week trial
Week 4 : 4 March - 10 March	Lecture	Language learning methods, resources and progress measurement
	Tutorial	Revising and finalising the personal project design (PPD)
Week 5 : 11 March - 17 March	Lecture	Reflective journaling; emotions and learning
	Tutorial	Discussion on the four tendencies & the first week of formal implementation
Week 6 : 18 March - 24 March	Online Activity	Features of academic discourse; project and time management
Week 7 : 25 March - 31 March	Lecture	Professional communication
	Tutorial	Discussing interim personal project progress; practising email writing
Week 8 : 1 April - 7 April	Lecture	Abstract writing; reflective essay
	Tutorial	Drafting the abstract; finalising Logbook and Journal
Week 9 : 8 April - 14 April	Lecture	Reflective practice; presentation skills
	Tutorial	Presentation preparation and rehearsal
Week 10 : 15 April - 21 April	Lecture	Learning Festival - Keynote speeches
	Tutorial	Learning Festival - parallel presentations (peer assessment)

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

When you cannot attend the lecture or tutorial, please send an email to [pele.hal@unsw.edu.au](mailto:pele.hal@unsw.edu.au) as soon as possible to get permission. In your email, include your zID, your tutorial time, and your tutor's name. We will advise you on how to catch up on what you have missed.

## Course Resources

### Prescribed Resources

Studying in English: Strategies for Success in Higher Education (2017)

# **Recommended Resources**

Book – Essentials of Essay Writing: What Markers Look For (2017)

Book – Learner English: A Teacher's Guide to Interference and Other Problems (2001)

Book – Critical Reading and Writing in the Digital Age: An Introductory Coursebook (2016)

– Longman Grammar of Spoken and Written English (1994)

Book – Foreign Language Learning (1998)

Book – Lexical Issues in Language Learning (1995)

Book – How Languages are Learned (2004)

Book – Give It a Go: Teaching Pronunciation to Adults (2009)

Book – Teaching and Researching Speaking (2017)

More resources are recommended on Leganto (via Moodle) & OpenLearning

## **Course Evaluation and Development**

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

## **Staff Details**

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Mira Kim		Room 274 Morven Brown	293852389	Wednesday 3.30 - 4.30 pm	No	No
Lecturer	Mira Kim		Room 274 Morven Brown	293852389		No	No
Head tutor	Camille Lapierre				By appointment	No	No
Tutor	Jaqueline Coan					No	No
	Ying Dong				By appointment	Yes	No
	Jiyoung Kim					No	No
Teaching assistant	Joanna Alice				Wednesday 10 am to 5 pm	No	Yes
Tutor	Mariana De Oliveira Yonamine					No	No

# Other Useful Information

## 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).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## 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.

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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## 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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

### School Contact Information

#### School of Humanities & Languages

**Email:** hal@unsw.edu.au

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm