HUMS1005

Personalised English Language Enhancement

Term One // 2021

School of Humanities and Languages // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Long Li	long.li@unsw.edu.au	Wednesdays 3-4pm	On Zoom	

Lecturers

Name	Email	Availability	Location	Phone
Long Li	long.li@unsw.edu.au			

Tutors

Name	Email	Availability	Location	Phone
Long Li	long.li@unsw.edu.au			
Camille Lapierre	c.lapierre@unsw.edu.au	Please contact via email		

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

This course will help you to enhance your English language skills if you speak English as a second language. In addition, this course provides you with the skills to be an autonomous and independent learner so that you can continue to enhance your English language skills into the future to achieve your academic and professional goals. You will identify which aspect(s) of your English you would like to improve and then design and implement your own personal project to accomplish your goals.

Course Learning Outcomes

1. Analyse and identify personal language needs
2. Apply tools and resources for language enhancement
3. Design and carry out a personal project based on the analysis of personal language needs
4. Reflect on and assess their own progress to sustain personal and professional language enhancement
5. Communicate critical personal learning outcomes with peers

Teaching Strategies

HUMS1005 helps students to take responsibility for enhancing their English language skills by helping them identify and address their own individual needs. This is because students at this advanced stage of English language acquisition have different needs, strengths and weaknesses. Firmly based on socio-cultural learning theory that argues that learners construct their own learning through meaningful interactions (c.f. Vygotsky 1986), this self-directed autonomous course helps students to enhance their English skills by firstly analysing their own needs; secondly developing personal projects; thirdly implementing them; fourthly evaluating their own progress; and finally reflecting on their own learning. Throughout the course, students will be guided with relevant theory, practical suggestions and useful resources in both lecture and tutorial sessions.

Assessment

Any referencing system such as APA is acceptable in this course as long as it is consistently applied: check UNSW Support for Referencing Assignments: https://student.unsw.edu.au/referencing
Students can access previous student samples on OpenLearning.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Personal project design (PPD)	30%	12/03/2021 11:00 PM	1, 2, 3
Project logbook and journal	20%	09/04/2021 11:00 PM	2, 4
Oral presentation	20%	12/04/2021 09:00 AM	5
Reflective essay	30%	27/04/2021 11:00 PM	2, 4

Assessment Details

Assessment 1: Personal project design (PPD)

Start date: Not Applicable

Length: 1500 words

Details:

Students design their own personal project to address their own English language needs. They are required to specify their personal project goal, background, method, resources, progress measurement, timeline, schedule and anticipated outcomes. They need to develop their PPD based on relevant literature of the field concerned. The word limit is 1500.

Students receive written feedback based on rubrics.

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

Assessment 2: Project logbook and journal

Start date: Not Applicable

Details:

Students record their learning activities and keep reflective journal on a regular basis as planned in their PPD. They are required to spend 30 hours or more for their personal project.

Students receive written feedback based on rubrics.

Additional details:

The logbook and journal does not need submission; rather, it will be assessed directly on the e-portfolio that the student creates and shares with the teachers.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Oral presentation

Start date: Not Applicable

Details:

Students present their learning highlights from their personal project for about 10 minutes to inspire peers to continue to enhance their language skills even after completing the course. They are required to submit an abstract (about 150 words) about what they are going to present a couple of weeks before the presentation day. Students receive written feedback from tutor on abstracts (10%) and from peers on presentation (10%) based on rubrics.

Additional details:

The abstract is due on Turnitin by 9am, Monday 12 April (Week 9). The presentation is peer assessed and due in the class of the last week; students who miss the final class will miss this 10% assessment.

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

Assessment 4: Reflective essay

Start date: Not Applicable

Length: 2000 words

Details:

Students analytically and critically reflect on their learning experience of implementing their own personal project and put achievable actions in a plan for the next learning stage. The word limit is 2000.

Students receive written feedback based on rubrics. This is the final assessment for attendance purposes.

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

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Lecture	Introduction to PA Model, OpenLearning platform and context analysis as well as diagnostic assessment tools
	Tutorial	Context analysis for the personal project; starting a 21-day challenge to form a good new habit
Week 2: 22 February - 26 February	Lecture	Identifying a missing piece in communication; explicit knowledge & implicit knowledge; introducing personal project design (PPD)
	Tutorial	Setting a goal for the personal project
	Online Activity	Developing an e-portfolio and sharing with the teachers/mentor/peers
Week 3: 1 March - 5 March	Lecture	Developing a personal project; introducing language learning resources
	Tutorial	Drafting a personal project design (PPD) for a one-week trial
Week 4: 8 March - 12 March	Lecture	Language learning methods, resources and progress measurement
	Tutorial	Revising and finalising the personal project design (PPD)
Week 5: 15 March - 19 March	Lecture	Reflective journaling; emotions and learning
	Tutorial	Discussion on the four tendencies & the first week of formal implementation
Week 6: 22 March - 26 March	Online Activity	Features of academic discourse; project and time management
Week 7: 29 March - 2 April	Lecture	Professional communication
	Tutorial	Discussing interim personal project progress; practising email writing
Week 8: 5 April - 9 April	Lecture	Abstract writing; reflective essay
	Tutorial	Drafting the abstract; finalising Logbook and Journal
Week 9: 12 April - 16 April	Lecture	Reflective practice; presentation skills
	Tutorial	Presentation preparation and rehearsal
Week 10: 19 April - 23 April	Lecture	Learning Festival - keynote speeches
	Tutorial	Learning Festival - parallel presentations (peer assessment)

Resources

Prescribed Resources

Studying in English: Strategies for Success in Higher Education (2017)

Recommended Resources

Book – Essentials of Essay Writing: What Markers Look For (2017)

Book – Learner English: A Teacher's Guide to Interference and Other Problems (2001)

Book – Critical Reading and Writing in the Digital Age: An Introductory Coursebook (2016)

Book – Longman Grammar of Spoken and Written English (1994)

Book – Foreign Language Learning (1998)

Book – Lexical Issues in Language Learning (1995)

Book – How Languages are Learned (2004)

Book – Give It a Go: Teaching Pronunciation to Adults (2009)

Book – Teaching and Researching Speaking (2017)

More resources are recommended on Leganto (via Moodle) & OpenLearning

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

Submission of Assessment Tasks

Turnitin Submission

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

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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 also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

- 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