



UNSW Course Outline

EDST1120 Foundations of Literacy in Education - 2024

Published on the 29 Jan 2024

General Course Information

Course Code : EDST1120

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

As a pre-service teacher this course provides you with knowledge about language and children's language and literacy development. It will introduce you to the socio-functional theory of language; how children learn to mean nonverbally and verbally in early childhood; and how they

perceive and create meanings orally, in written language and multimodally in primary school years. You will also explore differences and diversity in language and literacy development among bilingual children and children with language development delay. This course develops your synthesis and analytical skills to gather and evaluate research information about diverse children's language and literacy development and analyse their needs. This course also includes a five-day professional experience where you will observe school practice and reflect against the content knowledge obtained in the course.

Course Aims

This course aims to provide preservice teachers with knowledge about language and children's language and literacy development.

Course Learning Outcomes

Course Learning Outcomes
CL01 : Identify and label language functions and expressions
CL02 : Analyse children's language and literacy work samples for types and expressions of meanings (e.g. phonological, lexio-grammatical and nonverbal)
CL03 : Evaluate children's language and literacy work samples for their needs
CL04 : Synthesise and critique research information about diverse children's English language and literacy development and needs
CL05 : Reflect school practice against the content knowledge obtained in the course

Course Learning Outcomes	Assessment Item
CL01 : Identify and label language functions and expressions	• Analysing children's oral language features
CL02 : Analyse children's language and literacy work samples for types and expressions of meanings (e.g. phonological, lexio-grammatical and nonverbal)	• Analysing children's oral language features
CL03 : Evaluate children's language and literacy work samples for their needs	• Analysing children's writing development • Analysing children's oral language features
CL04 : Synthesise and critique research information about diverse children's English language and literacy development and needs	• Analysing children's writing development
CL05 : Reflect school practice against the content knowledge obtained in the course	• Analysing children's writing development

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching Strategies

Course content will be covered in lectures, online asynchronous activities and independent reading. The course combines a range of teaching and learning activities including asynchronous lectures, synchronous weekly tutorials and online discussion activities.

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
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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2
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.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	23-24	1, 2
E	Students with Special Educational Needs.	1	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	3	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Analysing children's oral language features Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 18/03/2024 05:00 PM Post Date: 01/04/2024 08:00 PM
Analysing children's writing development Assessment Format: Individual	50%	Due Date: 22/04/2024 05:00 PM Post Date: 06/05/2024 08:00 PM

Assessment Details

Analysing children's oral language features

Assessment Overview

2000 words. Pre-service teachers explain the meaning and sound systems of English. They analyse a pre-school aged child (3-5 years old)'s oral language features from an oral language sample in terms of meanings and expressions of meanings.

Feedback provided via LMS.

Course Learning Outcomes

- CL01 : Identify and label language functions and expressions
- CL02 : Analyse children's language and literacy work samples for types and expressions of meanings (e.g. phonological, lexio-grammatical and nonverbal)
- CL03 : Evaluate children's language and literacy work samples for their needs

Detailed Assessment Description

- The oral language sample is from a child whose English is an additional language or dialect (EAL/D). If you can't collect a 3-5 year old child's oral language sample yourself, please see TASK DESCRIPTION below.
- The analysis of the oral language sample from an EAL/D child must include identification of their first language influence on their English oral language performance.

TASK DESCRIPTION:

1. Select ONE oral language sample (either sample 3 or 5) from the link below:

<https://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/choosing-an-assessment-task/8-picture-sequence-narrative/>

1. Transcribe the selected oral language sample into orthography.
2. Annotate the transcript for types of meanings, grammatical and lexical expressions of meanings and pronunciation features.
3. Identify 3 instances of first language influence in the student's oral language sample.
4. Write a summary of the student's oral language features including what she/he can perform and what needs to be extended or improved.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

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Assessment Task 1: Analysing Children's Oral Language Features

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the socio-functional view of language (i.e., language, text, and context) • Demonstrates an understanding of types of meanings and verbal expressions of meanings • Demonstrates an understanding of the sound systems of English • Demonstrates an understanding of the influence of an EAL/D student's first language on their English oral language performance 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis when analysing students' oral language in terms of meanings • Depth of analysis when analysing students' oral language in terms of verbal expressions of meanings 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Selection and use of relevant reference for analysis of children's oral language performance • Selection and use of relevant reference for discussion of EAL/D children's first language on their oral language performance 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate structure and organisation of an explanation genre when explaining the meaning and sound systems of English • Appropriate structure and organisation of a report genre when reporting on children's oral language sample analysis • Appropriate structure and organisation of a discussion genre when discussing EAL/D children's first language influence on their oral language performance 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Accurate use of standard academic Australian English writing convention including grammar and punctuation • 7th APA referencing style 	
General comments/recommendations for next time:	
<p>Lecturer: Recommended: /20 (FL PS CR DN HD)</p>	<p>Date: Weighting: 50%</p>
<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>	

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.

Analysing children's writing development

Assessment Overview

2000 words. Pre-service teachers collect a written work sample of a primary school aged child (aged 6-8), analyse it for strengths and needs in terms of meanings and expressions to achieve the intended communication purposes.

Feedback provided via LMS.

Course Learning Outcomes

- CLO3 : Evaluate children's language and literacy work samples for their needs
- CLO4 : Synthesise and critique research information about diverse children's English language and literacy development and needs
- CLO5 : Reflect school practice against the content knowledge obtained in the course

Detailed Assessment Description

- The writing samples collected need to include one from a child whose English is their mother tongue and one from a child whose English is an additional language or dialect (EAL/D)

TASK DESCRIPTION

TASK DESCRIPTION

1. Collect 2 writing samples from a Stage 1 or 2 class from your INSTEP experience or any accessible resources. One from an EAL/D student and the other from a mainstream student.
2. Annotate the samples for:

- Genre feature
- Text structure
- Cohesive devices
- The complexity of noun groups, verb groups and preposition phrases
- Expressions of feelings or attitudes
- Spelling and punctuation

3. Write a summary of the students' language achievements and needs.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Analysing Children's Writing Development

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none">• Demonstrates an understanding of imaginative, informative and persuasive genres• Demonstrates an understanding of distinctive language features of these genres• Demonstrates an understanding of spelling convention	
Depth of analysis and critique in response to the task <ul style="list-style-type: none">• Depth of analysis when analysing students' writing samples in terms of generic structure• Depth of analysis when analysing students' writing samples in terms of grammar• Depth of analysis when analysing students' writing samples in terms of vocabulary• Depth of analysis when analysing students' writing samples in terms of spelling	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none">• Selection and use of relevant reference for analysis of children's writing samples performance	
Structure and organisation of response <ul style="list-style-type: none">• Appropriate structure and organisation of a report genre when reporting on children's writing sample analysis	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none">• Accurate use of standard academic Australian English writing convention including grammar and punctuation• 7th APA referencing style	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

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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/school-of-education/policies-and-procedures).

Grading Basis

Standard

Requirements to pass course

Achieve the composite mark of at least 50%. Attendance no less than 80%.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Module 1: Language and children's language development • Children's language development: Learning how to mean • From protolanguage to adult language • Micro-functions and the meta-functions of language
	Tutorial	• Class presentation based on Week 1 readings
	Reading	• Painter, C. (2004b, 2007, 2009, 2014) • Hill (2021), Chapter 2
Week 2 : 19 February - 25 February	Lecture	Module 1: Language and children's language development • The socio-functional view of language: Language, text, and context
	Tutorial	• Language and context role-play activities • Class discussion based on Week 2 readings
	Reading	• Derewianka, B., & Jones, P. (2016), Chapter 1 • Christie (2005), Chapter 1
Week 3 : 26 February - 3 March	Lecture	Module 1: Language and children's language development • Systems of meaning: Experiential, logical, interpersonal, and textual
	Tutorial	• Analysis of different types of meanings in oral and written texts • Class discussion based on Week 3 readings
	Reading	• Derewianka, B., & Jones, P. (2016), Chapter 2 • Christie (2005), Chapter 2
Week 4 : 4 March - 10 March	Lecture	Module 2: Oral expressions of meanings • Oral language in schools • The sound systems of English 1
	Tutorial	• Phonemic awareness activities • Reading fluency-prosody activities • Analysis of oral language samples for pronunciation features • Class discussion based on Week 4 readings
	Reading	• Christie (2005), Chapter 3 • Rogerson-Revell (2011), Chapters 3-7 • Rogerson-Revell (2011), Chapters 9-13
Week 5 : 11 March - 17 March	Lecture	Module 3: Children's development of vocabulary and grammar at word level • Vocabulary, Grammar and children's development of vocabulary and grammar at word level • Word level: The parts of speech
	Tutorial	• Vocab and grammar activities: Nouns and Verbs • Analysis of oral language samples for the use of nouns and verbs • Preparation for assessment 1
	Reading	• Required: Winch, G. (2013). Primary Grammar Handbook (4th edition). Melbourne: Oxford University Press. Chapter 1: Word level: The Parts of Speech, p.p. 1-9; 25-41 • Recommended: Humphrey, S., Droga, L., & Feez, S. (2012). Grammar and meaning. Sydney: Primary English Teaching Association Australia Sydney. Chapter 2: Language for expressing ideas.
Week 6 : 18 March - 24 March	Lecture	Flexibility Week: Guided self study Module 3: Children's development of vocabulary and grammar at word level • Read about Pronouns, Adjectives, Adverbs, Prepositions, Conjunctions and Articles in: Winch, G. (2013). Primary Grammar Handbook (4th edition). Melbourne: Oxford University Press. Chapter 1: Word level: The Parts of Speech.
	Tutorial	• Guided self study • Identify parts of speech in a text provided on Moodle. Submit the work on Week 6 Homework submission link.
	Reading	• Hill, S. (2021). Developing early literacy: Assessment and teaching. Eleanor Curtain Publishing. Chapter 12 • Winch, G. (2013). Primary Grammar Handbook (4th edition). Melbourne: Oxford University Press. Chapter 1: Word level: The Parts of Speech.
Week 7 : 25 March - 31 March	Lecture	Module 4: Literacy and children's literacy development • The 21st notion of literacy and diverse children's literacy development • Knowledge about texts: genre and structure • Cohesion
	Tutorial	• Experiencing writing of different genres • Identifying text types (genres) and text structure (genre stages and phrases)
	Reading	• Required: Hill, S. (2021). Developing early literacy: Assessment and

		teaching. Eleanor Curtain Publishing, Chapter 1 Winch, G. (2013). Primary Grammar Handbook (4th edition). Melbourne: Oxford University Press. Chapter 3: Text level, pp.85-114. • Recommended: Rossbridge, J., & Rushton, K. (2015). Put it in writing: Context, text and language. Sydney, NSW, Australia: PETAA.
Week 8 : 1 April - 7 April	Lecture	Module 4: Literacy and children's literacy development • Imaginative genres and children's storytelling • Language for expressing attitudes and experience
	Tutorial	• Language for describing experience in stories: group and phrases • Annotation of children's writing: group and phrases in narrative and recount
	Reading	• Required: Humphrey, S., Droga, L., & Feez, S. (2012). Grammar and meaning. Sydney: Primary English Teaching Association Australia Sydney. Chapter 4: Language for interacting with others- Expressing attitudes through evaluative vocabulary, pp.101-105. Winch (2013). Group and phrases, pp.53-58. • Recommended: Christie (2005). Chapters 5 & 9.
Week 9 : 8 April - 14 April	Lecture	Module 4: Literacy and children's literacy development • Informative genres and children learning to explain • Language for connecting ideas
	Tutorial	• Language for connecting ideas in explanation texts: clause and sentence levels • Punctuation
	Reading	• Winch (2013), Ch3 Clauses and sentences, and punctuation (pp.58-73) • Humphrey, S., Droga, L., & Feez, S. (2012). Grammar and meaning. Sydney: Primary English Teaching Association Australia Sydney. Chapter 2: Language for connecting ideas (pp.57-66)
Week 10 : 15 April - 21 April	Lecture	Module 4: Literacy and children's literacy development • Persuasive genres and children learning to persuade • Language to persuade: amplifying and tempering evaluation - Graduation and Modality
	Tutorial	• Activities: Graduation and Modality • Identification of Graduation and Modality in children's persuasive writing • Preparation for assessment 2
	Reading	• Humphrey, S., Droga, L., & Feez, S. (2012). Grammar and meaning. Sydney: Primary English Teaching Association Australia Sydney. Chapter 4 pp.94-99: Modality, pp.106-108: Graduation

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.

Course Resources

Prescribed Resources

Required readings

- Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning*. Sydney: Primary English Teaching Association Australia Sydney.
- Winch, G. (2013). *Primary Grammar Handbook* (4th edition). Melbourne: Oxford University

Recommended Resources

Recommended readings

- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide*. Cambridge University Press.
- Christie, F. (2005). *Language education in the primary years*. UNSW Press.
- Derewianka, B., & Jones, P. (2016). *Teaching language in context* (2nd ed.). Melbourne: Oxford University Press.
- Ewing, R., Callow, J., & Rushton, K. (2016). *Language and literacy development in early childhood*. Cambridge University Press.
- Fellowes, J., & Oakley G. (2020). *Language, literacy and early childhood education*. Oxford University Press.
- Halliday, M. (1973). *Explorations in the functions of language*. Edward Arnold.
- Halliday, M. A. K. (1975). *Learning how to mean*. London: Edward Arnold.
- Hill, S. (2021). *Developing early literacy: Assessment and teaching*. Eleanor Curtain Publishing.
- Hornsby, D. & Wilson, L. (2011). *Teaching phonics in context*. Melbourne: Pearson Australia.
- Humphrey, S., & Vale, E. (2020). *Investigating model texts for learning*. NSW: Australia: Primary English Teaching Association Australia (PETAA).
- McLeod, S., & McCormack, J. (2015). *An introduction to speech, language and literacy*. Oxford University Press.
- Moats, L. C., & Brady, S. (2000). *Speech to print: Language essentials for teachers*. Paul H. Brookes Pub.
- Owens, R.E. (2020). *Language development: An introduction* (10th ed.). Pearson Education.
- Painter, C. (2000). 'Researching first language development in children'. In L. Unsworth (ed). *Researching language in schools and communities*. London, Cassell: 65-86.
- Painter, C. (2004a). 'The development of language as a resource for learning.' In C. Coffin, A Hewings & K O'Halloran (eds). *Applying English Grammar: functional and corpus approaches*. London Open University / Arnold: 155-171.
- Painter, C. (2004b). "The 'interpersonal first' principle in child language development." G. Williams & A. Lukin (eds). *Language development: Functional perspectives on evolution and ontogenesis*. London & NY : Continuum pp 133-153.
- Painter, C. (2007). "Language for learning in early childhood." In F. Christie & J.R. Martin (eds). *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives*. London, Continuum: 131-155.
- Painter, C. (2009). 'Language Development.' In M.A.K. Halliday & J. Webster (eds). *Companion to Systemic-Functional Linguistics*. London, Continuum: 87-103.
- Painter, C. (2014). 'Learning how to mean: parent-child interaction.' *Routledge Handbook of Systemic Functional Linguistics*. Ed. T. Bartlett & G. O'Grady. London & New York, Routledge: 619-632.
- Rogerson-Revell, P. (2011). *English phonology and pronunciation teaching*. Bloomsbury Publishing.
- Vukelich, C., Christie, J. and Enz, B. (2002). *Helping young children learn language and literacy*.

Recommended websites

- Language disorder
 - https://languagedisorder.org.au/what-is-language-disorder/?gclid=CjwKCAiAqt-dBhBcEiwATw-ggIVv9mejGJYoZNcBpXtXVmi4-U4S9qre6FxoZAK2EKJ35k2f6jPCaBoCmg0QAvD_BwE
- Telethon Kids Institute: Language development
 - https://www.telethonkids.org.au/our-research/research-topics/language-development/?gclid=CjwKCAiAqt-dBhBcEiwATw-ggH1fLQ0GNTYAUK4i22qRMBP6q5rbCtXw3oFjuzh30F0KbzRohxG5uBoCXBsQAvD_BwE
- Raising children network: Language development
 - [https://raisingchildren.net.au/search?query=language development](https://raisingchildren.net.au/search?query=language+development)
- Speech pathology Australia
 - https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/Children_Communication_Milestones/SPAweb/Resources_for_the_Public/Communication_Milestones/Communication_Milestones.aspx?hkey=fb6753df-a757-4c4a-8100-aaebdd4451fd
- Vic TESOL
 - <https://victesol.vic.edu.au/>

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Thu Ngo		G48, 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.

[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 \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

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>