EDST5036, EDST5147

Thesis Writing and Presentation

Summer, 2022

Course Overview

Staff Contact Details

Convenors

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

School Contact Information

School of Education
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Acknowledgement of Country

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

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

Course Details

Units of Credit 6

Workload

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

Summary of the Course

This course is aimed at postgraduate research students to evaluate and develop their thesis writing abilities and skills. Weekly sessions cover the overall structuring of the thesis; writing the introduction; the literature review; the methodology chapter; discussion chapters; the conclusion and the abstract and understanding examiner expectations with an emphasis on managing the writing process over an extended time period and on managing large amounts of texts. The course is informed by current applied linguistic and educational research into advanced academic and professional writing, and includes writing a conference paper and journal article and preparing for seminar/conference presentations.

Course Learning Outcomes

1. Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation.
2. Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.
3. Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.

Teaching Strategies

Strategies:
This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities, e.g., giving feedback in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues.

Rationale:
The first half of the course provides an opportunity for postgraduate students to consider the overall structure and purpose of academic writing. It examines the ways in which research theses in Education are structured and the typical structure and organisation of the various components of a research thesis. This said, through an examination of recently submitted UNSW Education theses, the course also looks at the different ways in which writers are choosing to structure and organise their theses and considers the options available to thesis writers. You are encouraged to consider the extent to which these options are shaped by 'traditions' within your own disciplinary area.

We also look at the rhetorical organisation of the various sections – the ways in which writers use language to develop an argument, take a position, and the strategies they deploy to persuade their reader. We discuss examples from completed UNSW theses and consider how the writers have

achieved their purpose. You are encouraged to think about how you would like to 'sound' in your thesis and the kind of 'academic identity' you take on. This section concludes with a discussion of the research on examiners' expectations of research theses. The examiner is, above all, a reader! We will then discuss two other significant research genres: the conference paper and the journal article and provide an opportunity for you to examine a journal article from your field. Most disciplines now expect research students to publish papers from their research in the course of writing their thesis and this can benefit the student in a number of ways. There will be many informal opportunities for discussion and participation during the course.

The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Assessment 1	30%	Friday 14th January, 5pm AEST	1, 2, 3
2. Assessment 2	70%	Monday 31st January, 5pm AEST	1, 2, 3

Assessment 1: Assessment 1

Assessment 1: Analysing organisational patterns of PhD theses

Word length: 2000

Analysing the macrostructures and organisational patterns of three PhD theses

The assessment aims to raise your awareness of the ways in which thesis writers in the social sciences and humanities structure and organise their theses. You will need to select three recently submitted Australian PhD or Masters theses from the **Trove website** or **UNSWorks** and, after analysing the Title Page and the Table of Contents, describe the overall organisation the author has chosen, drawing on the recommended readings. In addition, your paper should comment on the overall presentation, the layout of the title page, the number of chapters, the function of each of the chapters, the use of chapter titles, numbering systems, typography and any other features that you find of interest for each of the three theses. You should consider the extent to which the theses you are examining conform to the three types discussed in the literature. Finally, you should conclude with a comparison of the similarities and differences of each thesis in regard to the Title Page and Table of Contents and comment on what you have learned from doing this activity.

Recommended readings: (full book references above)

Paltridge, B. & Starfield, S. (2007). Chapter 10: 'Writing discussions and conclusions.

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). Chapter 9: 'The discussion and interpretation'.

Holliday, A. (2007 2nd edition). *Doing and writing qualitative research*. London: Sage. Ch 8. Making appropriate claims.

Written feedback will be given within 2 weeks of submission

Assessment 2: Assessment 2

Assessment 2: Analysing a thesis introduction

Word length: 4000

Select the Introduction chapter from a recent (post 2010) PhD thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Creating a Research Space (CARS) framework analyse the chapter in terms of the author's use of the Moves and Steps. Comment on why you think the author has chosen to organise their chapter in this way and how you as a reader react to this organisation. If you were advising the author on how to improve this chapter what would you suggest?

Written feedback will be given within 2 weeks of submission

Additional details

Part 1

Select the Introduction chapter from a recent (post-2010) PhD thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Creating a Research Space (CARS) framework analyse the chapter in terms of the author's use of the Moves and Steps. Comment on why you think the author has chosen to organise their chapter in this way and how you as a reader react to this organisation. If you were advising the author on how to improve this chapter what would you suggest?

Recommended readings:

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). Chapter 5: 'The introductory chapter'.

Paltridge, B. & Starfield, S. (2007). Chapter 6: 'Writing the introduction'.

Starfield, S. & Ravelli, L. (2006). 'The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist': Self and structure in New Humanities research theses. *Journal of English for Academic Purposes*, 5 (3), 222-243.

Part 2

Select a discussion chapter from a recent (post 2010) PhD or Masters thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Move framework for discussions presented in class discuss the extent to which the author uses these moves in structuring the chapter. You should consider not only which moves are present and comment on why you think the author has used them but also on those not adopted by the author and suggest why this might be so. Finally, you should comment on whether the author explicitly identifies the significant contribution of the thesis to the field of study and the extent to which language features such as hedging are used.

Recommended readings:

Paltridge, B. & Starfield, S. (2007). Chapter 10: 'Writing discussions and conclusions.

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). Chapter 9: 'The discussion and interpretation'.

Holliday, A. (2007 2nd edition). Doing and writing qualitative research. London: Sage. Ch 8. Making appropriate claims.

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

Assessment Task 1: Assessment 1

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved					
Depth of analysis and critique in response to the task • Depth of analysis • Well-reasoned arguments • Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability					

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

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **30%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

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

Assessment Task 2: Assessment 2

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved					
Depth of analysis and critique in response to the task • Depth of analysis • Well-reasoned arguments • Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance intelligibility					

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

Recommended: /20 (FL PS CR DN HD)   **Weighting:**   70%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date/Module	Type	Content
Day 1	Module	In this introductory day of our course, we will discuss the overall aims of the course and how it aims to help you with your thesis writing and other types of research writing. The session will focus specifically on factors that can affect thesis writing, thesis structure, and writing the Introduction. I will introduce the four questions framework. As we are meeting in an intensive mode, there will be activities for students to engage in and opportunities for discussion through the day.
Day 2	Module	There are many approaches to writing a literature review and a methodology chapter. In this session, we will look at the typical ways literature reviews and methodology sections of research theses in educational fields are organised and structured. We will discuss the functions of these two key components of your thesis and look at examples from completed theses. There will be opportunities for discussion and activities that involve you in thinking and writing. We will also look at the research into examiners' expectations of a literature review Please bring a literature review chapter and a methodology chapter from a thesis in your field to class. Digital version is fine.
Day 3	Module	In this session, we look at writing findings/discussions chapters. We also look at writing the conclusion and the research into

| | | examiners' expectations in more detail. We will talk about how your frame your study's contribution and its implications and once again there will be writing and thinking activities.

Please bring a discussion chapter to class as well as a conclusion chapter |
|---|---|---|
| Day 4 | Module | This is the final day of our intensive course. We focus on writing conference abstracts and journal article introductions. I will share with you my experience of being a journal editor and reviewer and provide advice on getting published in academic journals. Activities will relate to this focus.

Please bring a journal article from a journal you would like to publish in to class. |

Resources

Recommended Resources

Evans, D., Gruba, P., & Zobel, J. (2011 (3rd edition). *How to write a better thesis*. Melbourne, Australia: Melbourne University Press. - There are several editions of this book.

Murray, R. (2017). *How to write a thesis*. (4th edition). Maidenhead, England: Open University Press. There are several earlier editions of this book which are very helpful too.

Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language*. London: Routledge.

Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language: A handbook for students and their supervisors*. 2nd edition. London: Routledge. This book provides details of many other resources that support thesis writing.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

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

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

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

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

Correct referencing practices

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

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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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