



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST2070
Culture, Identity and Education

Term 3 2020

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website: <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2070 Culture, Identity and Education (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator: A/Prof Richard Niesche
Office Location: Morven Brown Building, G16
Email: r.niesche@unsw.edu.au
Availability: Email to arrange appointment

3. COURSE DETAILS

Course Name	EDST2070 Culture, Identity and Education
Credit Points	(6 units of credit)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

This course critically explores notions of culture and identity and examines related issues in education. Possible topics include a genealogy of culture and identity, performative, intersectional and pluralised configurations of identity, culture and consumption in education, potential tensions between diversity and equality/ equity, multiculturalism and Indigeneity, and the future of culture, identity and education in Australia within the wider context of public pedagogies, cosmopolitanism and globalisation. Links to educational policy and classroom practice will be made throughout the course.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- As a result of student feedback, the reading list has been revised and reduced; and assessment due dates have been altered to space due dates wider apart.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity	1 & 2
2	Develop a critical understanding of intersection of issues of culture and identity with education and how particular views of culture and identity differentiate students	1 & 2
3	identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities, including Indigeneity	1 & 2
4	develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalisation and cosmopolitanism	1 & 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1	Physical, social and intellectual development and characteristics of students	1 & 2
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	1 & 2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1 & 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1 & 2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1 & 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	1-7, 9, 11	2
B	Classroom Management	1-5, 8-10	2
C	Information and Communication Technologies	12-14	2
D	Literacy and Numeracy	2, 3, & 4	2
E	Students with Special Educational Needs	1 & 4	2
F	Teaching Students from Non-English-Speaking Backgrounds	1-6, 9 & 11	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding theories and practices associated with culture, identity and education requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the reading of research pertaining to, and analysis of, contemporary education processes and practices. The teaching, learning, and assessment activities in this course are designed so as to provide affordances for students to develop the requisite theoretical and empirical knowledge and practical skills, thereby enabling them to critically evaluate published research studies and to undertake basic cultural analyses of education.

5. TEACHING STRATEGIES

Student-centred activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry.

Teaching strategies used during the course will include:

- small group 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 and a range of teaching strategies to foster interest and support learning
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture & Tutorial Topic
1	<p style="text-align: center;">Introduction to course</p> <p>Essential pre-reading (for the lecture) - Wadham, B. Pudsey, J. & Boyd, R. (2007). What is culture? In B. Wadham, J. Pudsey & R. Boyd, Culture and education (pp. 1-33). Sydney, NSW: Pearson Education.</p>
2	<p style="text-align: center;">Identity, culture and schooling</p> <p>Essential Reading - Lesko, N. (2012). Introduction: Troubling teenagers. In N. Lesko, Act your age: A cultural construction of adolescence (2nd Ed., pp. 1-15). New York, NY: Routledge.</p> <p>Recommended Reading – Côté, J. (2014). Youth social identities: Structurally determined or agentically mediated? In J. Côté, Youth studies: Fundamental issues and debates (pp. 178-193). Hampshire, UK: Palgrave Macmillan.</p>
3	<p style="text-align: center;">The politics of identity</p> <p>Essential Reading - Gewirtz, S. & Cribb, A. (2009). Identity. In S. Gewirtz & A. Cribb, Understanding education: A sociological perspective (pp. 133-155). Cambridge, UK: Polity.</p> <p>Essential Reading - White, R. & Wynn, J. (2014). Constructing a public presence. In R. White & J. Wynn, Youth and society (3rd Ed; pp. 31-44). Sth Melb, Vic: Oxford University Press</p>
4	<p style="text-align: center;">The cultural politics of education</p> <p>Essential Reading – Lampert, J., Bruce, B. & Morse, K. (2015). Destabilising privilege: Disrupting deficit thinking in white pre-service teachers on field experience in culturally diverse, high poverty schools. In Ferfoljia, T. et al, Understanding sociological theory for educational practices (pp. 76-92). Port Melb, Vic: Cambridge.</p> <p>Recommended Reading - Apple, M. W. (1996). Education, identity and cheap french fries. In M. Apple, Cultural politics and education (pp. 1-21). New York, NY: Teachers College Press</p>
5	<p style="text-align: center;">Performative identities in education</p> <p>Essential Reading - Youdell, D. (2010). Recognizing the subjects of education: Engagements with Judith Butler. In M. Apple, S. Ball & L. Gandin (Eds.), The Routledge international handbook of the sociology of education (pp. 132-142). Abingdon, OX: Routledge.</p>
6	<p style="text-align: center;">Intersectionality and identity in the classroom</p> <p>Essential Reading – Levine-Rasky, C. (2011). Intersectionality theory applied to Whiteness and middle-classness. Social Identities, 17 (2), 239-253.</p> <p>Recommended Reading - Brah, A. & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. Journal of International Women's Studies, 5 (3), 75-86.</p>

	Gender in schooling
7	<p>Essential Reading – Holmes, M. (2013). Gendering. In S. Matthewman, C. W. West-Newman, & B. EDST2070 Culture, Identity and Education, UNSW 2016 6 21 April Curtis, Being sociological (2 nd ed, pp. 121-138). New York, NY: Palgrave Macmillan.</p> <p><u>Recommended Reading</u> – Vaccaro, A., August, G. & Kennedy, M. (2012). LGBT Identity. In A. Vaccaro, G. August & M. Kennedy, Safe spaces: Making schools and communities welcoming to LGBT youth (pp. 25-45). Santa Barbara, CA: Praeger.</p>
	Race, Whiteness and ‘Others’ in education
8	<p>Essential Reading – Leonardo, Z. & Grubb, W. (2014). Curriculum and racism. In Z. Leonardo & Grubb, W. Education and racism: A primer on issues and dilemmas (pp. 13-32). New York: Routledge.</p> <p><u>Recommended Reading</u> - Hickling-Hudson, A., & Ahlquist, R. (2003). Whose culture? The colonizing school and the miseducation of Indigenous children: Implications for schooling in Australia. <i>Journal of Postcolonial Education</i>, 2 (2), 15-35.</p>
	Diversity and critical multicultural education
9	<p>Essential Reading – May, S. & Sleeter, C. (2010). Critical multiculturalism: Theory and practice. In S. May & Sleeter, C. (Eds.). <i>Critical multiculturalism: Theory and praxis</i> (pp. 1-16).</p> <p><u>Recommended Reading</u> – Watkins, M. & Noble, G. (2013). The ethnicization of educational achievement. In M. Watkins & Noble, G. <i>Disposed to learn: Schooling, ethnicity and the scholarly habitus</i> (pp. 15-33). London, UK: Bloomsbury.</p>
	Public pedagogy and (re)politicising education
10	<p>Essential Reading – Sandlin, J. & Milam, J. (2010). Culture jamming as critical public pedagogy. In J. Sandlin, B. Schultz & Burdick, J. (Eds.). <i>Handbook of public pedagogy: Education and learning beyond schooling</i> (pp. 250-261). New York, NY: Routledge.</p>

7. RESOURCES

Other Recommended Readings (can also be used as references for assessment tasks)

Apple, M. W. (1996). Education, identity and cheap French fries In M. Apple, *Cultural politics and education* (pp. 1-21). New York, NY: Teachers College Press.

Brah, A. & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. *Journal of International Women's Studies*, 5 (3), 75-86. Available at: <http://vc.bridgew.edu/jiws/vol5/iss3/8>

Carbado, D. & Gulati, M. (2013). The intersectional fifth Black woman. *Du Bois Review*, 10 (2), 527-540.

Côté, J. (2014). Youth social identities: Structurally determined or agentically mediated? In J. Côté, *Youth studies: Fundamental issues and debates* (pp. 178-193). Hampshire, UK: Palgrave Macmillan.

Dolby, N. & Rizvi, I. (2008). *Youth moves: Identities and education in global perspectives*. New York, NY: Routledge.

Dunn, K.M., Kamp, A., Shaw, W.S., Forrest, J. & Paradies, Y. (2010). Indigenous Australians' attitudes towards multiculturalism, cultural diversity, 'race' and racism. *Journal of Australian Indigenous Issues*, 13(4), 19-31.

Giroux, H. (2005). *Border crossings: Cultural workers and the politics of education* (2nd Ed). New York, NY: Routledge.

Giroux, H. (2012). Youth fighting back in the age of casino capitalism. In H. Giroux. *Disposable youth: Racialised memories and the culture of cruelty* (pp. 39-48). New York, NY: Routledge.

Jukubowics, A. & Ho, C. (Eds.). (2013). *'For those who've come across the seas...': Australian multicultural theory, policy and practice*. Nth Melbourne, Vic: Australian Scholarly Publishing.

Ladson-Billings, G. & Gillborn, D. (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education*. London: RoutledgeFalmer.

Lentin, A. & Titley, G. (2011). *The crisis of multiculturalism: Racism in a neoliberal age*. London: Zed Books. Leonardo, Z. (2009). (Ed.), *Handbook of Cultural Politics and Education*. Rotterdam: Sense Publishers.

Martino, W. & Pallotta-Chiarolli, M. (2007). Schooling, normalisation, and gendered bodies: Adolescent boys' and girls' experiences of gender and schooling. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experiences in elementary and secondary school* (pp. 347-374), Dordrecht: Springer.

McGregor, G. & Mills, M. (2012). Alternative education sites and marginalized young people: 'I wish there were more schools like this one'. *International Journal of Inclusive Education*, 16(8), 843-862. Papastergiadis, N. (2012). *Cosmopolitanism and culture*. Cambridge, UK: Polity Press.

Phillips, J. & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in Education: Reflection and the importance of knowing* (2nd Ed). Frenchs Forest, NSW: Pearson.

Reid, C. & Sriprakash, A. (2012). The possibility of cosmopolitan learning: Reflecting on future directions for diversity teacher education in Australia. *Asia-Pacific Journal of Teacher Education*, 40(1), 15-29.

te Riele, K. (2006). Youth 'at risk': Further marginalizing the marginalized. *Journal of Education Policy*, 21(2): 129-145.

Warren, J. (2003). *Performing purity: Whiteness, pedagogy and the reconstitution of power*. New York, NY: Peter Lang.

White, R. & Wynn, J. (2014). Constructing a public presence. In R. White & J. Wynn, *Youth and society* (3rd Ed; pp. 31-44). Sth Melb, Vic: Oxford University Press.

Youdell, D. (2010). Recognizing the subjects of education: Engagements with Judith Butler. In M. Apple, S. Ball & L. Gandin (Eds.), *The Routledge international handbook of the sociology of education* (pp. 132-142). Abingdon, OX: Routledge.

Youdell, D. (2009). Performativity: Making the subjects of education. In Z. Leonardo (Ed.), *Handbook of Cultural Politics and Education* (pp.219-236), Rotterdam: Sense Publishers.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Research Vignette	2000 Word	40%	1, 2, 3, 4	1.1, 2.4, 7.2, 7.3, 7.4	----	Friday 16 October by 5pm
Education Blog	6 blog entries (500 words each) = 3000 Words	60%	1, 2, 3, 4	1.1, 2.4, 7.2, 7.3, 7.4	A, B, D, E, F	Friday 20 November by 5pm

Submission of Assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also 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. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Research Vignette

For this task, students are expected to undertake 'field' research, and to then use theoretical frameworks encountered in readings, lectures and tutorials to explore and explain the data they observe and record. The purpose of this task is for students to consider problems associated with how people and cultural groups become 'known' and 'knowable' within research and popular discourse. It is anticipated that students will develop a deeper awareness and understanding of the social practices and processes that underpin the public identity work that people engage with, coupled with a more nuanced understanding of the limits and limitations associated with representing others in text when writing.

- **Locate** a suitable 'context' to observe people engaging in identity work – suitable locations could include a library; museum; bus/train stop; shopping centre; music or sporting event. Visit the 'context', observe and record some notes about the setting itself and the ways that groups of people interact within this setting. Pay close attention to body language, clothes, gestures, and language (if possible) of people there. You will use this information to help establish the scene by **describing** the context of the field experience. **# Please note, the 'context' will be one in which you are an unknown observer, meaning this will not be with friends, family or a group you are connected with.**

Important Note for the T3, 2020 version of this course – due to the current and ongoing COVID 19 crisis, it may not be possible for you to safely undertake some of these options. If it is safe to do so then please use a suitable context from this list, but if not then you are able to select a scene from a movie, tv show or news story as the context for your assessment task. You can do this without pre-approval from the course convenor but briefly explain in your context description section.

- Based on your observations, choose one event, one practice, one person, or the interactions between a small group, to focus on for this task. Provide a **description** of this observation and then **explain** why you have chosen to focus on this particular aspect of your observations.
- **IDENTIFY ONE CONCEPT (main idea) FROM THE LECTURES and include** two research articles that have some connection to your description in 2. Only one of these may be from the course reader. **Provide a brief outline** of key ideas/points of interest from each article, then explain how/why they may be helpful for deepening your understanding of what you have observed.
- Drawing on the ideas/theory explored in the lectures, seminars and articles, **apply** these insights to deepen your understanding of the encounter you observed. Here, you should make explicit connections between what you have observed, and the ideas offered in the research articles. It is important to use this academic literature in support of your analysis; however, you should also be critically engaging with the ideas offered and making decisions about the usefulness/limitations of the literature to help explain what you observed.
- Briefly **reflect** on your experience of observing, recording and reporting ('writing up') your research vignette. Ask yourself questions such as: Can you really claim to 'know' why a person may have behaved, dressed, or spoken in a particular way? In what ways might public and private identity work differ and/or overlap? What are the limitations of your research and analysis? Why is constructing a written account of other people and groups problematic?
- What **conclusions** can you draw about identity, culture and education based on this experience?

Instructions for Essay plan:

1. Carry out the observation and take notes.
2. Create the following subheadings:
 - Description of observation
 - Concept to be used
 - Analysis
 - Reflection
 - Conclusion
3. For each subheading write at least 100 words that plan out what you will include in each of these sections. This forms the basis of your full essay.
4. We will discuss the essay in the seminars in Week 1.

General Guidelines

- You must refer to material in the **Lectures** and **2 readings** (academic sources). Online databases are accessible through the UNSW Library website at <http://www.library.unsw.edu.au/HowDoI/databases.html>. The page also links to helpful tips and a guide to using databases as a research resource.
- Please use subheadings (use the points above as a guide)
- Essays must be double spaced with 2.5cm margins
- You must use a recognisable referencing system (e.g. APA). Please see the UNSW Learning Centre site for assistance with referencing

Marking Criteria for Essay (see end of outline)

Assessment 2: Education Blog

This assessment requires you to monitor issues of culture, identity and education in the media and reflect on what you encounter in terms of the readings and materials covered in lectures and tutorials using blogs.

The aim of this assessment task is for you to demonstrate integration between issues/events in the news and the academic literature. Making the effort to post your entries on a regular basis will both document your journey through the subject material and make your time management easier towards the end of the session, when the polished version of the Blog is due. The purpose of the blog is to track your progression through the subject and the study materials that you engage with. It is an exercise in applied critical thought and is intended to provide sustained practice at approaching material critically. Regardless of career path or aspirations, the ability to quickly extract key points from a document and communicate them will benefit you.

You will be placed in groups for your blog activity, your own contribution to the task is an individual item of assessment - that is, each blog you post must be your own work. The reason you will belong to a group for the blog is to ensure that you engage with other students work. You will also need to keep a copy of your blog postings in a word document for submission at the end of the semester.

Requirements for Blog Posts

There are two elements to this assessment. You are required to make six (6) blog posts (500 words each post) across the term. You may choose the order in which you write the Blogs, however the following six topics/themes must be addressed:

- A: Aboriginal and Torres Strait Islander Education
- B: Classroom Management
- C: Information and Communication Technologies
- D: Literacy and Numeracy
- E: Students with Special Educational Needs
- F: Teaching Students from Non-English-Speaking Backgrounds

Please note that these topics/themes are all current education National Priority Elaborations (Australian Institute of Teaching and School Leadership [AITSL]). You should start monitoring the media (print, television, digital, broadcast, etc) and keep up to date with news, events or broadcasts that are related to the themes of EDST2070.

Structure of blog post

Each blog posting should be equivalent to approximately 500 words in length. You need to include the following:

1. A brief outline of the issue
2. An analysis of the issue based on course readings or other academic sources
3. Evidence of you drawing conclusions and justification in support of your opinion about this issue

You should think of each blog as a mini academic essay, that combines informed opinion with academic justification.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2070 IDENTITY, CULTURE AND EDUCATION

Student Name:

Student No.:

Assessment Task 1: **Research vignette**

SPECIFIC CRITERIA	(-)	(+)	▶
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Understanding of the task and its relationship to relevant areas of theory and education Clarity and accuracy in use of key theoretical terms and concepts in relation to 'youth' discourses and identity-work 			
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Depth of understanding of relevant key concepts, social practices and concerns linked with 'youth' and identity-work Depth of analysis regarding socio-historical concerns linked with 'youth' discourses Clarity and depth of argument in relation to effects of identity-work on educational engagement Clarity and depth of explanation regarding the theoretical approach chosen Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis 			
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) Ability to locate and effectively use suitable literature that in support of the analysis Ability to synthesise and present research findings that supports your response 			
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) Clarity and coherence of organisation of ideas within paragraphs and across the response 			
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list Adheres to word length: inclusive of reference list; within 10% over/under Correct and thorough referencing according to APA 6th edition style guide 			
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> <p>Please see detailed comments on Turnitin</p>			

Lecturer:

Recommended: /20

(FL PS CR DN HD)

Date:

Weighting: 40%

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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2070 IDENTITY, CULTURE AND EDUCATION

Student Name:

Student No.:

Assessment Task 2: **Education blog**

SPECIFIC CRITERIA	(-) (+)				▶
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, politics, policy and education • Clarity and accuracy in use of key theoretical terms and concepts in relation to culture, identity, politics, policy and schooling practices 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> - Depth of understanding of relevant key concepts, politics and educational concerns - Depth of analysis regarding socio-historical and interconnected basis of educational concerns - Clarity and depth of argument in relation to effects of culture, identity, politics and policy on schooling practices - Clarity and depth of explanation regarding the theoretical approaches chosen - Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Ability to locate relevant, recently published (<10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course) • Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from varied cultural/racialised perspectives) • Ability to synthesise and present research findings that supports your response 					
Structure and organisation of response <ul style="list-style-type: none"> • A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide) • Clarity and coherence of organisation of ideas within paragraphs and across the response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar • Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing • Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: inclusive of reference list; within 10% over/under • Correct and thorough referencing according to APA 6th edition style guide 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME Please see detailed comments on Turnitin					

Lecturer:

Recommended: /20

(FL PS CR DN HD)

Date:

Weighting: 60%

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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education and Teaching Committee**