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PART A: COURSE INFORMATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6734 ESL Method 2 (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Linda Moctezuma
Office Location: John Goodsell 132
Email: l.moctezuma@unsw.edu.au
Phone: 9971 9265
Availability: 3.30 --5.00pm – Wednesday before tutorials or via email.
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>ESL Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodsell 119</td>
<td>Wednesday (5 - 6.00pm)</td>
<td>Week 1 - 3, 10-14</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodsell 119</td>
<td>Wednesday (6 - 8.00pm)</td>
<td>Week 1 - 3, 10 – 14</td>
</tr>
</tbody>
</table>

Summary of Course

This course continues the preparation of students for the teaching of English as a Second Language in secondary schools in NSW. They will continue to develop knowledge and understanding of strategies and ESL pedagogy to meet the language needs of ESL learners in a secondary school context.

Aims of the Course

This course aims to:
- prepare students for teaching English as a Second Language by developing their knowledge of the Stage 6 English (ESL) syllabus and planning units of work
- develop students' understanding and use of assessment for learning in the ESL classroom

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate an awareness of the NSW Board of Studies Stage 6 English (ESL) Syllabus in particular the key outcomes and design teaching activities to achieve those outcomes.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate an ability to develop a teaching program using their knowledge of ESL pedagogy to create a carefully sequenced, range of strategies to scaffold EAL/D learners</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate an ability to identify core/big ideas in a unit of work and</td>
</tr>
</tbody>
</table>
explicitly plan to teach those ideas.

4 Demonstrate an ability to design an assessment for a unit of work with clear links to the teaching focus of the unit of work. 1/2

5 Demonstrate and ability to design an assessment task which clearly identifies the marking criteria, KLA outcomes, weighting and due date and with inbuilt scaffolding for ESL learners. 1

6 Demonstrate an ability to backward map activities which support ESL students to achieve the outcomes of the assessment. 2

7 Demonstrate the ability to design in assessment for learning throughout a unit of work. 2

8 Demonstrate an ability to assess students using the ESL Scales and to plan for their language development with reference to the relevant outcomes and pointers from the ESL Scales 1

9 Demonstrate an ability to design in engaging classroom activities particularly using film and ICT 2

10 Demonstrate an ability to organise classroom activities and provide clear directions 2

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds 1,2</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities 2</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area 1,2</td>
</tr>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence 2</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans 1,2</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas 2</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students 2</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies 2</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs 2</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning 1,2</td>
</tr>
<tr>
<td>5.3</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning 1</td>
</tr>
<tr>
<td>5.4</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice 1</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the NSW Board of Studies English (EAL/D) syllabus in order to teach it effectively. In addition they need to develop skills in assessment for learning, including backward mapping a unit of work, designed in assessment strategies and feedback to students. They need to develop their ESL pedagogical knowledge to create a range of teaching strategies. They also need to develop their use of ICT as part of their range of strategies to support AEL/D learners and to develop engaging lesson activities. All of this needs to be taught in a practical, hands on environment in which students are given explicit modelling and opportunities to work collaboratively in a supportive environment to develop understanding and skills. Students should also feel comfortable to discuss, question and reflect critically on their own experience.

5. TEACHING STRATEGIES

- Student–centred activities and opportunities for critical and reflective engagement and methodology and philosophy of ESL teaching will form the basis of this course.
- Lectures will explicitly teach ESL pedagogy and model teaching strategies.
- Opportunities for hands on use of technology and accessing resources online will allow students to become confident users of ICT.
- Online learning from readings on the Moodle website and relevant websites.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 21 July</td>
<td>Teaching Stage 6 English (EAL/D) courses</td>
<td>Designing activities to scaffold student text analysis. Reflections on Professional Experience</td>
</tr>
<tr>
<td>2 28 July</td>
<td>Teaching Visual Literacy to EAL/D Learners.</td>
<td>Planning a sequence of lessons to analyse a film for Stage 6 English (EAL/D). Developing an awareness of online resources</td>
</tr>
<tr>
<td>3 4 August</td>
<td>Assessment for Learning</td>
<td>Using the ESL Scales to assess and plan for language development.</td>
</tr>
</tbody>
</table>

Professional Experience

Weeks 4 - 9

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 29 September</td>
<td>Designing a Stage 6 English (EAL/D) Area of Study unit of work</td>
<td>Planning a unit of work for Stage 6 English (EAL/D)</td>
</tr>
<tr>
<td>11 6 October</td>
<td>Implementing an EAL/D Program in secondary schools (EAL/D) students.</td>
<td>Reflections on Professional Experience.</td>
</tr>
<tr>
<td>12 13 October</td>
<td>Strategies for teaching Listening to Stage 6 English Planning and</td>
<td>Creating listening activities using a variety of resources.</td>
</tr>
<tr>
<td>13 20 October</td>
<td>Scaffolding Academic Writing for Stage 6 EAL/D students.</td>
<td>Modelling and scaffolding academic writing</td>
</tr>
<tr>
<td>14 27 October</td>
<td>Hints for starting out as a new ESL teacher.</td>
<td>Refugee focus/classroom management</td>
</tr>
</tbody>
</table>

RESOURCES

EDST6734 ESL Method 2, UNSW 2014
Required Readings


NSW Board of Studies Website: [http://boardofstudies.nsw.edu.au](http://boardofstudies.nsw.edu.au)

The NSW Board of Studies website contains NSW syllabuses and external examinations as well as information on assessment plus updates on changes to curriculum and assessment links to related sites and a bookshop where support materials for syllabus and assessment can be downloaded or purchased.

NSW Department of Education and Communities website.


This curriculum support website includes English units written for ESL learners that model ESL pedagogy.

Further Readings


Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.


http://www.atesolnsw.org/

The Association of Teachers of English as a Second Language NSW website has units of work online and professional information.

http://www.interactivewhiteboard.net.au This provides training modules in the use of the interactive whiteboard.

7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>1500 words</td>
<td>40%</td>
<td>4,5,8</td>
<td>1.3, 2.1, 2.3, 5.1, 5.3, 5.4</td>
<td>01/10/2013 (5pm)</td>
</tr>
<tr>
<td>Assessment for Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>2500 words</td>
<td>60%</td>
<td>1,2,3,4,6,7,9,10</td>
<td>1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 5.1</td>
<td>29/10/2013 (5pm)</td>
</tr>
<tr>
<td>Unit of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Details

Assessment 1 - Assessment for ESL Learning Approx. 1,500 words

Part One

- Briefly describe the teaching focus of a unit of work you plan to do for Stage 6 EAL/D English when you work as an ESL teacher in a high school (100 words)
- Create an assessment task that directly links to the teaching focus and is set out and expressed clearly for an EAL/D student, include KLA Outcomes; a description of the task; marking criteria; due date, weighting and moderation approaches.
- Offer scaffolding for the assessment task
- Create marking table
- Create a feedback sheet (marking guidelines).

Part Two

- When on pract. teaching, ask a Stage 6 EAL/D student to do a piece of writing as an assessment task.
- This writing must be related to their Area of Study and refer to Q1 of the HSC ESL English paper (short response).
- Student must have studied and refer to one related text.
- Student is required to write about 350-500 words.

Below are some samples:

<table>
<thead>
<tr>
<th>Allow twenty minutes to complete this writing task.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity:</strong></td>
</tr>
<tr>
<td>Write a reflective journal entry discussing some of the challenges you have had with your identity since coming to Australia. You must refer to at least one related text in your response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a reflective journal entry discussing your inner journey since arriving in Australia. You must refer to at least one related text in your response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Belonging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a reflective journal entry discussing how your sense of belonging has changed since coming to Australia. You must refer to at least one related text in your response.</td>
</tr>
</tbody>
</table>

Assess one student work sample and annotate it with approximately 6 relevant pointers from the ESL Scales writing strand.

Create a student profile using the pro-forma (Gibbons page 122) in which you:

1. Identify what the student can do based on evidence from their writing.
2. Identify the level the student is performing at from the ESL Scales.
3. Explain how you would use this assessment task for future learning.
4. Write analysis of what strategies you would use to improve this student’s writing.
5. Provide constructive feedback to the student
Assessment 2:  Approx. 2,500 words

1. Unit of Work
   - Design a unit of work for a Stage 6 English (EAL/D) Year 11 class which contains students ranging from Level 4 to Level 5 on the Scales.
   - The Area of Study unit must include a study of ONE core text such as a film or a novel and ONE related text such as a short story, a poem, a feature article, a poster, a song or a website. The chosen texts should illustrate aspects of the concept of the Area of Study.
   - Suggested Areas of Study could be:
     - Identity OR Journeys OR Belonging
   - The unit should cover a four week unit of work, which is approx. 16 x 60 minute lessons.
   - Ensure you include sample activities which move the students along the Mode Continuum, in their Zone of Proximal Development.
   - Ensure you include comprehensible input and message abundancy with visuals and ‘hands on’ activities.
   - Ensure you use the ESL teaching sequence-controlled, guided and independent phases and ESL teaching strategies which are interactive and explicit

   Use the standard format for programs. This should include:
   - A cover page which identifies the core concepts, English Syllabus Outcomes and ESL Scales language outcomes.
   - A rich assessment task with marking criteria.
   - A summary (visual representation) of the language demands of the unit which backward maps how the skills and knowledge required for the assessment are to be taught.
   - The teaching and learning activities that will be taught during the 15 x 60 minute lessons (5 weeks)
   - The English syllabus outcomes and ESL Scales pointers; ESL pedagogy used and resources used during these activities.

2. Evidence of ability to direct students to complete an activity.
   - Choose one activity that the students are to do in this program.
   - Write approx. 100 words to describe your teacher talk as you introduce the activity and give instructions to the students.

3. Evidence of awareness of strategies to evaluate teaching programs
   - Write an approx. 100 word statement outlining the strategies you would use to review and modify this teaching program to improve student learning after it has been taught.
**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6734 ESL METHOD**

Student Name:
Assessment Task: 1 40%

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
</table>

**PART ONE:**
Understanding of the question or issue and the key concepts involved
- Designs an assessment task which effectively assesses the mode of writing, with clear links to the teaching focus of the unit of work.
- Provides relevant and usable scaffolding of assessment task
- Design marking table which provides effective and relevant feedback and clearly links to the assessment.
- Creates a feedback sheet which clearly explains the strengths and the challenges the student needs to face

**Structure and organisation or response**
- Creates an assessment task which has marking criteria, KLA Outcomes, weighting and date
- Provides inbuilt scaffolding in the task notice through the use of clear instructions, explanation and layout.

**PART TWO**
Depth of analysis and/or critique in response to the task
- Effectively assesses the student’s language strengths using the ESL Scales.
- Effectively creates a student profile using a genre framework which identifies what the student can do based on evidence from the piece of writing
- Provides explicit, positive and constructive feedback to a student
- Explicitly outlines future teaching as a result of this assessment

**Familiarity with and relevance of professional and/or research literature used to support response**
- Effectively identifies what skills need further teaching and teaching strategies to be used.
- Effectively justifies the teaching strategies to be used in further teaching by referring to ESL pedagogy.

**Presentation of response according to appropriate academic and linguistic conventions**
- Writes in clear and good English.
- Makes clear and appropriate reference to course readings.

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

---

Lecturer:  
Date:  
Recommended: /20 (FL PS CR DN HD)

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 contextualize 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.

EDST6734 ESL Method 2, UNSW 2014
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6734 ESL METHOD

Student Name: 
Assessment Task: 2  60%

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to identify the core/big ideas in the relevant unit of work and explicitly plan to teach those ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an ability to design an assessment for a unit of work and backward map activities which support EAL/D students to achieve the outcomes of the assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates knowledge and understanding of the importance of activating prior knowledge and creating a high challenge classroom which engages EAL/D students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates knowledge and understanding of macro scaffolding in spoken, visual, reading and written form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an ability to carefully sequence these strategies in a program so students are moving along the mode continuum and using the ESL teaching sequence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate a capacity to organise classroom activities and provide clear directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an awareness of strategies that can be used to evaluate teaching programs to improve student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an awareness of the NSW Board of Studies Stage 6 English (ESL) Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an ability to program for language learning with reference to the relevant outcomes and pointers from the ESL Scales.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation or response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to present a unit of work in the appropriate format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to present the unit cover page in the appropriate format identifying core ideas, relevant outcomes and pointers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to design a visual representation of the language demands of the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to describe clearly and in good English the sequence of learning activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:  
Date:  
Recommended: /20  (FL PS CR DN HD)  Weighting:  %

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 contextualize 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.
**Submission of Assessment Tasks**

Students should submit both a hard copy and an electronic copy of an assessment task.

Hard copies of an assessment task are to be placed in the Course Lecturer’s locked assignment box near the School of Education office (Level 1, Goodsell Building).

Electronic copies of an assessment task are to be submitted to the allocated Turnitin Submission Box online via Moodle.

**STUDENTS MUST SUBMIT THE HARD AND ELECTRONIC COPY OF AN ASSESSMENT TASK BY 5PM ON THE DUE DATE UNLESS THE COURSE LECTURER HAS ADVISED OTHERWISE.**

You are strongly advised to aim to submit early, as submissions received one minute after the specified due time will be stamped as late and will incur a late penalty. The FASS late penalty is 3% of the total possible marks for the task for each day or part day that the work is late. Lateness includes weekends and public holidays.

You are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Students are required to keep a copy of all assessment tasks. If an assessment is mislaid the student is responsible for providing a further copy.

All assignments (hard copy and electronic submission) must be submitted with a signed Assessment Cover Sheet (required for all assignments). Please ensure that you read and complete the Assessment Cover Sheet carefully, particularly the section related to the originality of the submission.

Assessment Cover Sheets are available from the front counter in the School Office or can be downloaded from: [https://education.arts.unsw.edu.au/students/resources/forms/](https://education.arts.unsw.edu.au/students/resources/forms/)

**Return of Assessment Tasks**

Assessments are normally returned in tutorials. For assessments with due dates from Week 10 onwards, you may request for feedback on the assessment to be returned by attaching a self-addressed postage-paid envelope to your assignment. If the postage is insufficient to cover the delivery of the assignment, it will not be posted. If a student does not wish to provide postage s/he may pick up her/his assessment from the School Office from 9am-5pm for two weeks following notification of marking completion by the Course Lecturer. If a student is unable to pick up her/his assessment within this time s/he should contact the Course Lecturer.

**Feedback**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for ESL Learning</td>
<td>Written</td>
<td>15 October 2014</td>
</tr>
<tr>
<td>Unit of Work</td>
<td>Written</td>
<td>15 November 2014</td>
</tr>
</tbody>
</table>

8. **COURSE EVALUATION AND DEVELOPMENT**

Student evaluative feedback on the course is gathered, using 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.
PART B: GUIDELINES AND PROCEDURES

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. Examples include:

- **Copying**: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.

- **Inappropriate paraphrasing**: Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit.

- **Collusion**: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, 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.

- **Self-plagiarism**: ‘Self-plagiarism’ occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as ‘recycling’, ‘duplication’, or ‘multiple submissions of research findings’ without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

(NB: Examples of plagiarism: [https://my.unsw.edu.au/student/atoz/Plagiarism.html](https://my.unsw.edu.au/student/atoz/Plagiarism.html))

UNSW distinguishes between 3 levels of plagiarism.

- **Level 1**: Minor plagiarism where inexperience is a mitigating factor (e.g. first year, first semester UG/PG students).
- **Level 2**: Applies to more senior students and first year students from their second semester of study onwards; a second Level 1 type lack of scholarly achievement is automatically treated as a Level 2 offence.
- **Level 3**: This category includes egregious acts of plagiarism, and where the breach is considered to be deliberate, reckless, and/or involves gross and persistent negligence.

All suspected cases of plagiarism in the School of Education are dealt with by the Deputy Head of School (Teaching & Learning). When plagiarism has been identified and confirmed through proper investigation the outcomes include:

**Educative Action**

- All students will undertake some form of educative action either managed by the School or the Learning Centre except where exclusion is the penalty for plagiarism.

**Penalties**

- All students will have a penalty imposed. The degree of penalty will be appropriate to the degree of plagiarism. For students who have committed Level 1 plagiarism it may be that their mark reflects the lack of scholarly achievement, to a maximum deduction of 20 marks per 100 pro rata.
For Level 2 it might be a 0% for the work or the course. For Level 3 Plagiarism it may be 0% for
the course or even suspension from UNSW.

Registers

- All students are placed on a Register whether it is the Level 1 Plagiarism Register or the Student
  Misconduct Register for Levels 2 or 3.

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. Further information on plagiarism
and academic honesty can be downloaded from: https://student.unsw.edu.au/plagiarism
In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism
which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

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://student.unsw.edu.au/conduct

Cheating: It is a serious offence to submit any work that 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
the Course Convenor 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 specific period (See also Misconduct).

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 detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result
in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit
assessment via email.

Non-sexist language: It is UNSW policy to avoid sexist language. You should use words which
include both sexes when you are referring to both sexes; e.g. S/he’, ‘she or he, ‘people’, etc.

10. ATTENDANCE

Unless specific and formal permission has been granted, failure to attend 80% of classes (henceforth
‘classes’ include lectures, tutorials, seminars, online activities and so on) 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 and, where
applicable, should be accompanied by a medical certificate.

If you attend less than 80% of classes or have not submitted appropriate supporting documentation to
the Course Convenor to explain your absence, you may be awarded a final grade of UF
(Unsatisfactory Fail).
If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Upon submission of appropriate evidence, the Course Convenor has discretion and authority to determine whether a student meets the required volume of learning and has completed the necessary assessments for a given course in circumstances where attendance has been less than the normal university requirement of 80% of classes.

A student may be excused from classes for up to one month (66% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, the Course Convenor may assign additional and/or alternative tasks to ensure that students have met the volume of learning associated with the course.

A student who has submitted the appropriate documentation but attends less than 66% of classes will be asked by the Course Convenor to apply to discontinue the course without failure rather than be awarded a final grade of UF.

UNSW policy on attendance https://myunsw.edu.au/student/atoz/AttendanceAbsence.html

Permission to Participate in Lectures Online

The School of Education allows participation in lectures online on a case by case basis and only in certain circumstances:

a. The student is able to prove that they have no other option but to clash.
b. The clash can only be between lectures or between a lecture and a tutorial or seminar. Only the lecture can be missed.
c. Where the clash is between two lectures it is recommended that the student alternate attendance.
d. The clash can be for not more than one hour.
e. The missed lecture cannot be the first hour of a two hour lecture.
f. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo 360 or independent recording. The Course Convenor can reserve the right to refuse to allow the lectures in their course to be recorded independently.
g. The Course Convenor(s) must give their approval for the permitted clash.
h. Permissible clashes are not available to students in their first semester of study at University.

A student who is approved permission to participate in online lectures must fulfil the following requirements:

a. The student must provide the Course Convenor with copies of lecture notes and/or reading notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes and/or reading notes as evidence of attendance.
c. Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty’s course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.
d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.
Applications for permission to participate in lectures on line should be lodged at: https://www.arts.unsw.edu.au/ttclash/index.php

11. SUBMISSION OF ASSESSMENT

All assignments must be submitted online with an assignment coversheet before midnight on the due date via Moodle to avoid penalty. Students should also hand in a hard copy and retain a hard copy of work submitted. Students are required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

Students are required to follow their course lecturer’s instructions exactly when submitting hard copies of work for assessment. Some work is submitted in class but most hard copies of assessments are to be delivered to the locked boxes in the reception area of the School. Students are advised to put the assessment task into the box with the course lecturer’s name on it and it must include a signed Assignment Cover Sheet.

You are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Professional staff are not permitted to accept student work submitted for assessment. Students are advised to never leave their submissions for assessment under doors.

Return of Assessment

Timing: Assessment tasks will normally be returned to students in class within three weeks of submission where possible. Where this is not possible, the course lecturer will provide advice with regard to assessment task collection.

Feedback: The School of Education standard marking and feedback template (see next page) aligned with assessment criteria and grade descriptors used in marking and contextualized to suit each specific assessment task will be used to provide written feedback on assessment tasks.

Extensions and late submission of work

It is expected that all assignment deadlines will be met. In very exceptional cases, extensions may be granted, students should contact the Course Convenor five days prior to the due date of the assignment to discuss their situation. If it is then necessary for students to request Special Consideration an application must be lodged online through myunsw at https://iaro.online.unsw.edu.au/special_consideration/home.login. The request must be made within three working days of the assessment to which it refers and be accompanied by supporting documentation (e.g., medical certificates). More details on Special Consideration are below.

Work submitted late (i.e., past the time and date specified in the course outline) will incur late penalties. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays.

Work submitted fourteen days after the due date may be marked and brief feedback provided but no mark will be recorded or counted towards your overall grade. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, you will be deemed to have met that requirement.

Work submitted twenty one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course you will automatically fail the course.

Where an extension has been granted, either directly by the Course Convenor or through the Special Consideration mechanism, the late penalties outlined above will apply from the revised due date.
Review of results

There is no automatic right to have an assessment reviewed; the School reserves the right to make such judgments.

If you have concerns about a mark you have achieved, you should raise this with the Course Convenor in the first instance. This should normally be done within two working days of the return of the assessed work.

If you are not satisfied with the explanation provided, you should complete the UNSW Review of Results (RoR) application form: https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf

You must provide a written explanation of why you believe the work requires review. The written explanation must include the stated criteria for the assessment task indicating the exact area(s) where the assessment of your work differs from the mark you have received.

The Course Convenor has the option to not recommend review if they deem the grounds for review insufficient. The Course Convenor will make their decision within three working days of receiving the request.

If the Course Convenor approves the review, you should submit the Review of Results application form to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the Course Convenor does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), Dr. Therese Cumming (t.cumming@unsw.edu.au).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS.

The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG's decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

12. SPECIAL CONSIDERATION

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

13. ASSESSMENT PRINCIPLES AND PROCEDURES

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 are carefully designed to:
- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (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 program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure 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 specialisation 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.

**School of Education Grade Descriptors**

<table>
<thead>
<tr>
<th>Grade Descriptors</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>High Distinction</strong>&lt;br&gt;(85% and above)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Distinction</strong>&lt;br&gt;(75-84%)</td>
<td>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 to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td><strong>Credit</strong>&lt;br&gt;(65-74%)</td>
<td>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 that 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.</td>
</tr>
<tr>
<td><strong>Pass</strong>&lt;br&gt;(50-64%)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Fail</strong>&lt;br&gt;(less than 50%)</td>
<td>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 meaning is at times unclear.</td>
</tr>
</tbody>
</table>
For more information regarding the UNSW assessment policy please visit: https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

14. OTHER INFORMATION

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: Second Floor, East Wing, Quadrangle Building
Hours: Monday-Friday 9am-5pm
Telephone: 9385 5418
Website: https://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 Convenor prior to, or at the commencement of their course.

Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit. 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.

Location: Ground Floor, Goodsell Building
Hours: Monday-Friday 10am-4pm
Telephone: 9385 4734
Website: https://www.studentequity.unsw.edu.au

Student Support and Grievance Procedures

The UNSW Learning Centre provides academic skills support to all students enrolled at UNSW: http://www.lc.unsw.edu.au

UNSW offers a number of support and development services for students: https://student.unsw.edu.au/additional-support.

There is a range of wellbeing, safety and equity initiatives you can access at UNSW: https://student.unsw.edu.au/wellbeing
If you have issues related to, or concerns about, academic decisions or any aspect of Learning & Teaching in the School of Education, you are welcome to contact the Deputy Head of School (Learning & Teaching), Dr Terry Cumming (t.cumming@unsw.edu.au)

If you have a grievance related to a person or administrative process, you should contact the School Complaints Officer, Catherine Courtney (c.courtney@unsw.edu.au)

You can also contact the Student Conduct and Appeals Office (studentcomplaints@unsw.edu.au) or the Student Association (Arc@UNSW) (advice@arc.edu.au)

For more information with regard making a complaint (https://student.unsw.edu.au/complaints)