UNSW Course Outline

EDST6782 Early Reading Instruction - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6782
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 : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate, Postgraduate
Units of Credit : 6

Useful Links

[Handbook](#) [Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will learn how to teach children how to read. Among the range of approaches to early reading instruction, evidence best supports reading instruction that is explicit, systematic, and sequenced, and includes the components of phonemic awareness, phonics,

fluency, vocabulary, comprehension, and oral language development. You will learn what these skills are, how to teach them, how to assess them, and how to respond with evidence-based interventions to develop early reading skills.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe a range of approaches to teaching reading and identify those supported by evidence
CLO2 : Assess children's reading in relation to phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral
CLO3 : Teach children how to read

Course Learning Outcomes	Assessment Item
CLO1 : Describe a range of approaches to teaching reading and identify those supported by evidence	• Teaching Decoding
CLO2 : Assess children's reading in relation to phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral	• Teaching and Assessing Reading Comprehension
CLO3 : Teach children how to read	• Teaching Decoding • Teaching and Assessing Reading Comprehension

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching Strategies

- Teaching strategies in this course reflect the content of the course itself - through lectures, tutorials, and online activities.
- Explicit instruction and complementary approaches are used to demonstrate the efficacy of approaches to early reading instruction.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
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 linguistic, 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 abilities.	1
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4, 8	1, 2
B	Classroom Management.	1-2	1, 2
C	Information and Communication Technologies.	3-7, 10	1, 2
D	Literacy and Numeracy.	1-2, 6-19	1, 2
E	Students with Special Educational Needs.	1-8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-9	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Teaching Decoding Assessment Format: Individual	40%	Due Date: 15/03/2024 05:00 PM
Teaching and Assessing Reading Comprehension Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: 19/04/2024 05:00 PM

Assessment Details
Teaching Decoding

Assessment Overview

Scenario: You are planning a two-week Early Stage 1 unit of work. The unit includes both a Component A teaching focus (i.e., foundational literacy skills); and a Component B teaching focus (i.e., conceptual understandings of subject English). You are to follow the organisation of NSW English Syllabus sample units. The unit will help you achieve two teaching objectives simultaneously: 1) understanding and examining the English textual concept of 'Imagery, symbol and connotation'. 2) developing a phonological awareness and grapheme-phoneme correspondence (GPC) instructional sequence as modelled in NSW English Syllabus resources. Indicative length: 2,500 words.

Course Learning Outcomes

- CLO1 : Describe a range of approaches to teaching reading and identify those supported by evidence
- CLO3 : Teach children how to read

<u>Detailed Assessment Description</u>

Links to assist you with the assessment task:

- **NSW English Syllabus K-2 sample units:** https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/english-k-2-units
- **Grapheme-phoneme correspondence (GPC) instructional sequence** https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources
- **Link to checklist for selecting quality texts for K-6** https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/selecting-quality-texts#/asset1

Task

1. Text selection and justification

- Select two high quality texts (one decodable text and one award-winning children's literary text) to help you meet the two teaching objectives in the scenario.
- Briefly describe the texts' plot, theme, language features and complexity.
- Argue for the suitability of the texts in terms of plot, theme and language complexity to the targeted student cohort (i.e., Early Stage 1 students). For the argument of language complexity, you need to analyse the text in terms of grammar and vocabulary features (e.g., structure of Noun and Verb groups and Prepositional phrases; sentence structure; and the variety of vocabulary tiers).
- Provide two examples of words you can find in the texts to teach each of the 11 grapheme-phoneme correspondence (GPC) contents in Term 4. See Moodle for table template to be completed.

2. Lesson Plan

- Choose a phoneme from the grapheme-phoneme correspondence (GPC) instructional sequence to teach in Term 4. Describe the procedure you will use to teach phonemic awareness of that sound (e.g. sound /ei/).
- Choose a grapheme-phoneme correspondence (GPC) (e.g. *ay*-/ei/) and describe the procedure you will use to teach this GPC using the selected texts.

3. Differentiation

- Describe how you would differentiate teaching about GPC for EAL/D students and for students with language development delay.

<u>Assessment Length</u>

2,500 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6782 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Teaching Decoding

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Quality literature and literary concepts suitable for Early Stage 1 students • Teaching phonemic awareness • Teaching Grapheme-Phoneme correspondence (GPC) • Differentiation strategies for diverse students • Suitability of teaching resources	
Depth of analysis and critique in response to the task • Language features and complexity of the text and its suitability for Early Stage 1 students	
Familiarity with and relevance of professional and/or research literature used to support response • NSW English Syllabus K-2 • NESA Syllabus GPC instructional sequence • The role of oral language in literacy development • Literature relating to the teaching of oral language, phonemic awareness and GPC	
Structure and organisation of response • Logical and coherent structure • Clear presentation of ideas to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources, and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (2500 words)	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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.	

Assignment submission Turnitin type

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

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.

Teaching and Assessing Reading Comprehension

Assessment Overview

Scenario: You will be teaching Year 1 reading comprehension during your school-based professional engagement. You must develop a two-week unit of work with a focus on Component B outcomes (i.e., oral language, vocabulary, reading comprehension, creating written texts, and understanding and responding to literature). The textual concept this unit focuses on is Perspective and Argument (that is, a unit similar to Stage 1, First Year, Term 1, Unit 5 in the NESA sample units). Indicative length: 3,000 words.

Course Learning Outcomes

- CLO2 : Assess children's reading in relation to phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral
- CLO3 : Teach children how to read

Detailed Assessment Description

Task

1. Determining students' level of performance

- Collect available assessment data from the school to assess students' current reading performance. In addition, establish the desired level of performance students will achieve by the end of the unit. As a reference, use the National Literacy Learning Progression.
- Note: If you don't have access to assessment data at INSTEP, please use samples from this source: https://developing-early-literacy.com.au/assessing-reading-behaviour/taking-a-record-of-reading-behaviour/

2. Text selection and justification

- Select a quality text at an instructional level matched to students' current reading level that is

different from the one you used in assessment 1. Choose a text that will help you address the concepts of Perspective and Argument for Stage 1 students (Component A and Component B outcomes - see Moodle for more details).

- Note: You are not allowed to use the same text as in Sample Unit 5: *Don't let the pigeon drive the bus*.
- Justify your choice of text by explaining how the text can provide language and visual models for teaching the above content (i.e., simple, compound and complex sentences; cause and effect vocabulary; and images that add meanings to language). Provide 2 examples for each type of content. (See W8 lecture slides and Moodle for more details).

3. Comprehension assessment (Hill 2022, chapter 11)

- Write 10 comprehension questions based on the text, of which:
  - 4 assess literal comprehension
  - 4 assess interpretive comprehension relating to the cause and effect relation of events in the text
  - 2 assess inferential comprehension
- These questions need to assess comprehension of both language and visual images.
- Provide possible answers to the questions.
- Indicate segments of the texts where the answers can be found or inferred.

4. Lesson plans

- Provide a Book Orientation script to prepare the students before reading the text. (Parkin & Harper, 2019, Ch5)
- Provide a lesson plan to teach vocabulary relating to cause/effect expression used in the text (See lecture week 7 and Hill 2022 ch7)
- Provide a lesson plan to teach about using visual image to expand meanings (see lecture 9 slides).

<u>Assessment Length</u>

3,000 words

RUBRIC/FEEDBACK SHEET

EDST6782 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Teaching and Assessing Reading Comprehension

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Quality literature and literary concepts suitable for Stage 1 students • Suitability of teaching resources • Selected text includes simple, compound, and complex sentences • Selected text includes cause/effect vocabulary • Selected text includes an image for expanding meaning • Comprehension at instructional level • Differentiation strategies for diverse students • Interpretation of assessment data • Writing lesson plans to teach reading comprehension	
Depth of analysis and critique in response to the task • Analysis of texts for simple, compound, and complex sentences • Analysis of texts for cause/effect vocabulary • Analysis of texts for image/s for expanding meaning/s	
Familiarity with and relevance of professional and/or research literature used to support response • NESA syllabus learning outcomes and the National Literacy Learning Progression relating to Reading/Viewing • Sound range of professional and research references to support the teaching of reading	
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources, and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (3000 words)	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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.	

Hurdle rules

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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).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Introduction to early reading instructions • Models of reading • Early Reading in the NESA syllabus (K-2) • Children's language and reading development
	Tutorial	• Experiencing modelled Reading and Phonics instruction • Exploring the new NESA syllabus (K-2) & the National Literacy Learning Progression • Exploring Primary Teachers' support resources: PETAA and CBCA • Selecting suitable picture books for targeted learning outcomes
	Reading	• Key The new NESA syllabus (K-2) National Literacy Learning Progression (NLLP) Wheldall et al. (2023), Ch1. • Recommended PETAA & CBCA websites Cox, R., Feez, S., & Beveridge, L. (Eds.) (2019), Ch1, 2 & 7 Hill (2021), Chapter 4
Week 2 : 19 February - 25 February	Lecture	Oral language and literacy development • Components of oral language • Developing children's oral language for literacy development
	Tutorial	• Strategies for supporting children's oral language in class • Differentiated teacher talk to support oral language development for EAL/D students and students with language development delay • Differentiated oral language instructions for EAL/D students and students with language development delay
	Reading	• Key Hill (2021), Chap 2 Wheldall et al. (2023) , Chap 5 Harper & Feez (2021) An EALD Handbook Chap1
Week 3 : 26 February - 3 March	Lecture	Phonological awareness • Phonological awareness and its importance to reading development • Phonological awareness in the NESA syllabus (K-2) • Teaching and assessing phonological / phonemic awareness • EAL/D students and phonemic awareness • Differentiation activities
	Tutorial	• Practice teaching phonological awareness and phonemic awareness • Designing assessment activities
	Reading	• Key Hill (2021) Chap 6 Wheldall et al. (2023) , Chap 6 Year 1 Phonics Screening Check https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/assessment-resources/phonics-screening-check
Week 4 : 4 March - 10 March	Lecture	Grapheme-phoneme correspondence (GPC) (Phonic knowledge) • GPC knowledge and its importance to children's learning to decode • GPC instructional sequence-NSW syllabus (K-2) • Teaching and assessing GPC • Differentiation activities Sight recognition
	Tutorial	• Experiencing GPC teaching • Practice GPC teaching • Conducting GPC assessment activities
	Reading	• Key Hill (2021), Chapter 12, 13 Wheldall et al. (2023) , Chap 7 Phonics https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/phonics
Week 5 : 11 March - 17 March	Lecture	Consolidation: • Children's literacy development • Oral language, phonological awareness and GPC in the early years of schooling
	Tutorial	• Examining sample K-2 units of work • Examining sample lessons for teaching Early Reading including phonemic awareness and GPC • Completing Assessment 1
	Reading	• Course resources on Moodle
Week 6 : 18 March - 24 March	Homework	Flexibility Week • Prepare for Assessment 2
Week 7 : 25 March - 31 March	Lecture	Understanding the readers • The four resources of the reader • Three comprehension levels Overview of the reading / viewing teaching strategies • The gradual release of responsibility: Dialogic, Modelled, Shared, Guided,

		Independent Modelled reading: Before reading • Book orientation • Pre-teaching of vocabulary to enhance comprehension • Differentiation strategies
	Tutorial	• Experiencing children's reading performance • Book orientation practice • Dialogic reading practice • Developing comprehension questions
	Reading	• Key Hill (2021), Chapter 9 Teaching with Intent 2 (Parkin and Harper, 2019, Ch5) Cox et al. (2019), Ch8
Week 8 : 1 April - 7 April	Topic	Modelled Reading: After Reading • Teaching grammar to enhance comprehension • Teaching visual literacy to enhance comprehension • Differentiation strategies
	Tutorial	• Teaching practice
	Reading	• Course materials
Week 9 : 8 April - 14 April	Lecture	Modelled Reading: During Reading • Modelling reading fluency • Modelling comprehension strategies Assessing comprehension • Assessing students' fluency and comprehension • Assessing reading behaviours • Evaluating students' reading performance
	Tutorial	• Teaching practice • Running record practice • Reporting on students' reading performance
	Reading	• Hill (2021), Chapter 8 (Fluency) • Hill (2021), Chapter 11 (Comprehension) • Hill (2021), Chapter 9 (Running Record) • The National Literacy Learning Progression
Week 10 : 15 April - 21 April	Lecture	• Unit consolidation • Assessment 2 preparation
	Tutorial	• Assessment 2 preparation

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

Required readings

Additional required readings will be available via Moodle.

- Hill, S. (2021). *Developing Early Literacy: Assessment and Teaching* (3rd ed.). VIC: Eleanor Curtain Publishing.
- NSW English K-2/K-10 syllabus (2021). [English K–10 | NSW Curriculum | NSW Education Standards Authority](#)
- The National Literacy Learning Progression https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/reading-and-viewing/
- Wheldall, K., Whedall, R., & Buckingham, J. (Eds.). (2023). *Effective Instruction in Reading and Spelling*. NSW: Australia: MRU Press.

Recommended Resources

Recommended readings

- Cox, R., Feez, S., & Beveridge, L. (Eds.). (2019). *The alphabetic principle and beyond: surveying the landscape*. Sydney: NSW: PETAA (Primary English Teaching Association Australia).
- Fellowes, J., & Oakley, G. (2014). *Language, Literacy and Early Childhood Education* (2nd ed.). VIC: Oxford University Press.
- Harper, H., & Feez, S. (2021). *An EAL/D Handbook: Teaching and learning across the curriculum when English is an additional language or dialect*: Primary English Teaching Association Australia (PETAA).
- Parkin, B., & Harper, H. (2019). *Teaching with Intent 2: Literature-based literacy teaching and learning*. Sydney: Primary English Teaching Association.

Further readings

- Bear, R., Invernizzi, M., Templeton, S. and Johnston, F. (2012). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Boston: Pearson.
- Derewianka, B. (2012). *A New Grammar Companion for Teachers*. Sydney: PETAA.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth: Heinemann.
- Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed). Melbourne: Oxford.
- Hertzberg, M. (2012). *Teaching English Language Learners in Mainstream Classes*. Sydney: PETAA.
- Humphrey, S., Droga, L. and Feez S. (2012). *Grammar and Meaning*. Sydney: PETAA.
- Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom*. Sydney: PETAA.

- Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading*. Melbourne: Australian Council for Educational Research.
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.
- Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy and literature*. South Melbourne: Oxford University Press.
- Snowball, D. and Bolton, F. (1999). *Spelling K-8: Planning and teaching*. Portland, Maine: Stenhouse.
- Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading, writing and children's literature* (5th ed.). South Melbourne: Oxford University Press. [e-book].
- Topfer, C. and Arendt D. (2010). *Guiding Thinking for Effective Spelling*. Carlton South, Victoria: Curriculum Press.

Professional organisations

- PETAA Primary English Teaching Association Australia www.petaa.edu.au/home
- Australian Literacy Educators' Association http://www.alea.edu.au

Course Evaluation and Development

- Student feedback will help shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Thu Ngo		Ground Floor Morven Brown Building		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 Plagarism

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 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-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