School of Education

EDST5036, EDST5147

Thesis Writing and Presentation

Summer, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	
Richard Niesche	r.niesche@unsw.edu.au	Please email for an appointment	G16 Morven Brown	

School Contact Information

School of Education
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W: https://www.arts.unsw.edu.au/education

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This course is aimed at postgraduate research students to evaluate and develop their thesis writing abilities and skills. Weekly sessions cover the overall structuring of the thesis; writing the introduction; the literature review; the methodology chapter; discussion chapters; the conclusion and the abstract and understanding examiner expectations with an emphasis on managing the writing process over an extended time period and on managing large amounts of texts. The course is informed by current

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. There will be many informal opportunities for discussion and participation during the course.

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

Assessment 2: Assessment 2

Assessment 2: Analysing a thesis introduction

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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?

Written feedback will be given within □weeks of submission

Additional details

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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 su`o□ ˇ ɗ ils

Recommended readings:

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0DNLQJ□DSSURSULDWH□FODLPV□

RUBRIC/FEEDBACK SHEET
EDST5147 THESIS WRITING AND PRESENTATION
UNSW SCHOOL OF EDUCATION

Specific Criteria	(-)——————————>(+)				
Presentation of response according to appropriate academic and linguistic conventions • APA style for citations and references & complete reference list • Clarity and appropriateness of language style • Word count within 10% of limit set.					
General comments/recommendations for next time:					

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 contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET
EDST5147 THESIS WRITING AND PRESENTATION
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Assessment 2

Specific Criteria					

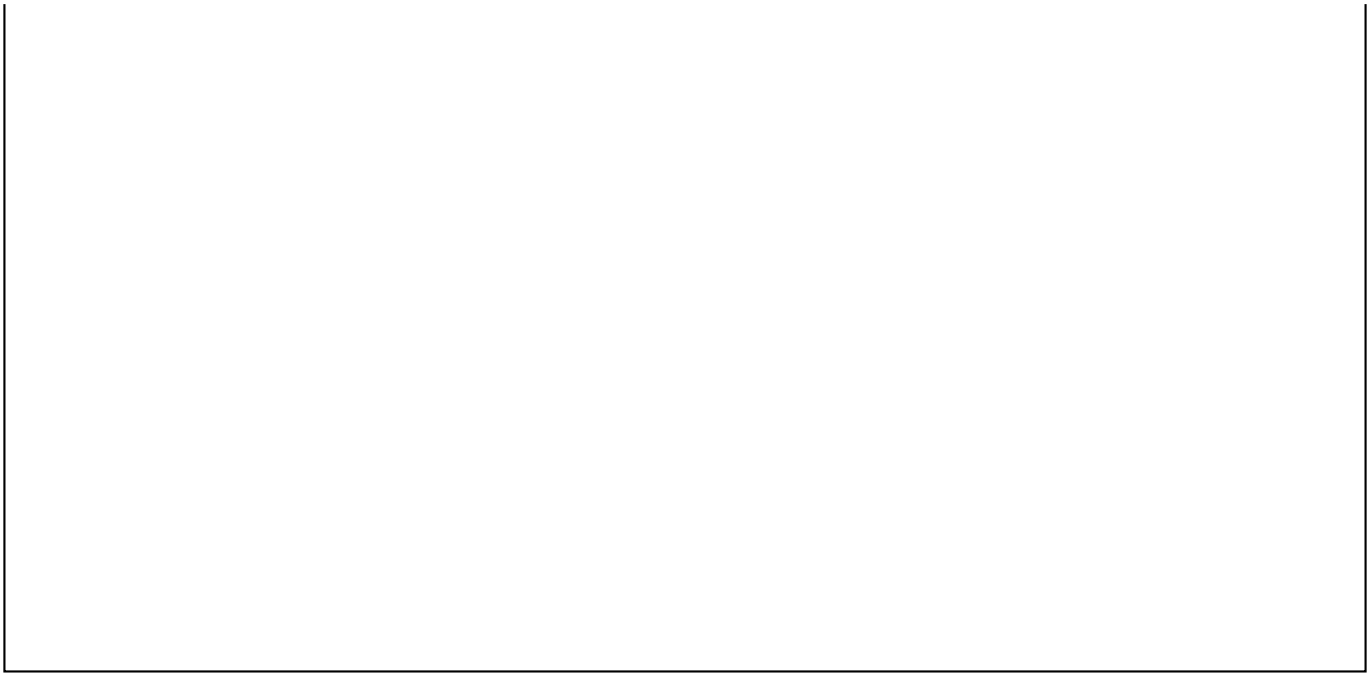
Specific Criteria	(-)——————————>(+)				
Presentation of response according to appropriate academic and linguistic conventions • APA style for citations and references & complete reference list • Clarity and appropriateness of language style • Word count within 10% of limit set.					
General comments/recommendations for next time:					

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 contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement



Resources

Recommended Resources

Evans, D., Gruba, P., & Zobel, J. (2011 (3rd edition). *F l t ql t ofqb ^ _bqqbo qebpfp*. Melbourne, Australia: Melbourne University Press. - There are several editions of this book.

Murray, R. (2017). *F l t ql t ofqb ^ qebpfp*. (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). *ebpfp ^ka afppboq^qf l k t ofqfkd fk ^ pb` l ka i^kdr^db*. London: Routledge.

Paltridge, B., & Starfield, S. (2020). *ebpfp ^ka afppboq^qf l k t ofqfkd fk ^ pb` l ka i^kdr^db8 ? e^ka_ l l h c l o pqrabkqp ^ka qebfo prmbosfp l op*. 2nd edition. London: Routledge. This book provides details of many other resources that support thesis writing.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.