School of Humanities and Languages

ARTS3695
Language Ecology and Language Planning
Semester 1, 2017

1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Learning and Teaching Rationale and Strategies
6. Course Assessment
7. Attendance and Absence
8. Special Consideration for Illness or Misadventure
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances and Review of Assessment Results
14. Other Information
### 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Anikó Hatoss</td>
<td>Room</td>
<td>MB 220</td>
<td><a href="mailto:a.hatoss@unsw.edu.au">a.hatoss@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Thursday 1pm-3pm or by appointment

### 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>ARTS3695 This course addresses current issues of language in society. Students develop their critical thinking about the following questions: How can we describe the environment of a language? How can language policy and planning influence language use and spread? What factors lead to language shift and language death? How can we sustain multilingualism in contemporary communities? The course builds on the theories of language ecology and language planning and policy. Topics cover a broad range of multilingual settings including immigrant and indigenous communities. Students explore multilingualism in Sydney suburbs and in global contexts.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>1. Develop a critical understanding of how linguistic diversity can be managed in various social settings; 2. Critically evaluate the effect of language policies on language use in diverse language communities; 3. Design multimodal methods for mapping and studying linguistic diversity; 4. Express analytical and critical thinking through the evaluation of language revitalisation efforts in immigrant and indigenous minority language contexts; 5. Use macro-sociolinguistic concepts for problem-solving in diverse multilingual contexts.</td>
</tr>
</tbody>
</table>
3. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS and TASKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/03</td>
<td>1 Introducing language ecology and language planning</td>
<td>TEXTBOOK Spolsky Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe your speech community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draw a mind-map to illustrate which languages are used in your speech community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Project work:</strong> Choose your setting and discuss strategy: What data will be collected? Where? How? How will you share the task?</td>
</tr>
<tr>
<td>08/03</td>
<td>2. Linguistic landscapes</td>
<td>TEXTBOOK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spolsky (2009) Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Also recommended</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>International Journal of Bilingualism</em>; Oct 2014; Vol. 18 (5), Supp. Special Issue: Linguistic Landscape in Motion</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Class discussions (choose 1 of the numbered questions each week, write 100 words, post your answers online and be ready to discuss in class):</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Bring 3 photos that you have taken in your locality. How do these photos reflect linguistic diversity in this space? Are some languages more visible then others? Why?</td>
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<tr>
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<td></td>
<td>2. Study the ABS Census data about your relevant suburb. How does the census measure linguistic diversity? How does the Census data align with the visual representation of languages in your suburb?</td>
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<tr>
<td></td>
<td></td>
<td>3. Some people do not like hearing other languages in public. Why do you think this is the case? What drives monolingual attitudes?</td>
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</tbody>
</table>
### 3. Polylanguaging

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Class discussions (post your answers online and discuss in class):</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/03</td>
<td>3. Polylanguaging</td>
<td><strong>Blommaert and Rampton (2011)</strong> Language and superdiversity. Chapter 1 in <em>Language and Superdiversities</em>. Vol 13:2.</td>
<td>4. What do you know about code-switching in speech communities? How is code-switching different from borrowing? (you may need to go back to your prior studies or search the library for these terms)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Jorgensen et al. 2011.</strong> Polylanguaging in superdiversity. Chapter 2 in <em>Language and Superdiversities</em>. Vol 13:2.</td>
<td>5. Study Examples 1-4 on. Which codes are mixed with what effect?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>6. Identify/record a similar example of polylanguaging. Discuss which languages are mixed and how would you explain the linguistic choices made by the speakers? Present your example to the class.</td>
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<tr>
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<td></td>
<td></td>
<td>7. Blommaert and Rampton argued for a paradigm shift in studying linguistic diversity. Explain this paradigm shift.</td>
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</table>

**Project work: RELATE THESE QUESTIONS TO YOUR PROJECT:** record code-switching and polylanguaging examples.

### 4. Language and ethnic identity

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Class discussions (post your answers online and discuss in class):</th>
</tr>
</thead>
</table>
### Class discussions (post your answers online and discuss in class):

8. Think about the multiple aspects of your identity. In which contexts does your ethnic/ethnolinguistic identity become salient?

9. According to post-structuralist ideas of identity theory, identities are not given, static, but they are constructed. Do you agree? Why isn’t it useful to define identities as static? How do speakers construct their identity in multilingual contexts?

10. Read Hatoss (2012). Why is the question “where are you from?” problematic for immigrants in Australia? What identities are assumed by the dominant society?

11. Think about examples where national, ethnic, religious and linguistic identities are in conflict. How can these conflicts be resolved?

**Project work:** RELATE THESE QUESTIONS TO YOUR PROJECT: Think about how you can explore the language identity connection in your project. What questions will you ask people?

<table>
<thead>
<tr>
<th>29/03</th>
<th>5. Language ecology of the Internet</th>
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<tbody>
<tr>
<td></td>
<td>DOI: 10.1080/14790710802390228</td>
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</table>

**Class discussions (post your answers online and discuss in class):**

12. Collect 1-2 examples of Internet language use (preferably from hip hop or other lyrics) where the global and the local norms are clearly interacting (e.g. using a global language (e.g. English) with local sub-varieties. What can we learn from these examples about how dialects of the super-vernacular appear?

Find metalinguistic examples (1-2) where online participants do some “languaging” such as telling each other about the rules of language use explicitly

**Project work:** RELATE THESE QUESTIONS TO YOUR PROJECT: How do people decide which language to use when? Are there any unwritten language rules in your setting?

Did you ask people if they use their ethnic tongue online? How/in which contexts do they do that?

<table>
<thead>
<tr>
<th>05/04</th>
<th>6. Language endangerment and death</th>
</tr>
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<tbody>
<tr>
<td><strong>TEXTBOOK</strong> Spolsky (2009) Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Case study: Quechua in Peru (UNSW TV thebox.unsw.edu.au)</td>
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<tr>
<td><strong>Class discussions (post your answers online and discuss in class):</strong></td>
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<tr>
<td>14. Read Walsh’s article and write a list of factors that lead to language death. What are the prospects for Indigenous languages?</td>
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<td>15. Should linguists do anything to stop language death? Whose job should it be to help endangered languages survive? What can be done?</td>
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<tr>
<td>16. How can modern technology used to help the revival of endangered languages? Find some initiatives online which are aimed to revive endangered languages.</td>
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<td>17. Is climate change affecting linguistic diversity? In what way? Find 1 example.</td>
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<td>18. Watch the Quechua video in class. What are the factors in the decline of this language? Are the policies effective?</td>
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</table>

**Project work:** RELATE THESE QUESTIONS TO YOUR PROJECT: is there any evidence/presence of indigenous languages in your chosen domain? Why? What could
### 7. Supranational language policy and language rights

**TEXTBOOK** Spolsky (2009) Chapter 11


**Class discussions (post your answers online and discuss in class):**

- **19.** Study the European Charter for Regional and Minority languages. How does the document distinguish between regional and minority languages?
- **20.** In your view what are the limitations of such supranational policies?
- **21.** Choose one regional minority language in Europe (e.g. Basque). Describe its current status and its prospects.
- **22.** How many official languages does the European Union have? What are the implications in terms of the everyday operation of the EU? What are the implications for speakers of these (official) languages?

**Project work: RELATE THESE QUESTIONS TO YOUR PROJECT:**

Are there any European languages (other than English) present in your chosen domain? Did you find any people who come from minority status? (ethnic minority status in their own country of origin, and how do they maintain their ethnic tongue in Australia? Do they have a stronger connection or weaker connection to their language?

### MID-SEMESTER BREAK

**26/04**

8. **PROJECT PRESENTATIONS**

**03/05**

9. **PROJECT PRESENTATIONS**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 10/05 | 10. Language policy models – national versus grass-root planning | Spolsky TEXTBOOK Chapter 9, 10  
Class discussions (post your answers online and discuss in class):  
23. Discuss the role of nationalism in language policy. Give an example of a country where the one-nation-one-language policy was an important part of nation creation.  
24. What are the issues associated with national-level language planning?  
25. Discuss one of these cases:  
   i) Hebrew revitalisation.  
   ii) Maori revitalization.  
   iii) Language activism in Australia.  
26. How many ethnic language schools exist in Australia? Which are the main languages? How effective are they in supporting language maintenance? |
| 17/05 | 11. Bilingual education for linguistic minorities | Case of Bilingual education in the Northern Territory.  
Video  
Going Back to Lajamanu: Four Corners (ABC1 Melbourne); Duration: 45 min Availability:  
Class discussions (post your answers online and discuss in class):  
27. Study Ethnologue website to identify Australian endangered languages. Choose one of these and describe the current language ecology.  
28. Watch the video in class and discuss the arguments bilingual education for indigenous learners.  
29. Study the No Child Left behind policy in the U.S. What are the similarities and differences between these two policies (closing of bilingual programs in Australia and “No child left behind in U.S.”)? |
| 24/05 | 12. SUMMARY | SUMMARY AND FEEDBACK |
### 4. Course Resources

#### Textbook Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Access Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Management</td>
<td>Spolsky, B.</td>
<td>Cambridge University Press</td>
<td>Available in eBook format in UNSW Library.</td>
</tr>
<tr>
<td>Language and superdiversities</td>
<td>Blommaert, J., Rampton, B. and Spotti</td>
<td>Available for free download: Diversities 13:2: An online journal by UNESCO and MPI MMG.</td>
<td></td>
</tr>
</tbody>
</table>

#### Journals

- Linguistic Landscape
- Language Ecology
- Journal of Sociolinguistics
- Current Issues in Language Planning
- Language Policy
- Language in Society

#### Additional Readings


UNSW Library Linguistics Databases [http://subjectguides.library.unsw.edu.au/languages](http://subjectguides.library.unsw.edu.au/languages)

#### Websites

- **Ethnologue**: [www.ethnologue.com](http://www.ethnologue.com)
- **Terralingua**: [www.terralingua.org](http://www.terralingua.org)
- **LINGUAPAX**: [www.linguapax.org](http://www.linguapax.org)
- **Universal Declaration of Linguistic Rights**: [http://www.linguistic-declaration.org/index-gb.htm](http://www.linguistic-declaration.org/index-gb.htm)

- ECRC Bilingualism Research Centre (Bangor) [http://www.bilingualism.bangor.ac.uk/](http://www.bilingualism.bangor.ac.uk/)
- Babylon – Centre for Studies of the Multicultural Society [http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/](http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/)
- NABE – National Association for Bilingual Education (USA) [http://www.nabe.org/](http://www.nabe.org/)
5. Learning and Teaching Rationale and Strategies

The learning and teaching strategies were carefully designed in accordance with the expectations of a Level 3 course. As students of linguistics should have already acquired the relevant linguistic/sociolinguistic concepts and theories, the focus in this course will be on applying these and develop students’ critical thinking as applied in real contexts. Therefore, classes will take a workshop format. Students will be given a set of readings and a list of questions which guide them in their studies. Class time will be spent on interactive group discussions using the questions and project work. The pedagogical motivation is to use a flipped classroom method, where learners conduct their in-depth reading individually. To create a motivating and engaging classroom environment, the lecturer will not be the main source of knowledge, but be a critical discussant and a facilitator of learning. The success of the class is dependent on students’ preparedness and contribution on a weekly basis. The assignments were carefully designed to meet the aims and graduate attributes and to allow choices for students, depending on their interest.

Focus on group work

This course will engage you in project-based tasks where you need to work in groups. Learning in groups means that you need to share your knowledge and ideas with other students. There are two principal ways that you benefit from doing this:

- you need to think carefully about your own ideas in order to explain them to others
- you expand your own awareness by taking account of the knowledge and ideas of others.

When you work as a group on a project or assignment, then you have the opportunity to draw on the different strengths of group members, to produce a more extensive and higher quality project or assignment than you could complete on your own.

To do this effectively you need to learn group work skills, which are an extremely important part of your professional development. In most professions people are required to work in multidisciplinary project teams or teams with a responsibility for a specific task. Many professional organisations and employer groups stress the importance of interpersonal and group skills, such as communication, negotiation, problem solving, and teamwork. These skills can be as important as your subject knowledge in enabling you to be an effective professional.

This kind of group work is actually an ongoing process of generating ideas and planning as a group, working as an individual to carry out parts of that plan and then communicating as a group to draw the individual components together and plan the next step.

How to do group work?

Effective group work does not happen by accident. It involves deliberate effort, and because there are many people involved it must not be left up to memory; good note taking is essential. Following these steps will help you and your group to work effectively together.

1. **Have clear objectives.** At each stage you should try to agree on goals. These include a timetable for progress on the project as well as more immediate goals (e.g. to agree on an approach to the assignment by Friday). Each meeting or discussion should also begin with a goal in mind (e.g. to come up with a list of tasks that need to be done).
2. **Set ground rules.** Discussions can become disorderly and can discourage shyer group members from participating if you don’t have procedures in place for encouraging discussion, coming to resolution without becoming repetitive, and resolving differences of opinion. Set rules at the outset and modify them as necessary along the way. An interesting rule that one group made was that anybody who missed a meeting would buy the rest of the group a cup of coffee from the coffee shop. Nobody ever missed a meeting after that.
3. **Communicate efficiently.** Make sure you communicate regularly with group members. Try to be clear and positive in what you say without going on or being repetitive.

4. **Build consensus.** People work together most effectively when they are working toward a goal that they have agreed to. Ensure that everyone has a say, even if you have to take time to get more withdrawn members to say something. Make sure you listen to everyone's ideas and then try to come to an agreement that everyone shares and has contributed to.

5. **Define roles.** Split the work to be done into different tasks that make use of individual strengths. Having roles both in the execution of your tasks and in meetings / discussions (e.g. Arani is responsible for summarising discussions, Joseph for ensuring everybody has a say and accepts resolutions etc.) can help to make a happy, effective team. See Sharing and organising work for more information.

6. **Clarify.** When a decision is made, this must be clarified in such a way that everyone is absolutely clear on what has been agreed, including deadlines.

7. **Keep good records.** Communicating on the online discussion for your group provides a good record of discussion. Try to summarise face-to-face discussions and especially decisions, and post them to the online discussion so that you can refer back to them. This includes lists of who has agreed to do what.

8. **Stick to the plan.** If you agreed to do something as part of the plan, then do it. Your group are relying on you to do what you said you would do not what you felt like doing. If you think the plan should be revised, then discuss this.

9. **Monitor progress and stick to deadlines.** As a group, discuss progress in relation to your timetable and deadlines. Make sure that you personally meet deadlines to avoid letting your group down.

### Sharing the task

Tasks need to be broken down into smaller parts and scheduled. Sometimes one part cannot be started until another part is finished so it may be worth drawing a simple time line.

- Consider the resources that you have and those that you will need to find.
- Define the outcome required.
- Consider how will you know when you have done it well enough?
- Divide the tasks among the team and
- Set the deadlines for the sub-tasks and times for future meetings.

### Check the following:

- Is the objective of the exercise clear from the report?
- Are the conclusions or recommendations clear?
- Do conclusions follow from the body of the report?

### 6. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Website/film</td>
<td>10 minutes or 3000 words indicative</td>
<td>30%</td>
<td>1, 3, 5</td>
<td>21 April</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay</td>
<td>1500 words</td>
<td>60%</td>
<td>2, 4</td>
<td>26 May</td>
<td>Yes</td>
</tr>
<tr>
<td>Discussions</td>
<td>100 words/week</td>
<td>10%</td>
<td>2, 4, 5</td>
<td>weekly</td>
<td>Yes</td>
</tr>
<tr>
<td>Presentation</td>
<td>5 min/person</td>
<td>formative</td>
<td>1, 2, 3, 4, 5</td>
<td>5 April</td>
<td>No</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.
**Please Note:** If students attend less than 80% of their classes they may be refused final assessment. See “Attendance and Absence” for details of attendance requirements.

**Project: Linguistic Landscapes (Group Assessment and group mark 30%)**

**Brief:** Develop innovative ways to raise awareness of linguistic diversity in Sydney communities and to promote and value this diversity.

**Ethnography:** This part of the project is focussed on data collection about the presence of linguistic diversity in Sydney. Work in groups to explore the linguistic landscape in your chosen domain. See domains listed on Moodle site. Your project should explore the following questions:

Explore:
1. What functions do various languages fulfil in your chosen domain?
2. Is the knowledge of languages useful?
3. Are languages seen as a problem?
4. What attitudes are evident towards linguistic diversity?
5. Is there evidence of a monolingual English ideology?
6. Which languages dominate?
7. How do users negotiate language choices?
8. Which factors give “space” to languages “Which factors “impede” their use?

While this is a group task, the work can be divided according to the following sub-tasks:

Step 1: Data collection strategy plan: - each person to contribute to the development of data collection strategy (photos, interviews, desktop research)

Step 2: Develop data collection instrument: e.g. survey, interview questions, observation sheet, etc.

Step 3: Data collection/ethnographic work: each person to use one data collection tool and collect data: the amount of data required is a guide as listed below:

Overall your group should collect:

Photographic data: 15 photos from 4-5 different sites
Interview data: 4-5 interviews (5-10 minutes each)
Observation data: reflective observation notes: 4-5 sites observed for 20 minutes.

You need to come up with a plan in your group about how you divide the work up.
Once you complete data collection you need to develop a website to present your project. You do not need to upload all information you collected, but be selective and build a story from your data, showcasing the most interesting findings. Alternatively you could make a short film of 10 minutes. You need to provide the web-link for your published work (film/website) on Moodle.

**Assessment procedure:**

The total assessment weighting is 30% which includes 20% evaluation by tutor (group mark) and 10% peer-evaluation (within group). The peer evaluation is done based on the criterion “effective contribution to teamwork”. See assessment criteria and explanation below.

The formal assessment is done on the basis of the website published online (alternatively you could create a short film of 10 minutes) (3000 words per group is just a guide). This is a group assessment and it is up to the group to decide how they collaborate in the writing process. Option 1:
each member to write a separate section/webpage, Option 2: work on a shared platform to co-author the report. Whichever option you go with, the report gets 1 group mark. Individual differences will be accounted for by using the peer assessment component.

**Website length: 3000 words (this is indicative per group). If references are used, they should be in addition to word limit and presented in APA style.**

Upload your photos and interesting excerpts with your comments.

**Assessment criteria:**

1. **Quality of empirical data:** is the data valid, informative, and interesting? Does it give a good insight into the language situation? (do not try to be representative, just collect interesting examples/stories)
2. **Quality of presentation:** Is the presentation interesting, creative, multimodal? Engaging?
3. **Advocacy:** does it advocate for linguistic diversity based on theory and empirical data?
4. **Impact:** is the website/film likely to have an impact?
5. **Critical perspective:** does the project demonstrate critical stance (e.g. relate to policy)?
6. **Usefulness:** is the website useful for education about linguistic diversity?
7. **Ethics:** were the potential ethics-related risks observed (e.g. do not photograph people without their permission, explain aims of your project to participants, etc.)

8. **Effective teamwork** (peer)

**Essay – Individual (60%, 1500 words+ references)**

“Should we worry about the loss of linguistic diversity? Why?” Discuss this question in the context of indigenous languages.

**Assessment criteria:**

- Critical analysis
- Academic writing style: use formal academic style.
- Referencing: use APA referencing. (min. 8, max. 15)

**Presentation (formative assessment)**

Each group is scheduled to present their Project in class. This task is not assessed, but needs to be completed by each group. Students get oral feedback in class.

**Discussions (Individual mark, 10%)**

Students will be required to post their answer to 1 of the listed questions (see numbered questions in course outline) each week (100 words). Submissions will be assessed based on completion only. Penalties will apply for lateness and missed postings. Submission box will close at midnight before the class.
Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the learning outcomes of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.
Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore \( 17 - \frac{5}{4} \times 3 \) = 13.25.

**Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore 68 – 5 = 63.

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

7. Attendance and Absence

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance and absence can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance or for absence must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In this course students must attend at least 80% of workshops (10 out of 12).
A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under “Course Assessment”.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Special Consideration for Illness or Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.
- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.
- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.
- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing
- Supporting documentation does not meet requirements
- The assessment task is worth less than 20% of the total course assessment, unless the
student can provide a medical certificate that covers three consecutive days.

Applications for Special Consideration must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. The online form can be found at: https://www.arts.unsw.edu.au/ttclash/index.php

Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

Students who are enrolled in a non-Arts and Social Sciences program must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gqs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
11. Course Evaluation and Development

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

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances and Review of Assessment Results

13.1 Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or course convenor.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed, the Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification, this should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: https://student.unsw.edu.au/results. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.