



School of Education

EDST5147/5036

Thesis Writing and Presentation
Education Project 1

Summer Term 2020

Contents

1.

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
Assessment task 1	2000 words	30%	1, 2, 3	1,2, 3	Wednesday 22/01/2020 By 5.00pm
Assessment task 2	4000 words	70%	1, 2, 3	1,2, 3	Friday 03/2/2020 By 5.00pm

Submission of assessments

Students are required to follow their

Recommended readings: (full book references above for recommended reading)

Paltridge, B. & Starfield, S. (2007/2020). *Writing for Academic Purposes*. London: Routledge.

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.

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.

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Student Name:
Assessment Task 1

Student No:

SPECIFIC CRITERIA	(-)  (+)
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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

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