



**UNSW**  
SYDNEY

Australia's  
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University



# **HUMS1005**

Personalised English Language Enhancement

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Long Li	long.li@unsw.edu.au	Thursday 2-3 pm and by appointment	Morven Brown - 280	9385 2417

#### 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			
Jason Heffernan	jason.heffernan@unsw.edu.au			

### School Contact Information

School of Humanities and Languages

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

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the

granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **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/>

## **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.

### **At the conclusion of this course the student will be able to**

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

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Personal project design (PPD)	30%	23/04/2018 11:00 PM	1,2,3
Project logbook and journal	20%	08/06/2018 11:00 PM	2,4
Oral presentation	20%	01/06/2018 05:00 PM	5
Reflective essay	30%	08/06/2018 11:00 PM	2,4

### Assessment Details

#### Assessment 1: Personal project design (PPD)

**Start date:**

**Length:** 1,500 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.

**Additional details:**

See Moodle for detail.

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

#### Assessment 2: Project logbook and journal

**Start date:**

**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:**

See Moodle for detail.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 3: Oral presentation

**Start date:**

**Length:** 10 minutes

**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:**

See Moodle for detail.

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

#### **Assessment 4: Reflective essay**

**Start date:**

**Length:** 2,000 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.

**Additional details:**

See Moodle for detail.

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

## Submission of Assessment Tasks

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

## 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](mailto: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.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% 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. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) 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 a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## 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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**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 study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- 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](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Introduction to PA model
	Tutorial	Goal setting for personal project
Week 2: 5 March - 11 March	Lecture	Diagnostic assessment and language learning resources
	Tutorial	Setting up e-portfolio
Week 3: 12 March - 18 March	Lecture	Project design & progress measurement
	Tutorial	Setting a method for personal project
Week 4: 19 March - 25 March	Lecture	Useful concepts in language learning
	Tutorial	Diagnostic feedback and finalising project design
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Lecture	Features of academic discourse
	Tutorial	Personal project implementation
Week 7: 16 April - 22 April	Lecture	Reflective journal
	Tutorial	Personal project implementation
Week 8: 23 April - 29 April	Lecture	Self-motivation
	Tutorial	Personal project implementation
Week 9: 30 April - 6 May	Lecture	Professional communication
	Tutorial	Personal project implementation
Week 10: 7 May - 13 May	Lecture	Presentation skills
	Tutorial	Personal project implementation
Week 11: 14 May - 20 May	Lecture	Reflective practice
	Tutorial	Personal project implementation
Week 12: 21 May - 27 May	Lecture	Sharing reflections
	Tutorial	PPT design
Week 13: 28 May - 3 June	Lecture	Learning Festival
	Tutorial	Presentations

## Resources

### Prescribed Resources

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

### Recommended Resources

- Book – Learner English (2001)
- Book – Critical Reading and Writing (2003)
- 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 – Essentials of Essay Writing: What Markers Look For (2017)
- Book – Critical Reading and Writing in the Digital Age (2016)
- Book – Teaching and Researching Speaking (2017)

### 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.

### Image Credit

Photo by Bosheng Jing 2016

### CRICOS

CRICOS Provider Code: 00098G