



UNSW Course Outline

EDST6753 Extension English Method 2 - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST6753

Year : 2024

Term : Term 2

Teaching Period : T2C

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : In Person

Delivery Format : Non 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.

This course continues for students studying EDST6723, the in-depth enquiry into pedagogy and content knowledge for the English classroom. Students will also critique research into the teaching of English and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the NSW English syllabuses.

Course Aims

This course aims:

To deepen the students' understanding of how to achieve successful English outcomes for *all* students.

To deepen the students' understanding of the importance of feedback, to students and to teachers, in planning lessons and for achieving successful English outcomes.

Course Learning Outcomes

Course Learning Outcomes
CL01 : Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs
CL02 : Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students
CL03 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
CL04 : Analyse specific teaching and assessment strategies to meet the needs of all students

Course Learning Outcomes	Assessment Item
CL01 : Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs	• Essay on issues addressing the diverse educational needs of students
CL02 : Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students	• Presentation of assessment practices • Essay on issues addressing the diverse educational needs of students
CL03 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	• Presentation of assessment practices
CL04 : Analyse specific teaching and assessment strategies to meet the needs of all students	• Essay on issues addressing the diverse educational needs of students • Presentation of assessment practices

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

This subject aims to develop in each student a deeper understanding of the requirements of the Stage 6 English curriculum. During the course, students will develop their knowledge of Stage 6 English syllabus documents for EAL/D, Standard, Advanced and Extension I and II. They will develop an understanding of the literacy and assessment demands of Stage 6. Students will gain an understanding of current research into effective teaching strategies for Stage 6 English.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. A key component of the course will be immersion in the practical demands of teaching senior students. Students will have opportunities to observe practising Stage 6 English teachers and discuss the demands of the HSC course with year 12 students and teachers.

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 Moodle and the UNSWICT wikispace.
- Online discussions.
- Opportunities for observations of year 12 Extension I and II, classes and meetings with year 12 teachers and students to discuss a range of approaches to teaching and learning.

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
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	*
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
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
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.	*
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
2.2.1	Organise content into an effective learning and teaching sequence.	*
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	*
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, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	*
3.3.1	Include a range of teaching strategies.	1
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	*

5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	*
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	*
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	*
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	*
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	*
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	*
	* Covered during the course	

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment /s
A	Aboriginal and Torres Strait Islander Education.	1*-3*, 4-6, 7*-12*	1, 2
C	Information and Communication Technologies.	1, 2*, 3-4, 5*, 6-8, 9*-11*, 12-13, 14*	1
D	Literacy and Numeracy.	1, 2*, 3-5, 6*, 7-9, 10*, 11-14, 15*, 16*	1, 2
E	Students with Special Educational Needs.	1*, 2, 3*-6*, 7-8, 9*	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1*-6*, 7, 8*-11*	2
	* Covered during the course		

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay on issues addressing the diverse educational needs of students Assessment Format: Individual	50%	Due Date: 09/08/2024 05:00 PM
Presentation of assessment practices Assessment Format: Individual	50%	Due Date: 30/08/2024 05:00 PM

Assessment Details

Essay on issues addressing the diverse educational needs of students

Assessment Overview

Write an essay on issues addressing the diverse educational needs of students. Indicative length: 2500 words. A feedback sheet will be provided.

Course Learning Outcomes

- CL01 : Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs
- CL02 : Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students
- CL04 : Analyse specific teaching and assessment strategies to meet the needs of all students

Detailed Assessment Description

How does a school cater for the educational needs of its students? Consider the learning needs of students from diverse cultural and linguistic backgrounds, and students from Aboriginal and Torres Strait Islander backgrounds. Include details of specific literacy and numeracy needs and strategies needed to inform the teaching of English.

- Write an essay in which you describe your perception of the needs of these students and what a school's response could be to those needs. What advice would you offer a school to enhance/improve/change the approach?
- Your essay must demonstrate that you have researched educational theory in forming your opinions.

Assessment Length

2500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST6753 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Essay on Issues Addressing the Diverse Educational Needs of Students• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understands the diverse educational needs of students from diverse cultural, linguistic, Aboriginal and Torres Strait Islander backgrounds• Demonstrates clarity and accuracy in use of key terms and concepts	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Includes details of specific literacy and numeracy needs and strategies required to inform the teaching of English• Considers the learning needs of students from diverse cultural, linguistic, Aboriginal and Torres Strait Islander backgrounds• Provides perception of the needs of these students and what a school's response could be to those needs. This includes offering advice to enhance/ improve/ change the approach	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Demonstrates understanding of research and theory, and supports this through the use of appropriate references• Reflects ideas and material provided in lectures, tutorials, readings	
<ul style="list-style-type: none">• Structure and organisation of response• Use of appropriate academic English, text construction and appropriate referencing (APA)	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Shows excellent command of English grammar conventions including spelling, syntax, and punctuation	
• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<ul style="list-style-type: none">• 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.

Presentation of assessment practices

Assessment Overview

Deliver a presentation of assessment practices that you would employ in your teaching.

Indicative length: 3000 words. A feedback sheet will be provided.

Course Learning Outcomes

- CLO2 : Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students
- CLO3 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
- CLO4 : Analyse specific teaching and assessment strategies to meet the needs of all students

Detailed Assessment Description

Deliver a 15-minute presentation that demonstrates your capacity to discuss a variety of assessment practices, including formative and summative, content organisation and moderation approaches. Copies of relevant student work samples and/or modelled work samples, your assessment marking criteria and written feedback to the student, must be presented as a part of the presentation.

Assessment Length

3000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST6753 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Presentation of Assessment Practices• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Demonstrates understanding of a variety of assessment practices• Demonstrates understanding of the implications of relevant research for the classroom teaching and assessment of English	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Discusses formative and summative assessment practices, content organisation and moderation approaches• Provides copies of relevant student work samples and/or modelled work samples; assessment marking criteria, and written feedback to the student• Provides examples of responding to student work and using feedback to inform teaching	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Demonstrates understanding of a range of effective assessment practices; of valid and relevant research evidence to support ideas about assessment feedback	
<ul style="list-style-type: none">• Structure and organisation of response• Demonstrates ability to deliver an engaging presentation that meets the specified criteria, including adhering to the 15-minute time allocation	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Demonstrates a good command of grammar, text construction, and appropriate APA referencing	
• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<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>	

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

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
1	Lecture	• The challenges of teaching Stage 6 English and the HSC Overview of all Stage 6 courses and approaches that enrich the learning outcomes of Stage 6 students
	Tutorial	• Integrating the Common Modules: Reading to Write; and Texts and Human Experiences
	Reading	• NSW Stage 6 Syllabus rationale and overview
2	Lecture	• Teaching and managing the Stage 6 classroom Addressing challenges within the Stage 6 classroom
	Tutorial	• Strategies to respond to the learning needs of students
	Reading	• Growth Mind Set - http://mindsetonline.com/whatisit/about/ • View: 'The Power of Believing You Can Improve' - http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en
3	Lecture	• The literacy demands of Stage 6 English Developing and enriching the analytical and imaginative response skills of Stage 6 students
	Tutorial	• Literacy resources for Stage 6 English Literacy and in particular writing: http://unswict.wikispaces.com/Literacy • NESA procedures for disability provisions and special consideration
4	Lecture	• Teaching and programming for the HSC Modules for Standard and Advanced Pedagogical content knowledge: The art of teaching the skills, content and knowledge in the Standard and Advanced Modules
	Tutorial	• Developing quality programs and resources
	Reading	• NSW Stage 6 Syllabus and revisiting outcomes
5	Lecture	• The Teaching Challenges of Extension 1 & 2 English Teaching Extension 1 and 2 - The HSC demands; literary theory; meeting with teachers and students
	Tutorial	• Students as researchers
	Reading	• HSC Extension English 2: State Library: http://www.sl.nsw.gov.au/content/reflection-statements • Extension 2 reflection statements State Library: http://www.sl.nsw.gov.au/services/learning_at_the_Library/english_extension_2_reflection_statements.html
6	Lecture	• HSC standards and marking, and strategic feedback Pilot marking sessions and developing an understanding of the HSC standards and marking operations
	Tutorial	• Using Assessment Resource Centre Standards Materials (NESA) http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/ • Online course evaluation
	Reading	• NESA http://www.boardofstudies.nsw.edu.au/hsc_exams/

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

- For detailed readings see the UNSW Moodle website.
- NSW Board of Studies, Stage 6 Syllabus, English: Standard; Advanced; and Extension, April 2017. Download these syllabuses from the Board of Studies website <https://syllabus.nesa.nsw.edu.au>
- Gannon, S. Howie, M. and Sawyer, W (eds.) (2009). *Charged with Meaning: Reviewing English* (3rd Edition). Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Recommended Resources

Recommended readings

- Anderson, M., Hughes, J. and Manuel, J. (2008). *Drama and English Teaching* Melbourne. Victoria, Australia: Oxford University Press.
- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- 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, Neil (2008). *Teaching and Learning in Indigenous Education*. Victoria, Australia Oxford University Press.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Marsh, Colin (2010). *Becoming a Teacher*. Sydney, Australia: Pearson Australia.
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- McGrath, H. and Noble, T. (2010). *Hits and Hots*. Melbourne, Victoria: Pearson Australia.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Wiggins, G and McTighe, J. (1998). *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD).
- Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Press.

Professional websites for English teachers

- NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the NESA website or you can buy a hardcopies for \$12.15 from the UNSW Bookshop on lower campus. <https://syllabus.nesa.nsw.edu.au>
- Department of Education and Training. <http://www.det.nsw.edu.au>
- The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication mETaphor (four a year - full of practical classroom resources, lessons, ideas) and English in Australia - up to the minute developments in English teaching. <http://www.englishteacher.com.au/index.php>
- The Catholic Education Commission. <http://www.cecnsw.catholic.edu.au>
- A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse. <http://www.curriculum.edu.au/communities/engishednet/howto.htm>
- Student Equity and Diversity Unit, Telephone: 9385 4734 or check the website <https://www.studentequity.unsw.edu.au>. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Professional associations

- English Teachers' Association (ETANSW), PO Box 299 Leichhardt, NSW 2040. Tel: 95726900,

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 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>