



UNSW Course Outline

EDST5147 Thesis Writing and Presentation - 2024

Published on the 17 Dec 2023

General Course Information

Course Code : EDST5147

Year : 2024

Term : Summer

Teaching Period : U1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Online

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

[Useful Links](#)

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course is aimed at postgraduate research students to evaluate and develop their thesis writing abilities and skills. Weekly sessions cover the overall structuring of the thesis; writing the introduction; the literature review; the methodology chapter; discussion chapters; the conclusion

and the abstract and understanding examiner expectations with an emphasis on managing the writing process over an extended time period and on managing large amounts of texts. The course is informed by current applied linguistic and educational research into advanced academic and professional writing, and includes writing a conference paper and journal article and preparing for seminar/conference presentations.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation.
CLO2 : Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.
CLO3 : Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.

Course Learning Outcomes	Assessment Item
CLO1 : Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation.	<ul style="list-style-type: none">• Peer and Self-Assessment• Thesis Chapter Production
CLO2 : Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.	<ul style="list-style-type: none">• Peer and Self-Assessment• Thesis Chapter Production
CLO3 : Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.	<ul style="list-style-type: none">• Peer and Self-Assessment• Thesis Chapter Production

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

The teaching will explain and model effective thesis writing. You will be guided in the development of your writing skills so that you can execute thesis writing on your own when you complete the course.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Peer and Self-Assessment Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 16/01/2024 05:00 PM
Thesis Chapter Production Assessment Format: Individual	70%	Start Date: Not Applicable Due Date: 25/01/2024 05:00 PM

Assessment Details

Peer and Self-Assessment

Assessment Overview

Task: Peer and Self-Assessment.

- Submit a 3000-word excerpt of a first draft of the thesis chapter.
- Self-assess your draft and peer-assess the draft assigned to you.

Course Learning Outcomes

- CLO1 : Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation.
- CLO2 : Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.
- CLO3 : Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.

Detailed Assessment Description

See Moodle.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5036/EDST5147 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Peer and Self-Assessment

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none">• Addresses the question/issue• Understanding of the question/issue• Understanding of relationship to relevant theory, research, and practice• Information presented is relevant• Understanding of the complexities and interrelationships involved	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none">• Depth of analysis• Well-reasoned arguments• Sound analysis of problem	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none">• Appropriate research references to support responses• Sound range of research references	
<p>Structure and organisation of response</p> <ul style="list-style-type: none">• Appropriate nature of structural organisation• Logical and coherent structure• Clear presentation of ideas to enhance readability	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none">• APA style for citations and references & complete reference list• Clarity and appropriateness of language style• Word count within 10% of limit set	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 30%
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.

Thesis Chapter Production

Assessment Overview

Task: Thesis Chapter Production.

- Submit a 6000-word excerpt from the draft thesis chapter that you submitted for Task 1.
- Incorporate into your response, the feedback received from Task 1.

Course Learning Outcomes

- CLO1 : Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation.
- CLO2 : Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.
- CLO3 : Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.

Detailed Assessment Description

See Moodle.

Assessment Length

6000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5036/EDST5147 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Thesis Chapter Production

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research, and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance intelligibility 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style • Word count within 10% of limit set 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 70%
<p>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.</p>	

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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 \(unsw.edu.au\)](https://sed.unsw.edu.au/policies-and-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Day 1	Intensive	In this introductory day of our course, we will discuss the overall aims of the course and how it aims to help you with your thesis writing and other types of research writing. The session will focus specifically on factors that can affect thesis writing, thesis structure, and writing the Introduction. I will introduce the four questions framework. As we are meeting in an intensive mode, there will be activities for students to engage in and opportunities for discussion through the day.
Day 2	Intensive	There are many approaches to writing a literature review and a methodology chapter. In this session, we will look at the typical ways literature reviews and methodology sections of research theses in educational fields are organised and structured. We will discuss the functions of these two key components of your thesis and look at examples from completed theses. There will be opportunities for discussion and activities that involve you in thinking and writing. We will also look at the research into examiners' expectations of a literature review. Please bring a literature review chapter and a methodology chapter from a thesis in your field to class. Digital version is fine.
Day 3	Intensive	In this session, we look at writing findings/discussions chapters. We also look at writing the conclusion and the research into examiners' expectations in more detail. We will talk about how your frame your study's contribution and its implications and once again there will be writing and thinking activities. Please bring a discussion chapter to class as well as a conclusion chapter.
Day 4	Intensive	This is the final day of our intensive course. We focus on writing conference abstracts and journal article introductions. I will share with you my experience of being a journal editor and reviewer and provide advice on getting published in academic journals. Activities will relate to this focus. Please bring a journal article from a journal you would like to publish in to class.

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 is delivered via four intensive seminars over four days.

Course Resources

Prescribed Resources

- Your draft texts are the main resource for this intensive course.
- You will carefully edit your draft thesis chapter and also provide peer feedback to your colleagues.

Recommended Resources

- Holliday, A. (2007). *Doing and writing qualitative research* (2nd ed.). London: SAGE. UNSW Library Link.
- Evans, D., Gruba, P., & Zobel, J. (2011 (3 rd edition)). *How to write a better thesis*. Melbourne, Australia: Melbourne University Press. There are several editions of this book.
- Murray, R. (2017). *How to write a thesis*. (4th edition). Maidenhead, England: Open University Press. There are several earlier editions of this book which are very helpful too.
- Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language*. London: Routledge.
- Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language: A handbook for students and their supervisors*. 2nd edition. London: Routledge. This book provides details of many other resources that support thesis writing.

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	Sue Starfield		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 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

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>