



UNSW Course Outline

ARTS2904 Dressed to Kill: Dress and Identity in History - 2024

Published on the 17 May 2024

General Course Information

Course Code : ARTS2904

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In Dressed to Kill, you will explore the links between dress and gendered identities using a number of case studies from Europe, Asia, Australia and the Americas over the last four hundred years. This course will focus on the many meanings of dress from daily attire, to national dress

and uniforms, to high fashion across a wide gamut of cultures. We will use photographs, paintings and readings to cover topics as diverse as shaping the body (such as foot-binding and the corset), deportment, haute couture, and even the meaning of cloth. Women's dress as the Other of men's dress, the manipulation of costume for political agendas (including fashion and fascism and feminism and fashion), current debates about veiling, and the history of the department store will also be explored.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how gender identities are performed in dress practices and intersects with other categories such as race, class and sexuality.
CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis (including analyzing photographs and paintings) through an original research project.
CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
CLO5 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how gender identities are performed in dress practices and intersects with other categories such as race, class and sexuality.	<ul style="list-style-type: none">• Test• Individual exercise• Response to readings• Research essay
CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.	<ul style="list-style-type: none">• Test• Individual exercise• Response to readings• Research essay
CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis (including analyzing photographs and paintings) through an original research project.	<ul style="list-style-type: none">• Individual exercise
CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.	<ul style="list-style-type: none">• Test• Response to readings• Research essay• Individual exercise
CLO5 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none">• Test• Response to readings• Research essay• Individual exercise

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Padlet

Additional Course Information

It is prohibited to use any software or service to search for or generate information or answers. If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion. Students should be aware that they may be called upon by the convenor to discuss or explain their assessment orally.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Test Assessment Format: Individual	20%	Start Date: 31/07/2024 09:00 AM Due Date: 31/07/2024 11:00 AM
Individual exercise Assessment Format: Individual	20%	Start Date: 29/05/2024 11:00 AM Due Date: 15/07/2024 05:00 PM
Response to readings Assessment Format: Individual	20%	Start Date: 29/05/2024 11:00 AM Due Date: 13/06/2024 05:00 PM
Research essay Assessment Format: Individual	40%	Start Date: 29/05/2024 11:00 AM Due Date: 05/07/2024 05:00 PM

Assessment Details

Test

Assessment Overview

Students complete a test (ca. 2 hours) answering questions based on the lectures, seminars and tutorials.

Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how gender identities are performed in dress practices and intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO5 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

The class test is an in-person test. Students will need to answer four questions from a choice of questions. The test is written in an essay format.

Assessment information

The class test should be completed at the normal lecture time of Wednesday, July 31, between 9 am-11 am. It will be a face to face or in person test. The test will be based on material from the lectures, seminars, and tutorials.

There is a class participation component to the marking rubric for this assessment. This is based on students' class participation throughout the term (with the exception of week 3 which is already included in the response to readings assessment). See the marking rubric available in the Moodle site for the course.

Assignment submission Turnitin type

Not Applicable

Individual exercise

Assessment Overview

Students choose a public figure (e.g., president, prime minister, monarch) and assemble photographs from newspapers, magazines and the web, and analyze their self-representation in their dress, deportment and consumption practices. Feedback is by individual comments given on the day of the presentation as well as written comments on the bibliography submitted (returned the following week).

Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how gender identities are performed in dress practices and intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis (including analyzing photographs and paintings) through an original research project.
- CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO5 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

The word length for this assessment is 600 words and students should include photographs of their chosen individual wearing their signature attire, and include a one page annotated bibliography (see further instructions below). Please upload this in the turnitin submission box on the due date of Week 8, Monday July 15, at 5pm.

Students will need to post their proposed political leader in the Discussion Board in the Moodle site and follow the model the convenor has posted as a 'sample submission'. This would include the person, a photograph of the person in their signature attire and a short proposed bibliography such as the model presented. The model suggests to include one biography or autobiography or primary source and about 3 relevant scholarly articles. This needs to be done by the end of week 4. June 21, Friday, 2024 at 5pm. Students are encouraged to post their person before this deadline because once the convenor approves the person no other student can do that same person so that there will be no duplicates in the individual exercise. The convenor will approve the person proposed. This is the last day a post can be made. Posts after this date may or may not get feedback from the convenor.

In weeks 8-10 at tutorials, students will volunteer to present their individual exercise in class much like scholars of dress history at a dress studies conference. The work is then 'published' or uploaded in the Padlet in the Moodle site for the course.

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Students should be aware that they may be called upon by the convenor to discuss or explain their assessment orally.

Assessment Length

c600 words

Assessment information

Refer to the lecture on analysing the photograph for how to do this. There is a group exercise in week 3 during the seminar where students practice analysing photographs.

Students have to submit a 600 word analysis as well as a one page annotated bibliography uploaded through Turnitin. The annotated bibliography just means students write a sentence or two after each reference consulted to let us know how the source helped them in their analysis. You should as much as possible use scholarly work on your person (ie consult biographies if possible or history textbooks) as well as material on the political context of the time. In some cases scholarship on constructions of ideal femininities/masculinities/gender of the particular country/culture may also be very important.

The assessment is due on the Monday of week 8, July 15, 2024 at 5pm. At tutorials from week 8-10 we will ask for volunteers to present their analysis at tutorials to share with classmates and

get feedback. These presentations are like scholarly conferences and are part of your training as a dress studies scholar. First you do original research, then you present your work at a conference and then we 'publish' your work in the Padlet in the Moodle site.

Students will need to post their proposed politician in the discussion board for the course. The post should include:

1. the name of the person and their political position
2. a photo of the person preferably with their signature attire
3. a little bibliography or 2 or 3 scholarly sources or biographies about the person.

Once they are approved by the convenor no other student can do the same person. You will need to post your person by the end of week 4, Friday, June 21, 2024 at 5pm. Posting before that date-- anytime from Week 1 after the first lecture, is encouraged. That way you may start your research as soon as possible and you will have secured approval for the person you want and no one else can do that person after you have booked them and the convenor has approved them.

Assignment submission Turnitin type

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

Response to readings

Assessment Overview

Students submit a response (ca. 500-600 words) to set questions on a weekly reading before one tutorial. Feedback is via individual comments and in-class discussion.

Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how gender identities are performed in dress practices and intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO5 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

Students need to complete the two readings on the zoot suit for week 3's readings and answer all the questions in a total word count (for all answers) of 600 words. The marking rubric for this

assessment (which has been uploaded to the Moodle Site) includes a class participation component.

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Students should be aware that they may be called upon by the convenor to discuss or explain their assessment orally.

Assessment Length

c600 words

Assessment information

See the file on Tutorial readings and questions for discussion (in the Moodle site) for week 3 (the Zoot suit) for the questions you need to answer for this assessment.

The marking rubric for this assessment (which has been uploaded to the Moodle Site) includes a class participation component.

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Students should be aware that they may be called upon by the convenor to discuss or explain their assessment orally.

Assignment submission Turnitin type

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

Research essay

Assessment Overview

Research Essay broken down into—bibliography, abstract and final essay. Students write an essay (ca. 3000 words) in response to one of the questions using scholarship in dress history.

Feedback is by individual comments and a rubric

Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how gender identities are performed in dress practices and intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.

- CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO5 : Act ethically, respectfully and responsibly.

Assessment Length

c3000 words

Assessment information

See the file on Essay questions and bibliographies uploaded in the Moodle site. This has the list of essay questions and recommended bibliographies for this assignment.

Also check the Moodle file on the Essay Marking rubric.

It is prohibited to use any software or service to search for or generate information or answers.

If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Students should be aware that they may be called upon by the convenor to discuss or explain their assessment orally.

Assignment submission Turnitin type

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

General Assessment Information

Please check the Moodle site for the files on:

- 1.Tutorial readings and questions for discussion including the questions for the responses to readings assessment. Class participation in tutorials is part of the rubric for the class test and the response to readings.
2. File on Seminar– this is the file that lets you know the reading required for each seminar and the questions for discussion. The seminar readings and discussion will be included in the class test. And the rubric for the class test includes class participation in seminars.
3. See the file on Essay Questions and bibliographies uploaded in the Moodle Site. This has the list of essay questions and recommended bibliographies for this assignment. Also check the Moodle site for the Essay Marking Rubric.
4. Lecture handouts: this file has lecture handouts which summarise each lecture in detail for you--very useful also for reviewing for the class test.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	Part 1: The Problem of What to Wear: Dress as Text, Theoretical Considerations in the Study of Dress History and the Approaches Used in the Course Part 2: Dress and Gender Example: Defining the Feminine in Coming of Age Celebrations
	Seminar	Trivial Pursuit: Dress, Gender and Historical Time Students will be divided into groups and group leaders assigned for weekly discussions throughout the term.
	Tutorial	Introduction and explanation of the assessments including the response to readings due in Week 3.
Week 2 : 3 June - 9 June	Lecture	Part 1: Dress and Deportment Part 2: Analyzing Paintings and Photographs
	Seminar	Fashioning the Feminine in Coming of Age Celebrations What does the coming of age ritual mean? How is it connected to fashioning the feminine? Do you think families should spend huge sums of money for this event? Would you give your daughter a debutante ball?
	Tutorial	The meaning of cloth in India and dress and race in Spanish America.
Week 3 : 10 June - 16 June	Lecture	1. Uniforms and Collective identities 2. Dress and Religious Identities including Islamic fashion
	Seminar	Practice Analyzing Photographs
	Tutorial	The Zoot Suit and Pachuco/a Identities. Response to readings due at 5pm on Thursday, June 13, 2024
	Assessment	The response to readings assessment is due at 5pm on Thursday, June 13, 2024. It is prohibited to use any software or service to search for or generate information or answers. If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion. Students should be aware that they may be called upon by the convenor to discuss or explain their assessment orally. The marking rubric for this assessment (which has been uploaded to the Moodle Site) includes a class participation component.
Week 4 : 17 June - 23 June	Lecture	1. The Politics of Dress 2. Fascism and Fashion
	Seminar	Moustaches and Masculinities
	Topic	The Corset and femininities in the 19th Century and the Present
	Assessment	Students should post their proposed political leader for the Individual Photographic Exercise Assessment on the Discussion Board by June 21, 2024 at 5pm for approval by the Convenor.
Week 5 : 24 June - 30 June	Lecture	What Shall I wear to the Revolution? 1. Part 1: France 2. Part 2: China
	Seminar	The Keffiyeh: Political Statement or Fashion Trend?
	Tutorial	Cute Fashion: Japanese Kawaii Fashion and the Feminine
Week 6 : 1 July - 7 July	Lecture	There are no lectures in Week 6 to enable students to focus on their essay due on Friday, July 5, 2024 at 5pm.
	Seminar	There is no seminar in Week 6 to enable students to focus on their essay due on Friday, July 5, 2024 at 5pm.
	Tutorial	There are no tutorials in Week 6 to enable students to focus on their essay due on Friday, July 5, 2024, at 5pm.
	Assessment	The research essay is due on Friday July 5, 2024 at 5pm.
Week 7 : 8 July - 14 July	Lecture	Part 1: Fashioning the Bourgeoisie: A History of the Department Store Part 2: Haute Couture
	Seminar	The Politics of Hijab
	Tutorial	National Fashion: Is there such a thing as Australian Fashion?
Week 8 : 15 July - 21 July	Lecture	Part 1: The 1960s: Breaking Out for Men and Women?

		Part 2: Feminisms and Fashion
	Seminar	The Politics of High Heels
	Tutorial	Photo Analysis Exercise Presentations
	Assessment	Photographic Analysis Assessment due on Monday, July 15, 2024 at 5pm.
Week 9 : 22 July - 28 July	Lecture	Cloth, Status and Identities Part 1: Piña (Pineapple Fibre Cloth) (Luxury Cloth in the Philippines) Part 2: Denim
	Seminar	Fashion and Second-Wave Feminism
	Tutorial	Photographic Analysis Presentations Continued
Week 10 : 29 July - 4 August	Lecture	Class Test. The class test will occur during the normal lecture time on Wednesday, July 31, 2024 from 9-11am in the usual lecture theatre. There is a class participation component in the marking rubric for the class test. The test is based on lectures, seminars, tutorials and class participation throughout the term.
	Seminar	Fast Fashion or Sustainable Fashion? Buy Less, Buy Better?
	Tutorial	Photographic Exercise presentations continued
	Assessment	The class test will be done at the lecture time for this course, Wednesday, July 31, 2024 from 9-11 am in the usual lecture theatre. There is a class participation component in the marking rubric for the class test. The test is based on lectures, tutorials and class participation throughout the term.

Attendance Requirements

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

Course Resources

Prescribed Resources

Course Readings. Readings for the tutorials can be accessed through the Moodle Site under the Leganto green link entitled: Required Readings for the Course.

Recommended Resources

Recommended Text: Mina Roces and Louise Edwards (eds.),

The Politics of Dress in Asia and the Americas (Brighton: Sussex Academic Press, 2007).

Suggested References. Journals:

Fashion Theory

Textile: A Journal of Cloth and Culture

International Journal of Fashion Studies

Luxury: History, Culture, Consumption

Vestoj: The Journal of Sartorial Matters

I recommend using these journals that the library holds in electronic form. You will find lots of readings you could mine for your essays. See also the bibliography provided in the essay list.

Websites

I recommend checking Bloomsbury press' dress and fashion series. They published most of the books on dress (so it is called the dress press). Previous books in the series were published by Berg until Bloomsbury took over.

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience. Teaching Evaluations conducted in 2011 suggested a slight deduction in the number of responses to tutorial questions. I reduced them from 7 to 6 in 2013, then from 6 to 5 in 2015, from 5 to 4 in 2018, from 4 to 2 for 2019, and from 2 to 1 in 2021. Students enjoyed the Photographic exercise which is their chance to do original research.

On the whole, evaluations for the course have been very positive. Most of the comments like the tutorial responses and many found the diversity of topics and case studies interesting. In 2019 the course received a mark of 5.2/6 for overall satisfaction with the course (The School of Humanities and Languages' average mark was 5.03 and so ARTS2904 received a mark that was higher than the average). The teaching evaluation mark was higher at 5.55 compared to the school's 5.36. The instructor got a 6/6 for encouraging student participation.

In 2020 when the course had to be taught fully online because of Covid-19, the course received a 5.55 in response to the question: "Overall I was satisfied with the quality of the course" where the School of Humanities and Languages' average was 4.92. In 2020 the instructor received the score of 5.64 for the question "Overall I was satisfied by the quality of this person's teaching) compared to the School of Humanities and Languages' average of 5.37.

In 2019 the course was only available as F2F and I took attendance at lectures, seminars and tutorials. I mention this because the result in terms of grades was spectacular-- no one failed the course and the marks were high.

Here is a comment from students in 2019 about the course: "This had to be the best learning environment I have been in at uni. Everyone who stay enrolled in the course was passionate

about actively learning and we all felt comfortable contributing in class. The course was very well structured, particularly the third hour of the lecture that was dedicated to group activities which created a better learning environment. I've never taken a course like this before or learnt anything like this before and I really enjoyed the content that was provided to us. All the readings were very interesting and sparked great discussions. I also really appreciated the lecture handouts."

And another: "I really enjoyed the 3hr group talks, since we get to be together and discuss a topic and also be closer with each other as peers".

Here is a comment about the course in 2020 when it was first taught online: "It was easily transitioned to an online learning environment. It was impressive to see discussion still happening via the online learning environment, with a lot of participation in the tutorials and the seminars".

In 2020, the instructor received a 6/6 for encouraging online student participation in class. Here is one comment: "Mina has been an amazing teacher, unlike any I have had before. She was so engaging and always kept me interested. Her energy and liveliness was really appreciated in the online environment. She was really good at initiating class/group discussion and the class activities were always super fun."

I have reduced the assessment for this course from 2021. Instead of two responses to readings. From 2021, students only submit one response to readings.

2021 MyExperience Scores: In answer to the question: Overall I was satisfied with the quality of this person's teaching? the score was 5.82 (the school average was 5.51 and the Faculty was 5.34).

Comments shared: "Undoubtedly her enthusiasm, encouragement, extensive knowledge on all topics in the course and her wonderful sense of humour. She has to be the most hardworking and generous course conveynor I've come across. Her feedback is second to none – both verbally and written. The workload was demanding but Mina made sure that we were well supported so that we could give our best and she congratulated our successes. She handled us well as a class yet made each one of us feel empowered and capable. She encouraged everyone equally."

"Mina is going to be one of the most memorable lecturers of my uni career. She was so passionate about the content she was teaching and provided so much advice, guidance and support throughout the term. I also enjoyed the readings that she assigned as they covered such

a wide range of topics that forced me to research outside my comfort zone. Thanks for a great term Mina!"

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Mina Roces		Morven Brown 359	93852348	Please contact via email	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 Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

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

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