



UNSW Course Outline

EDST6723 Extension English Method 1 - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6723

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 Education

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate, Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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.

A more intensive focus on teaching English Years 7-12 for students wishing to specialise in double English method.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss classroom strategies that recognize students different approaches to learning
CLO2 : Develop appropriate and engaging resources for the English classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.
CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour.
CLO4 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.
CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of all students.

Course Learning Outcomes	Assessment Item
CLO1 : Discuss classroom strategies that recognize students different approaches to learning	<ul style="list-style-type: none">• Texts for explicit literacy teaching
CLO2 : Develop appropriate and engaging resources for the English classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.	<ul style="list-style-type: none">• Formative assessment practices• Texts for explicit literacy teaching
CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour.	<ul style="list-style-type: none">• Texts for explicit literacy teaching
CLO4 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.	<ul style="list-style-type: none">• Formative assessment practices
CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of all students.	<ul style="list-style-type: none">• Formative assessment practices

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

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.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
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 concepts, substance and structure of the content and teaching strategies of the teaching area.	2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	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
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1,2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	2

NATIONAL PRIORITY AREA ELABORATIONS

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Texts for explicit literacy teaching Assessment Format: Individual	50%	Due Date: 22/03/2024 05:00 PM
Formative assessment practices Assessment Format: Individual	50%	Due Date: 19/04/2024 05:00 PM

Assessment Details

Texts for explicit literacy teaching

Assessment Overview

Select a text focussing on a contemporary issue impacting Stage 4 students (e.g., technology, bullying, gender inclusivity) and develop strategies and activities to support literacy and differentiation. Length: Up to 3,000 words.

Course Learning Outcomes

- CLO1 : Discuss classroom strategies that recognize students different approaches to learning
- CLO2 : Develop appropriate and engaging resources for the English classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.
- CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour.

Detailed Assessment Description

1. Select a short, written text (Text 1) suitable for Stage 4 students. Your text should be no more than 400 words. It should focus on a contemporary issue (e.g. technology, sustainability, friendship, bullying, gender inclusivity, refugee experiences etc) that will engage this age group.

- Outline the issue and why you selected it for students in Years 7 or 8.
- What literacy challenges does this text present for students with low levels of literacy? Consider (1) length (text, paragraphs, sentences); (2) grammatical features; (3) vocabulary (including lexical chains) and spelling.
- How would you support low-level literacy students so that they can access the language and meaning effectively? What explicit literacy teaching is required? Provide a brief outline of one strategy you can apply to provide appropriate and explicit scaffolding for literacy.
- Design three activities (not necessarily worksheets) to explore the contemporary issue raised and support/develop the language used in the Text 1. One activity should link to the explicit scaffolding outlined in (c); one should be for group/partner work; and one is your own choice. The activities need to focus on different aspects of literacy. State the learning intention(s) for

each activity and how you will evaluate the success of student learning.

2. Select a visual text (Text 2) to extend the issue raised in Text 1. Your text could be a photograph, artwork, cartoon, still image from a film, an extract from a picture book or from a multimodal text. (Text 2 can include a combination of written and visual features).

- Explain your reasons for selecting this text and how it relates to Text 1. How does it reinforce visual literacy and language for your students?
- Explain how Text 2 would consolidate student literacy skills developed in Text 1. In your response refer to one explicit literacy strategy you would use.
- Design a brief formative assessment task so students can demonstrate their understanding of Text 2. The task should allow some creativity as well as enable formative assessment of how well students can demonstrate the targeted aspects identified in Part 1.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6723 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Texts for Explicit Literacy Teaching

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none">• Understanding of the task and its relationship to relevant areas of theory, research, and practice• Clarity and accuracy in use of key terms and concepts	
Depth of analysis and critique in response to the task <ul style="list-style-type: none">• Ability to reflect deeply on the literacy challenges evident in Text 1, the needs of low-level literacy students and on adjustments required to meet these needs• Provision of appropriate scaffolding	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none">• Demonstrated understanding on the need to differentiate curriculum to cater for diverse learners• Deep understanding of the diverse learning needs of students in Australian schools	
Structure and organisation of response <ul style="list-style-type: none">• Ability to write an original text with features for specific learning intentions	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none">• Use of appropriate academic English• Instructions suitable for low-literacy learners	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their

weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Formative assessment practices

Assessment Overview

Present your design of five formative tasks focusing on a range of literacy skills. Length: Up to 15 minutes.

Course Learning Outcomes

- CLO2 : Develop appropriate and engaging resources for the English classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.
- CLO4 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.
- CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of all students.

Detailed Assessment Description

Prepare and deliver a 15-minute presentation that demonstrates your capacity to design five, short, thematically connected formative assessment tasks. Each task must focus on a different literacy skill (see below). Consider the modes of assessment and how students will respond, with at least one task differentiated to allow access for different levels of skill.

The five tasks will target: Reading, Writing, Listening, Spelling, Grammar.

In your oral presentation you should briefly discuss the context for the set of assessments (stage, learning intentions and success criteria) and how they can be used formatively to evaluate current learning as well as provide feedback to move learning forward. Provide a rationale for the choices you have made. You should briefly discuss the advantages and disadvantages of each type of assessment (short answer, guided response, cloze, multiple choice questions, matching) in terms of purpose, setting, administration and feedback for students. Also indicate whether you feel the task is suitable for teacher, self or peer assessment.

Your written submission will introduce each assessment task and provide more detail about the above points. You need to explain and justify any options provided and also how one or more tasks allow for differentiation.

For your set of assessment tasks, make sure you include brief written information about:

- the target student(s)
- the sequence in which the tasks will be used
- how feedback will be given.

One assessment task MUST include an alternative form showing the adjustments you have made to cater for students with EITHER low reading levels in literacy OR EAL/D students.

You need to provide a paper copy of each task (and marking rubric where required) for your lecturer to annotate during your presentation. Other material should be displayed electronically.

Assessment Task 2 is due following your presentation. This will allow you to reflect on peer and teacher feedback as well as adjust your own content if required as a result of the presentation.

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6723 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Formative Assessment Practices

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none">• Demonstrate knowledge of effective assessment practices, especially backward mapping so that there are clear links between the learning intentions, success criteria and assessment tasks• Design a range of five effective assessment tasks• Demonstrate a deep understanding of different ways to offer student feedback	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none">• Demonstrate understanding of academic and cultural diversity when assessing students• Design appropriate tasks focused on specific needs of the student(s)	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none">• Demonstrate understanding of the need to differentiate assessment to cater for diverse learners• Understanding of effective assessment practices that suit different purposes	
<p>Structure and organisation of response</p> <ul style="list-style-type: none">• Ability to deliver an engaging presentation that meets the specified criteria, including 15-minute time allocation	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none">• Ability to use clear and appropriate English	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass

the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	<ul style="list-style-type: none"> Introduction: Scope and importance of literacy K-12 Literacy continuum Recursive learning Literacy myths Aspect of literacy – Teaching reading Phonics, fluency, decoding for meaning, repairing errors Learning to read vs Reading to Learn
	Tutorial	<ul style="list-style-type: none"> Selecting reading materials Assessing reading level and identifying difficulties Matching text difficulty to reading level Texts to engage low-level readers The problem of literacy Comprehension strategies
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> Aspect of literacy – Spelling Stages of development Strategies good spellers use Spelling unfamiliar words The role of etymology Explicit teaching Proofreading Assessment of spelling competence
	Tutorial	<ul style="list-style-type: none"> Teaching Literacy in Year 7 – Reading and spelling Links between Reading and Spelling Encouraging vocabulary development through spelling Designing a spelling program
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> Aspect of literacy – Written and aural comprehension Ways of reading/ listening Strategies for improving comprehension Extending vocabulary Role of working memory
	Tutorial	<ul style="list-style-type: none"> Improving comprehension Using formative assessment strategies Graphic organisers and responding to text Dictogloss and jigsaw texts for listening tasks
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> Aspect of literacy – Grammar Use of metalanguage (functional/traditional) Teaching grammar in context Recursive learning Levels of grammar – text, sentence, word Knowing when to break the rules Making and interpreting grammatical choices to improve communication
	Tutorial	<ul style="list-style-type: none"> Teaching Literacy in Year 7 – Writing and grammar Links between writing and grammar Identifying lexical chains in a written text Different forms of cloze to target grammar
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> Teaching Literacy in a mixed ability English classroom High-challenge High-support classroom model Adjusting outcomes Modes of language Differentiation through group work (guided v independent)
	Tutorial	<ul style="list-style-type: none"> Adjusting assessments for EALD/low levels of literacy Multi-level explicit teaching Accessing literary texts
Week 6 : 18 March - 24 March	Homework	<ul style="list-style-type: none"> Asynchronous Literacy assessment Integrating assessment to move learning forward Giving explicit feedback - to grade or not to grade? NAPLAN and the English teacher
	Homework	<ul style="list-style-type: none"> Asynchronous Teaching Literacy in Year 7 – Reading for Writing Importance of vocabulary teaching and learning Importance of wide reading in the learning continuum
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> Aspect of Literacy – Writing Model what you teach Writing essentials - Purpose and audience Grammar, spelling and punctuation in context – cognitive load and application of knowledge Assessment and feedback - stars and wishes
	Tutorial	<ul style="list-style-type: none"> Understanding and applying NAPLAN writing marking criteria Differences between class marking and NAPLAN marking for Writing Strategies for marking student writing
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> Aspect of Literacy – Writing Understanding task (model text, annotation, graphic organiser) Planning (text type, generating and organising ideas) Peer and self assessment
	Tutorial	<ul style="list-style-type: none"> Teaching Literacy in Year 7 – Planning for Writing Strategy of continuous speed writing Writing tools - paper/pencil or computer? Adapting rubrics (for writing tasks)
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> Negotiating the world: accumulating literacy Literacy matters – control of language; current and future learning Providing opportunities for continual improvement Environmental literacy; digital reading; making connections Life skills: proliferation and diversity of literacy needs What counts as “proper” literacy?
	Tutorial	<ul style="list-style-type: none"> Teaching Literacy in Year 7 – Proofreading and editing skills Differences between editing and proofreading Strategies for editing and proofreading Importance of reflective writing
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> Aspect of Literacy – Punctuation The role of punctuation in reading and writing Teaching punctuation for direct speech Sentence level v. text level punctuation Simple v. complex punctuation
	Tutorial	<ul style="list-style-type: none"> Role of ICT in Literacies Multimodal texts Collaborative texts

	<ul style="list-style-type: none"> • Class presentation for Assessment 2 • Becoming a reflective teacher Course reflections and MyExperience on-line evaluation
--	---

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Readings

- Barton, G. & Woolley, G. (2017). *Developing Literacy in the Secondary Classroom*. London: Sage.
- Dean, G. (2004). *Improving Learning in Secondary English*. Oxon: Routledge.
- [Fisher](#), D., [Frey](#), N. and [Lapp](#), D. (2016). *Text Complexity: Stretching Readers With Texts and Tasks* 2nd Edition. Thousand Oaks, CA: Corwin Literacy.
- [Fisher](#), D., [Frey](#), N. and Hattie, J. (2016). *Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning*. Thousand Oaks, CA: Corwin Literacy.

Readings will be posted on Moodle in the week prior to each class.

Further Readings

- Adoniou, M. (2016). *Spelling it Out: How words work and how to teach them*. Cambridge: CUP/.
- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

- 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.
- Harrison, N & Sellwood (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education*. Oxford, Sydney.
- Hayes, D., Hattam, R., Comber, B., Kerkham, L., Lupton, R. & Thomson, P. (2017). *Literacy, Leading and Learning: Beyond Pedagogies of Poverty*. Oxon: Routledge.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.

Professional websites for English teachers

- <http://www.boardofstudies.nsw.edu.au/7-10-literacy-numeracy/literacy-strategy.html> (BOSTES)
- <http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1> (English K-10)
- <http://www.curriculumsupport.education.nsw.gov.au/literacy/> (Lit Continuum)
- <https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml> (Lit Pol)
- <http://www.naplan.edu.au/> (ACARA)
- <http://www.englishteacher.com.au/index.php>- The English Teachers Association site (ETA)
- <http://www.aitsl.edu.au> (Search for "Teach Literacy")

Recommended Resources

Recommended Resources

- English Teachers' Association Journal articles

Professional Associations

- English Teachers' Association (ETANSW) www.etansw.asn.au Tel: 95726900; email admin@englishteacher.com.au
- Australian Literacy Educators Association (ALEA) www.alea.edu.au Tel: 1800248 379; email office@alea.edu.au
- Primary English Teachers' Association Australia (PETAA) Tel: 9565 1277; email office@alea.edu.au

Course Evaluation and Development

- Student feedback will be gathered informally through weekly discussions; and formally through the completion of a survey.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kylie Davis				Email to arrange an appointment	No	Yes

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.

[Use of AI for assessments | UNSW Current Students](#)

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 externaltelsupport@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-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

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

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>