# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|---|---|---|---|---|
| Sue Starfield | s.starfield@unsw.edu.au | Please contact me by email. | 110 Goodsell | (02) 9385 2524 |

## School Contact Information

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Arts and Social Sciences
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E: education@unsw.edu.au
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## Attendance Requirements

### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

## Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

achieved their purpose. You are encouraged to think about how you would like to 'sound' in your thesis and the kind of 'academic identity' you take on. This section concludes with a discussion of the research on examiners' expectations of research theses. The examiner is, above all, a reader! We will then discuss two other significant research genres: the conference paper and the journal article and provide an opportunity for you to examine a journal article from your field. Most disciplines now expect research students to publish papers from their research in the course of writing their thesis and this can benefit the student in a number of ways. While there will be many informal opportunities for discussion and participation during the course, one session looks specifically at giving oral presentations. All students will be asked to give a short presentation to their peers on a research-related topic and give and receive feedback. The aim of this component of the course is to help students prepare for the varied contexts in which they will need to communicate – seminars; reviews; conferences.

The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

# Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

## Assessment Tasks

| Assessment task | Weight | | | |
|---|---|---|---|---|
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reports.

Assessment 2: Assessment 3 (final)

Start date:

Details: Final Assessment (3): Analysis of a discussion chapter  Select a discussion chapter from a recent (post 2010) PhD or Masters thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Move framework for discussions presented in class discuss the extent to which the author uses these moves in structuring the chapter.  You should consider not only which moves are present and comment on why you think the author has used them but also on those not adopted by the author and suggest why this might be so.  Finally, you should comment on whether the author explicitly identifies the significant contribution of the thesis to the field of study and the extent to which language features such as hedging are used. Word length: 2000Written feedback will be given within 3 weeks of submission

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

Assessment 3: Assessment 2

Start date:

Details: Assessment 2: Analysing a thesis introduction Select the Introduction chapter from a recent (post 2010) PhD thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Creating a Research Space (CARS) framework analyse the chapter in terms of the author's use of the Moves and Steps. Comment on why you think the author has chosen to organise their chapter in this way and how you as a reader react to this organisation. If you were advising the author on how to improve this chapter what would you suggest? Word length: 2000Written feedback will be given within 3 weeks of submission

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5147

Assessment Task: Assessment 3 (final)

| Specific Criteria | (-)——————————>(+) | | | | |
|---|---|---|---|---|---|
| Understand of the question or issue and the key concepts involved | | | | | |
| Depth of anaysis and/or critque in response to the task | | | | | |
| Familiarity with and relevnce of professional and/or research literature used to support response | | | | | |
| Structure and organization of response | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions | | | | | |
| General comments/recommendations for next time: | | | | | |

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

- Work submitted 10 to 19 days after the stipulated deadline

W7 k s d t adli bB ‰

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

# Course Schedule

View class timetable

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Course Schedule

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| | | focus on writing conference abstracts and journal article introductions. I will share with you my experience of being a journal editor and reviewer and provide advice on getting published in academic journals. Activities will relate to this focus.<br><br>Please bring a journal article from a journal you would like to publish in to class. |

# Resources

## Prescribed Resources

## Recommended Resources

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). *Fmu rm upgrc_ `crrcp rfcqgq*. Melbourne, Australia: Melbourne University Press. - there are several editions of this book

Murray, R. (2017). *Fmu rm upgrc_rfcqgq*. (4th edition). Maidenhead, England: Open University Press. - there are several earlier editions of this book which are very helpful too!

Paltridge, B. & Starfield, S. (2007). *Rfcqgq_lb bgqqcpr_rgml upgrgle gl_qcamlbj_les_ec*. London: Routledge.

## Course Evaluation and Development

Feedback on this course will be sought via MyExperience surveys and also during the course itself. I welcome suggestions and feedback from participants at any time via email or throughS. □ □