



THE UNIVERSITY OF
NEW SOUTH WALES

SCHOOL OF EDUCATION

EDST4148

JAPANESE METHOD 2

SEMESTER 2, 2009

Lecturer: Kelli Cato

CONTENTS

	Page
Course staff	3
School Values, Vision, Mission and Purpose	4
General Course Information	5 - 9
Course Content and Structure	10 - 12
Assessment	12 - 15
Prescribed and Recommended Reading for Students	16 - 17
School of Education Assessment Principles and Procedures	18 - 21
Administrative Matters	22 - 23
Students' Rights and Responsibilities	23 - 28
Continual Course Improvement	28

Course staff

Lecturer: Kelli Cato

Email: k.cato@unsw.edu.au
kelli.cato@det.nsw.edu.au
kelli@kellicato.com

Telephone: 0410 604 150
8345-8217 (work)

Consultation times: 7 – 7.30pm Thursdays

Lecture: Thursday 4 - 5pm

Tutorial: Thursday 5 - 7pm

UNSW School of Education Values

Our central tenet is the primacy of research and evidence-based practice in education. This informs our principal teaching activity, which is the high quality professional preparation of teachers and other educators who will make important contributions to Australian society. We believe that we can advance Education research capacity in Australia whilst continuing to participate in international research collaboration.

UNSW School of Education Vision

To be a leader in Education, in terms of the quality of our graduates and our research output.

UNSW School of Education Mission and Purpose

The UNSW School of Education exists to:

- Provide students with a high quality learning experience that enables them to become high quality professional practitioners
- Create and disseminate educational knowledge based on empirical research
- Promote evidence-based practice in education
- Engage in national and international research collaboration

UNSW School of Education Expectations of students

- Students should refer to section 3.5 *Students' Rights and Responsibilities*

Students should adopt the following *Norms for Professional Discourse*, from the Australian National Schools Network:

- Adopt a sense of responsibility in and for the group
- Attend to others and listen
- Cooperate in good faith
- Confront problems and difference of opinion respectfully
- Accept where others are at
- Allow and give no put downs
- Suspend judgement

(Australian National Schools Network: www.ansn.edu.au)

Section 1: General Information

1.1 Course administrative details:

Using the table below, provide the name of the course, the higher education award(s) it is associated with (eg Bachelor, Diploma), the duration (eg one semester, full year) and the level of the course (i.e. if introductory, intermediate, advanced level or 1st year, 2nd year, 3rd year etc).

Name of Course and Course Code	HE Award(s)	Duration	Level
JAPANESE METHOD 2 EDST4148	BABEd DipEd	One semester	4 th Year

1.2 Core or elective course

Indicate if the course is a

- X core course
- elective course
- other (please specify below)

--

1.3 Course weighting

Indicate below, the weighting of this course and the total points

Course Units of Credit	Total Program Units of Credit
3 Units of Credit	48

1.4 Student workload

Indicate below, the expected student workload per week for this course:

No. timetabled hours* 3 Hours
The UNSW Academic Board has determined that the normal workload expectations of a student are 25-30 hours per session for each unit of credit, including class contact hours, preparation and time spent on all assessable work.

1.5 Mode of Delivery

Indicate if this course is delivered:

- face to face
- online
- independent learning module/untimetabled study
- by a combination of modes (please specify below)
- other mode (please specify below)

1.6 Pre-requisites

Are students required have undertaken a prerequisite unit(s) for this course?

- Yes
- No

If **yes**, please provide **details** of the prerequisite **requirements** below:

- Students must have passed EDST 4147 to do this course.
 - In order to pass Method courses in Semester 2, a student must have achieved a Satisfactory grade in EDST3091 or EDST 4105 Professional Experience.

Section 2 – Academic Details

2.1a Course Aims

This course continues to prepare student teachers for the teaching of Japanese in secondary schools in NSW. Lectures, tutorials and assignments will cover a variety of aspects related to teaching and learning in the Japanese classroom. Emphasis will be given to assessing and reporting on student achievement, enhancing the significance and relevance of learning Japanese through experiential opportunities, building partnerships with parents/caregivers and reflecting on and evaluating teaching performance. Students will demonstrate a knowledge and understanding of the NSW Professional Teaching Standards for Graduate teachers.

2.1b Teaching Philosophy

The teaching and learning philosophy underpinning this course is one of active engagement. The course is highly interactive, requiring students to participate by contributing their experience, knowledge and skills, carrying out research, involving themselves in dialogue with the lecturer and other students both in and out of class, undertaking self-reflection and taking responsibility for their own learning. The learning tasks provided will be challenging, highly practical and relevant to the teaching profession.

2.1c Student learning outcomes

List below, in dot point, what knowledge and skills students would be expected to attain by successfully completing this course:

To successfully complete this course students will:

- Implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes
(Demonstrated during the second professional experience and in Assessment component 1)
- Plan for and implement a range of strategies to meet the needs of all students
(Demonstrated during the second professional experience and in Assessment component 1)
- Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
(Demonstrated during the second professional experience and in Assessment component 2)
- Keep accurate and reliable records to monitor students' progress and for reporting to parents and caregivers
(Demonstrated during the second professional experience and in Assessment component 2)
- Develop appropriate and engaging resources for the Japanese classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students
(Demonstrated during the second professional experience and in Assessment component 2)

2.1d Alignment to Graduate Teacher Standards

List below, in dot points, which Graduate Teacher Standards students would be expected to achieve by successfully completing this course and describe what sources of evidence will be used to demonstrate achievement:

The following NSW Graduate Teacher Standards will be assessed in this course:

- 2.1.6 Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including:
 - Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours(Assessment component 1)
- 3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.
(Assessment component 2)
- 3.1.6 Demonstrate knowledge of the link between outcomes and assessment strategies.
(Assessment component 2)
- 3.1.7 Give helpful and timely oral and written feedback to students.
(Assessment component 2)
- 3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress.
(Assessment component 2)
- 3.1.9 Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers.
(Assessment component 2)
- 3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.
(Assessment component 2)
- 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.
(Assessment component 1)
- 7.1.1 Demonstrate the capacity to communicate effectively with parents and caregivers.
(Assessment component 2)
- 7.1.4 Demonstrate the capacity to work effectively with external professionals, school learning support officers and community-based personnel to enhance student learning opportunities.
(Assessment component 1)
- 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.
(Assessment component 2).

2.1e Alignment to UNSW Graduate Attributes

List below which UNSW Graduate Attributes students would be expected to achieve by successfully completing this course.

3. the capacity for analytical and critical thinking and for creative problem-solving
4. the ability to engage in independent and reflective learning
5. information literacy: the skills to appropriately locate, evaluate and use relevant information
6. the capacity for enterprise, initiative and creativity
7. an appreciation of, and respect for, diversity
9. the skills required for collaborative and multidisciplinary work
10. an appreciation of, and a responsiveness to, change
11. a respect for ethical practice and social responsibility
12. the skills of effective communication.

2.2 Course content and structure

Provide details in the table below of the course schedule, including practical components such as laboratory, studio and work-based placements, any parallel teaching, how it relates to other course offerings and the overall program.

WEEK Beginning	LECTURE TOPIC	TUTORIAL
1. 20 July	Reporting to Parents/Caregivers <i>Katy Whitty</i>	Discussion of the course outline. Preparation for Session 2 assessments.
2. 27 July	How to engage boys in Languages <i>Douglas Melville</i>	Classroom management ideas and advice for the practicum.
3. 3 August	Experiential Learning in Languages <i>Pauline Christodoulides</i>	Incursions, excursions, school visits, organising a trip to Japan. Risk assessment.
4-8+. 10 August - 18 September	Dip.Ed Professional Experience	
9. 21 Sept to 25 Sept	Stage 6 Extension Courses DIP. ED STUDENTS ONLY <i>Kelli Cato</i>	De-briefing the Professional Experience DIP. ED STUDENTS ONLY Extension Japanese
28 Sept - 9 Oct	DIP. ED BREAK	
4 - 10+ 10 August – 2 October	BABEd Professional Experience	
5 Oct – 9 Oct	BABEd BREAK	
12. 12 October	Professional Development <i>Kelli Cato</i>	Debriefing for BABEd students. Professional development opportunities for Japanese Teachers. Starting at a school/finding work.
12 October	ASSESSMENT COMPONENT 1 DUE IN TUTORIAL, 5PM	
13. 19 October	“First year survival guide” <i>A visiting beginning teacher from the class of 2008</i>	Tutor and class choice

Monday 19 Oct	ASSESSMENT COMPONENT 2 DUE IN TUTORIAL, 5PM	
---------------	--	--

2.3 Teaching methods/strategies

Briefly describe below, the teaching methods/strategies (face to face lectures, online tutorial) used in this course:

Teaching strategies used during the course will include:

- 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
- 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
- Structured occasions for reflection on learning, such as the use of learning journals, 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 the Vista Mylearning website

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

2.4 Student assessment:

Provide, in table format as shown below, a schedule of formal assessment tasks and major examinations for the course.

Assessment Type	When assessed	Weighting	Purpose
1. Assessment component 1, Essay – Reflection	Week 12	50%	Demonstrate knowledge of a range of strategies to engage and meet the needs of <i>all</i> students in the Japanese class
2. Assessment component 2: Collection of evidence to demonstrate reflection on assessment and reporting	Week 13	50%	Demonstrate knowledge of the link between learning outcomes and assessment strategies, and the importance of

Assessment Type	When assessed	Weighting	Purpose
			keeping accurate and reliable student records

ASSESSMENT DETAILS

During your Practicum you must keep a Reflective Journal in which you keep notes related to your professional teaching experiences at the school where you are working. The Reflective Journal is where you record significant experiences that happen each day. You should not record information that breaches confidentiality, or is in conflict with the Practicum Code of Ethical Behaviour.

You need to bring your Reflective Journal with you to each tutorial following the Practicum.

ASSESSMENT COMPONENT 1	Reflection	50%
Due: Week 12 (Hand your assignment to your tutor)		

Reflection is at the heart of teaching and is an essential skill that teachers must develop to ensure best teaching practice.

During the practicum, how did you engage students in learning Japanese? How did you cater for the needs of all students in the Japanese class?

This task is intended to prompt **critical evaluation** of your teaching practice. You are expected to link your experiences to the theory and research presented in the Combined Method Lecture series, the Professional Experience lectures, the Combined LOTE Method lectures and Japanese Method tutorials in Sessions 1 and Session 2 (Weeks 1-3). The reflection will be assessed on the **depth of critical evaluation** displayed and your ability to **link theory to practice**.

In your reflection **refer to three specific lessons** (from a range of classes in different year groups) that you taught.

Length: 1500 - 2000 words

Assessment criteria

You will be assessed on your ability to:

- Reflect on and evaluate your teaching experience
- Link theory to practice
- Engage students in the learning of Japanese
- Cater for the needs of all students, including where relevant:
 - Aboriginal and Torres Strait Islander students
 - Students with Special Education Needs
 - Non-English Speaking Background students
 - Students with Challenging Behaviours
- Write with control and confidence in English and the target language where appropriate

ASSESSMENT COMPONENT 2

Evidence of reflection on assessment and reporting : 50%

Due: **Week 13** (Hand your assignment to your tutor)

Assessment is an integral part of the teaching and learning process and teachers must be able to identify, gather and interpret information about students' learning. This task is an opportunity for you to demonstrate your skills in assessing student achievement.

During the practicum, how did you assess student achievement in Japanese? What methods or strategies did you incorporate? Write about specific *assessment for learning* and *assessment of learning strategies* you used with one of your classes. Length is a maximum 1000 words.

This section of the assignment should help prepare you for the collection in your first year of teaching of the kinds of evidence you will be required to show the NSW Institute of Teachers to attain Professional Competence.

You must also include **one assessment of learning** task you created, with an assessment task planning proforma (including marking criteria) and marking guidelines and 3 student work samples, one each at a) high level b) satisfactory level c) progressing level and any written feedback you gave the student.

NB: Please remove any identifying names from the work before you submit it as a part of this assignment.

Assessment criteria

You will be assessed on your ability to:

- Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes
- Demonstrate knowledge of the link between outcomes and assessment strategies
- Demonstrate an ability to keep accurate and reliable records to monitor students' progress
- Give appropriate and helpful feedback and report on learning achievements to your students, parents and caregivers
- Write with control and confidence in English and the target language where appropriate

2.5 Prescribed and recommended readings:

Provide below, in formal reference format, a list of the prescribed and recommended readings

Required reading

The following documents can be accessed on the Board of Studies website, www.boardofstudies.nsw.edu.au

Stages 1-5 Japanese K-10 Syllabus, Board of Studies NSW, 2003.

Advice on Programming and Assessment for Stages 4 and 5 Japanese K-10 Syllabus, Board of Studies NSW, 2003.

Stage 6 Japanese Continuers Syllabus, Board of Studies NSW, 1999.

Examination, Assessment and Reporting Supplement Japanese Continuers Level Higher School Certificate, Board of Studies NSW, 1999.

Stage 6 Japanese Extension Syllabus, Board of Studies NSW, 2000.

Stage 6 Revised Japanese Beginners Syllabus, Board of Studies NSW, 2006.

Stage 6 Revised Japanese Beginners Syllabus, Advice on Assessment and Reporting, Board of Studies, NSW, 2006.

Textbook:

Marsh, C (2004) *Becoming a Teacher*, Longman: NSW, Frenchs Forest (3rd Edition).

The teaching standards detailed on the NSW Institute of teachers website:

[http:// www. nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)

Recommended References:

Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.

Languages in general:

- The ALL Guidelines A Scarino et al
- The Self Directed Teacher (Nunan and Lamb, 1969) CUP
- Cooperative Language Learning – A teacher’s Resource Book (C. Kestler ED)
- Designing Tasks for the Communicative Classroom (D. Nunan 1989) CUP
- Issues in Second Language Learning (Quinn and McNamara, 1988)
- How Languages are Learned (Lightbrown & Spada 1993)
- The First Days of School (Harry K. Wong Publications.inc, 2004-5)

Professional websites for Languages teachers

<http://www.boardofstudies.nsw.edu.au>

The NSW Board of Studies. The BOS 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 Japanese teaching. To obtain copies of the HSC syllabuses, please go to the NSW Board of Studies website or you can buy a hardcopies for \$12.15 from the UNSW Bookshop on lower campus.

<http://www.det.nsw.edu.au>

The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:

<http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/index>

HSC online (DET and Charles Sturt University site) - material for students and teachers.

<http://www.hsc.csu.edu.au>

The Association of Independent Schools

www.studentnet.edu.au/aispd/index.html

The Catholic Education Commission

www.cecnsw.catholic.edu.au

PROFESSIONAL ASSOCIATIONS

Modern Language Teachers’ Association of New South Wales

PO Box 299 Leichhardt, NSW 2040

Tel: 95726900 **Fax:** 95729534

JTAN: Japanese Teachers’ Association of New South Wales

PO Box 419 Belrose, NSW 2085
http://www.jtan.org.au **Email:** esugimoto@optusnet.com.au

3.1 School of Education Assessment Principles and Procedures (Under Review)

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:

- (i) recognize, motivate and encourage deep learning
- (ii) incorporate a clear developmental perspective which recognizes and supports students' growing competence over the course of the programme (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a programme. Such variation also provides a good model of assessment for teachers and future teachers enrolled in the School programmes.

The marking or assessment criteria used for each task should be discussed with students to facilitate learning during the process of working on the assessment tasks. The assessment criteria and the associated School of Education grade descriptors should also form the basis of and be linked to the assessment feedback provided to students.

The following grade descriptors are used within the School of Education

<u>Mark</u>	<u>Meaning</u>
85+	Performance at a High Distinction level (HD)
75-84	Performance at a Distinction level (DN)
65-74	Performance at a Credit level (CR)
60-64	Performance at a good Pass level (PS)
50-59	Performance at a Pass or satisfactory level (PS)
48-49	Performance equivalent to a Marginal Fail level (FL)
0-47	Performance equivalent to a clear fail level (FL)
AF	No assigned work submitted (AF)

Note: For undergraduate and DipEd courses, staff may use the less refined scale of: 90 (HD), 80 (DN), 70 (CR), 60 (PS), 50 (PS), 48 (FL), 40-30-20-10 (FL), 0 (AF). Students should be informed whether this scale is being used.

Listed below are some general criteria for the standard of academic work required for each grade level:

High Distinction (85% and above): The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.

Distinction (75-84%): The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and

relates his or her arguments to the findings of this literature. The assignment is well-organised and well-written.

Credit (65-74%): The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.

Pass (50-64%): The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.

Fail (less than 50%): The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and the meaning is at times unclear.

In the School of Education all potential failures are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialization or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

See http://www.policy.unsw.edu.au/policy/Assessment_Policy.pdf for more information about UNSW assessment policy.

3.2 Administrative Matters

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.
Website: <http://www.counselling.unsw.edu.au>

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website:

<http://www.equity.unsw.edu.au/disabil.html> 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.

Occupational Health and Safety on Campus

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. Students are requested to discuss any concerns in relation to OHS issues with the School's OHS officer, Nancy He on 9385 1988 or Email: nancy.he@unsw.edu.au for an appointment.

Students need to be aware of the OHS policy guidelines that relate to their area of study including policies on OHS accountability. OHS Policy guidelines are available on the Risk Management Unit web page <http://www.riskman.unsw.edu.au> or from the School Office, Level 13 Mathews Building.

Students must report any hazards or incidents and any injuries or illnesses acquired during the course of their study, especially if it results in their being unable to pursue their studies for a continuous period of 7 or more days. The relevant reporting forms are available in the School Office and are accessible on the web at <http://www.riskman.unsw.edu.au/ohs/forms.shtml>

Students working at night on campus are advised to use the Unibeat service arranged by phoning Security on 9385 6000 to accompany them safely to the car park areas. They should be familiar with the procedures to follow in the event of an emergency, and should know the location of emergency exits, fire-fighting equipment, first-aid cabinets and telephones. All emergencies are to be reported to Security on 9385 6666. Students should also know the telephone number of their Building First Aid Officer, the University Health Service 9385 5425 and the supervisor's contact telephone number for emergency purposes. They should co-operate fully in the conduct of any building evacuation drill which is carried out in the school within which they are working and should be aware of any special instructions which might be relevant in the event of an accident involving their project. Students may only work after hours in accordance with school policy.

*All students have obligations as "persons" under Sections 21, 24 and 25 of (OHS Act) 2002, the Occupational Health and Safety Act 2000 and OHS Regulation 2001. It is essential students read their legal obligations, which can be found on the following website: <http://www.austlii.edu.au> under NSW Acts and Consolidated regulations.

3.3 Students' Rights and Responsibilities

Students' Rights

This document sets out your rights and responsibilities as a student taking courses in this Faculty. It is designed to help you and your teachers establish good working relations and avoid

unnecessary friction. It also advises you of the 'grievance' procedures available to you if you believe that you have fulfilled your responsibilities but your rights have not been met.

1. Information:

- Students are entitled to accurate written information on all key aspects of your courses, including the content and aims of each course, assessment details, submission dates, texts and recommended reading lists, the kind of evidence required for consideration to be given to late submissions, attendance timetable. All such information will be available by the first class of each session, but may be subsequently amended if adequate notice is given.

2. Access:

- Students have a right of reasonable access to the responsible staff member to discuss problems.
- Schools undertake to post access times on the door of each staff member who will be available for a minimum of two hours per week for such consultation.
- Students have a right to appeal to the Head of School if staff members consistently fail to be available at their posted times.

3. Assessment:

- Students have the right to be treated fairly and consistently in all aspects of assessment policy and practice.
- Be informed of all aspects of assessment policies and practices in a course, including the criteria to be met and penalties for breaches.

4. Assignment return:

- In normal circumstances every effort will be made to ensure that all assignments completed and handed in on time will be returned with a mark, and feedback where appropriate, about three weeks after their due date.
- There is no such undertaking for late assignments.
- Students are encouraged to provide stamped addressed envelopes for the return of their work, particularly if work is not due to be returned until after the end of classes, or if there is doubt about whether the collection arrangements are suitable.

5. Remark:

- Students have the right to request access to your student file, and be informed of appeal against decisions made on the basis of flawed processes.
- Any request for an explanation of the mark that has been awarded must be addressed to the Head of School within three weeks of that mark having been given. Such an explanation does not entitle a 're-mark'. The expectation is that the student first appeal to the person from whom the mark has been received. If the student is still dissatisfied he/she should see the person in charge of the particular course, and if still dissatisfied take your case to the Head of School.

6. Review:

- A student has a right, subject to your lodging an application and paying a fee, to have your overall marks for a course 're-counted' if you believe there may have been a computation error. Such a re-count does not constitute a 're-mark'. There is no

automatic entitlement to re-marking in terms of re-reading and re-assessing material. Re-assessment is at the discretion of the lecturer in charge of the course and the Head of School.

7. Sources of help:

- Student should become familiar with the sources of assistance available to you within the School of Education and within the University

8. Appeal:

- If you have a grievance you should contact the convener of the course concerned, then, if no remedy is found, the School Grievance Resolution Officer. The Head of School is the final course authority for all courses offered in his/her school and is called upon to exercise judgment on the fair and equitable implementation of assessment and other formal procedures involved. If you wish to approach the Head of School you should make a formal appointment and you may be requested to set out your case in writing. The Head undertakes to set out in writing his/her decision and the reasons for that decision if so requested. If you wish to take your appeal further, you may approach the Director of Studies and the Presiding Member of the Faculty. You may also request in writing that the matter be considered by the Academic Registrar. The Registrar, through an appropriate officer, will contact the parties concerned to ensure that all reasonable solutions have been evaluated. Finally you may approach the Appeals Committee of the University Council if it can be determined that all other stages of the grievance resolution procedure have failed. Issues will not be dealt with by those higher in the grievance resolution hierarchy, unless a serious attempt has been made to resolve the matter at the lower level.

9. Equal Opportunity in Education:

- The University is required and committed to providing equality of educational opportunity to all students. Further the University is committed to procedures and other aspects of campus life which will provide equality of educational opportunity to all students. If you feel disadvantaged in ways that you think fall with the scope of Equal Opportunity in Education Policy you should approach the School Grievance Resolution Officer.

Website: <http://www.infonet.unsw.edu.au/poldoc/equaled.htm>

Students' Responsibilities

As members of the university you have responsibilities towards your work. You should be familiar with the regulations set out in the Faculty of Arts and Social Sciences Handbook and the UNSW website and give careful consideration to the following matters:

- 1. Scheduling university work:** You are expected to plan your work academic load, so that you complete all your assessments by the due dates. Given that you will have had adequate notice of your obligations, it is your responsibility to ensure that you develop sensible work patterns so that you do not run into a 'traffic jam' of academic work. The demands of other work elsewhere in the university do not constitute an acceptable excuse for late assessments.
- 2. Outside employment:** Many full-time students undertake part-time employment and many graduate students who study part-time have full-time jobs. It is assumed, however, that you have taken on your studies and your employment after making a responsible assessment of your capacity to fulfill the requirements of both your job and your university work.

3. **Attendance:** Unless specific and formal permission has been granted, **failure to attend 80% of classes in a course may result in failure in that course.** Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing to the Registrar and, where applicable, should be accompanied by a medical certificate. The Registrar may grant approval for absence of up to one month in special circumstances.
4. **Using the Library:** You cannot study adequately without using the library. You need to understand not only how to borrow books, but how to use the vast amount of information stored in the reference collections of the library. You must know how to use the Open and Closed Reserve sections. The Reader Assistance Unit is there to help and the library provides invaluable reader education classes to teach you how to make best and quickest use of its facilities. Useful study guides are provided by the library for each discipline. Remember: **BE EARLY** when preparing for assignments, tutorials and examinations. The resources of the library are limited and the demand for material is high.
5. **Sources:** The acknowledgment of sources is an essential requirement. Whenever you are indebted to a source for fact or opinion, you should acknowledge that source. If you cite something which has been quoted by someone else, it would be dishonest to imply that you have read the original.
6. **Assessment:**
 - behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage either you or another student.
 - be aware that a major objective of assessment is the promotion of learning rather than the achievement of grades.
 - use formal assessment tasks to assess the content and quality of your own work.
 - be informed of all aspects of assessment policies and practices in the course, including the University's policies about academic honesty, legitimate cooperation, plagiarism and cheating and the timely submission of work.
 - be aware of the means for seeking assistance and advice on assessment within the School (School Grievance and Resolution Officer) and the University.
 - ensure that you understand the requirements for examinations and other assessment tasks.
 - ensure that submitted assessment tasks are your own work except when they acknowledge shared ownership of a group project.
 - get information regarding appropriate appeal processes.
 - failure to complete any assessment will be regarded as failure in that assessment, unless written approval to withdraw from the course without failure is obtained from the Registrar.
 - you must complete the requirements for each course, and failure to perform satisfactorily in any single component may result in an overall failure in that course.
 - courses vary in their requirements and you should consult the course guides provided by the individual lecturers and discuss your assessments with them.

7. **Academic honesty and plagiarism:**

Plagiarism is the presentation of thoughts or work of another as one's own.

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design/drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;

- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor and;
- claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed.
- knowingly permitting your work to be copied by another student may also be considered to be plagiarism.
- note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarized material.
- submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: www.lc.unsw.edu.au/plagiarism

UNSW Policy on Plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct.

Further information on the Student Misconduct Rules is available at:

<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconductRules.html>

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature, they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

- 7.1 *Cheating:*** It is a serious offence to submit any work which is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly, it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convener to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person's contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specified period. (See also Students' Responsibilities 8 – Misconduct).

- 8. *Misconduct:*** Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary committee. For details please go to:
<https://my.unsw.edu.au/student/academiclife/assessment/AcademicMisconductStudentMisconduct.html>
- 9. *Proof reading:*** Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted
- 10. *Email:*** Unless the lecturer expressly gives permission, students are not permitted to submit assessments via email.

11. **Non-sexist language:** It is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; eg., 's/he', 'she or he', 'people', etc.
12. **Extensions:** Extension will be granted only for illness or serious problems beyond your control. **Requests for extensions must be made in writing to the lecturer concerned before the due date of the assessment.** Extension request forms are available outside the School's office reception. Note that the submission of a request for an extension does not necessarily guarantee approval of the request! Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. Late submission without an extension will result in marks being deducted. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both the options available.

3.4 Continual course improvement

Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.