11 *Contact details of fulltime staff*

Room		Phone 021 650 -	E-mail @uct.ac.za
	BROWN, Cheryl, Dr	3505	Cheryl.Brown
5.03.2	CHRISTIE, Pam *(Director)*	2185	Pam.Christie
5.16	COOPER, Linda, A.Prof	3999	Linda.Cooper
520.5	DAVIS, Zain, Dr	2775	Zain.Davis
	DLOLO, Gilbert	5281	Gilbert.Dolo
5.19	ENSOR, Paula, Prof.	3059	Paula.Ensor
	GAMBLE, Jeanne	4074	Jeanne.Gamble
5.05	GILMOUR, David	3287	James.Gilmour
514.1	HARDMAN, Joanne, Dr	3920	Joanne.Hardman
5.04	HATTINGH, Annemarie, A.Prof	2755	Annemarie.Hattingh
4.17.3	HASSAN, Kaashief	5329	Haashief.Hassan
4.32	HENDRICKS, Diane	4244	Diane.Hendricks
5.11	HOADLEY, Ursula, A.Prof	3998	UK.Hoadley
	HODGKINSON-WILLIAMS, Cheryl	5030	Cheryl.Hodgkinson-Williams
5.11	ISMAIL, Salma, Dr	3253	Salma.Ismail
508.4	JACKLIN, Heather, Dr	2774	Heather.Jacklin
	JAWITZ, Jeff, A.Prof	3351	Jeff.Jawitz
4.36	JOHNSON, Yusuf	3788	Yusuf.Johnson
5.20.4	JAFFER, Shaheeda, Ms	4899	Shaheeda.Jaffer
520.1	KAPP, Rochelle, A.Prof.	4891	Rochelle.Kapp
4.17.1	KüHNE, Cally	3869	Cally.Kuhne
514.2	LAUGKSCH, A.Prof	2777	Rudiger.Laugksch
4.36	MAC KAY, Roger	5622	Roger.Mackay
508.5	MC KINNEY, Carolyn, Dr	3489	Carolyn.McKinney
4.39	MGOQI, Nomvuyo	5281	Nomvuyo.Mgoyi
5.14.3	MURRIS, Karin, A.Prof	2835	Karin.Murris
520.6	MUTHIVHI, Azwihangwisi, Dr	3371	Azwihangwisi.Muthivhi
5.08.1	NG'AMBI, Dick, A.Prof	4760	Dick.Ngambi
4.29	PARKER, Ferial	5327	Ferial.Parker
4.01.1	PARSOTAM, Nalini	3867	Nalini.Parsotam
	PAXTON, Moragh, A.Prof	2253	Moragh.Paxton
4.01.2	PETERSEN, Andrew	3029	Andrew.Petersen
4.17.2	POWELL, Gary	2761	Gary.Powell
5.16	PRINSLOO, Mastin, A.Prof.	3821	Mastin.Prinsloo
4.37	ROBERTS, Anthea	3851	Anthea.Roberts
5.14.4	SALDANHA, June	4782	June.Saldanha
	SARDIEN, Tony	5876	Tony.Sardien
	SHAY, Suellen, A.Prof.	4073	Suellen.Shay
5.07	SIEBöRGER, Rob, A.Prof. *(Deputy Director)*	3370	Rob.Sieborger
	THESEN, Lucia, Dr	2254	Lucia.Thesen
5.08.3	VERBEEK, Clare, Dr	2604	Clare.Verbeek
4.38	WYLIE, Janis	2766	Janis.Wylie

Including the requirements for assignments

Guide

to the

School of Education

Policies and practice for all students and all programmes

2014

Welcome to the School of Education

This is a brief guide for all students studying in the School of Education. Its advice and stipulations apply to **all** programmes and courses, though individual programmes and courses have their own particular additional requirements. It is expected that all students will comply with this *Guide*. Failure to do so may negatively affect course assessment.

1 Administration

1.1 **Course problems and grievance procedure**

If you have problems with any course, speak first to the lecturer or course convenor concerned, and then, if you need to, to the Programme Leader, or Stream co-ordinator (Postgraduate Diploma). (See list of phone numbers and e-mail addresses on p.7.) If you are still dissatisfied, approach the Director. It is usually helpful to put such complaints in writing.

1.2 **Official contact with the School**

- *Thembakazi Rala*, Room 5.03.1, telephone 650-2772 (e-mail: Thembakazi.Rala@uct.ac.za), is the Administrative Officer for the School of Education. She is responsible for the administration of the Honours, Postgraduate Diploma/Masters and PhD programmes.
- *Chris Kleinsmith* Room 5.02.1, telephone 650-2769 (e-mail: Chris.Kleinsmith@uct.ac.za), is a Senior Secretary. He is responsible for the administration of the PGCE.
- *Wadeeah Fisher*, Room 4.31, telephone 021 650 3584 (e-mail: Wadeeah.Fisher@uct.ac.za), administers the ACE programmes taught from the SDU, and *Janis Wylie* Room 4.38, telephone 021 650 4721 (e-mail: Janis.Wylie@uct.ac.za), the ACE in School Leadership.

Help them to keep contact with you – it's sometimes necessary to contact you at short notice. **Please ensure that you have completed a departmental form** and keep Thembi / Chris / Wadeeah / Janis and the Faculty Office informed of any change in your e-mail, phone nos or address **and update your PeopleSoft profile**.

- *Prof. Pam Christie* is the Director – e-mail Thembakazti Rala if want an appointment.

Courses, **fees and university administration are responsibility of the Humanities Faculty Postgraduate Office**: *Pedro Beziek*, telephone 650 2462 (e-mail: Pedro.Beziek@uct.ac.za); PhD: *Anne Wegerhoff,* telephone 650 4414 (e-mail: Anne.Wegerhoff@uct.ac.za), in the Postgraduate office, Beattie 105.

1.3 **Web page and Vula**
Our webpage contains course descriptions, staff information and other useful information. Google it or URL: www.education.uct.ac.za. **Please consult it**. Many courses require you to make regular use of Vula (https://vula.uct.ac.za/portal) for course information.

Lower second (60-69%) Facts complete and some grasp of the conceptual issues. Some attempt at structuring the essay, probably an introduction that follows the 'format' but does not necessarily 'nail' the argument. Irrelevant facts, which detract from the coherence of the argument, are present. Demonstrates that s/he has consulted the prescribed reading.

Pass (50-59%) Most of the facts included. May appear 'summary-like'; lacks in-depth understanding. Facts are presented in a list-like unrelated way. Does not engage appropriately with the essay topic. There may be some factual errors. Few or irrelevant references to the prescribed reading. Sufficient evidence that the readings have been consulted.

Fail (49% -) Facts incomplete. Reproduces material directly from handouts/lecture notes and the prescribed readings (e.g. copying that is acknowledged; also 'cut and paste' from the web). Important misunderstandings that affect the general sense of the topic under discussion. Insufficient reference to the prescribed reading or lack of evidence of having read the readings. Most students in this category will get between 35%-48%, depending on the quality of their original work and the severity of misconceptions. Essays that indicate that the student has merely scribbled something down in a hurry, or has completely ignored the task demands will get a much lower mark (10%-25%). Demonstrated plagiarism = 0%.

9   *Re-examinations*

You have the right to a re-examination if you receive a mark between 45 and 49%, in order to demonstrate that you should be awarded a pass mark (50%), as explained below. Note that Postgraduate Diploma in Education students are not permitted re-examinations.

9.1   Where courses are examined by assignments and tests only:

Within in a week of receiving the returned assignment, a student may request the course convenor to set an appropriate re-assessment for any assignment or test, to be submitted at a date set by the convenor.

9.2   Where courses are examined by sat and hand-in examinations:
Dates for re-examinations will be specified on the examination timetable. Students eligible for re-examination will be notified on the appropriate notice board as soon as possible but no less than three working days before the date of the re-examination. Where a student has in addition not passed the aggregate mark for assignments, they may be improved and re-submitted at the re-examination for a re-mark. Re-examinations must be completed in time to be externally examined and will not be permitted after external examination.

10   *Obtaining course notes and returned assignments*

Course notes and readings (where available) will normally be handed out at lectures, and you should ensure that you get them then or have someone else collect them on your behalf, as further copies will not be issued once the original number have been handed out. Assignments which form part of external examination are kept for 6 months after the course, when they may be collected, if wished.

4   *Deadlines*   ☞ IMPORTANT

Work handed in late (i.e. after the stipulated deadlines/date/time) will be credited at the discretion of the Programme Leader and / or lecturer(s) concerned, but will be penalised at minus 5% from the mark awarded per day for up to three days and 10% per day for four to seven days. Work handed in more than a week late will be recorded as having been submitted, but will not be marked. *Note* that it is a requirement that **all** coursework for a course must be submitted.

5   *Requests for extensions*

Requests for an extension of a deadline as a result of serious personal problems or illness will only be considered on production of a written medical certificate verifying the reasons for your inability to submit the work on time. Except in the case of illness at the time an extension will not normally be granted unless it is requested **before** the deadline for the assignment.

6   *Loss of work*

There may be occasions when work for some reason goes astray after being handed in or when there is no evidence that it has been handed in. **As a safeguard against submitted work going astray, you must keep electronic copies of your submitted work to offer as a replacement.** This is an important protection for yourself.

7   *Supervision*

Where a course involves supervision, such as for a long essay or dissertation, it is the responsibility of the student to contact the supervisor to make an appointment(s) for the supervision. (Note for Masters and PhDs a *Memorandum of Understanding* regarding supervision must be completed.) You have the right to expect the supervision you have been promised.

8   *Guidelines used for assessing work*

The following give an idea of *what to aim for* in assignments:

First (+75%) Clearly grasps the argument - established in the introduction and conclusion AND consistently throughout the essay; conceptual precision and elaboration; selective and necessary facts. Effectively addresses task demands and provides evidence that s/he has consulted and made appropriate reference to the prescribed reading. At this level of study, an essay that is conceptually clear but which does not adequately develop the argument cannot receive a first class pass. A mark of 80% and above is regarded as being very exceptional.

Upper second (70-74%) Argument established; conceptual precision and elaboration; selective and necessary facts. Clear evidence that s/he has consulted and made appropriate reference to the prescribed reading. Will miss a First because a) the coherence of the argument in the body of the essay is weaker; and/or b) it may not include all possible elaboration of concepts or leave out some facts.

1.4 **Media assistance**
For assistance with borrowing and using media equipment, photography, recorders and scanning, contact the Audio-visual Officer, *Lance Macleod*, Room 5.08.1, telephone 650-2779 (e-mail: Lancelot.Macleod@uct.ac.za).

1.5 **Computer commons**
The postgraduate commons is on Level 3 in the Humanities Graduate School. It is open to all postgraduate students at almost all hours. Access is by student card.

1.6 **Cell phones**
They must be switched off/on silent during lectures and seminars. It is extremely inconsiderate to lecturers and students to be interrupted by your phone.

2 *Submitting essays, projects, assignments and resource files*

You may be expected to submit essays, assignments, projects and resource files during the year. All such written work must meet the following minimum standards of presentation, originality and adherence to the deadlines set for submission. External examiners often comment when students do not reference properly.

2.1 All work for the School of Education must follow the guidelines provided in 3, below.

2.2 All work submitted must be original. In other words, you must be able to show that it is your own work, and that you are, therefore, entitled to be credited with it. Using someone else's work and pretending that it is your own is known as plagiarism. It is an extremely serious university offence and is the academic equivalent of theft. You may NOT copy or share what anyone else has written (from a book, paper or the internet) or said and pretend that you have written it yourself/alone. **Attach an authorship declaration to all work** (available on our website and from Chris Kleinsmith). Where it is a requirement, work must be submitted via Vula.

2.3 All references, sources of information, books consulted, journals used, web sites and documents extracted from or included in the text or in appendices must be accurately and fully acknowledged. This is a) to make it easy to see what information you have used and where it can be found, and b) to avoid the possibility that you may be accused of plagiarism. See 3.1 below.

2.4 Where possible, work should be word processed. Use **one-and-a-half line spacing and print on one side of each page only**. Do not e-mail work and expect a staff member to print it for you, and do not fax work to a staff member.

2.5 Work should <u>NOT be enclosed in plastic cover sheets, flip files, or any other binding or packaging</u>, all of which hinder processing by markers. **Staple your work in the top left hand corner**.

2.6 **Make back-up copies as you work**. <u>DO NOT depend on one file/drive/flash drive only!</u> Flash drives can fail. **Always** keep an electronic copy of work you submit.

2.7 Assignments and tests are returned to students within three - four weeks of receipt, unless there is a gap of longer than three weeks between class meetings (e.g. over a vacation, during teaching practice, or between blocks of teaching), in which case they will be returned at the next meeting of the class.

3 *Guidelines for the format of all written work in the School of Education*

3.1. **Quotations**: If your written work depends at any point on information or illustration from any book, article, essay, website, work done by someone else, or previous work which you have written yourself, **you must acknowledge the debt**, and you must make it easy for the reader to find the passage. It is also important to indicate when ideas are your own (e.g. 'I found...' 'To me it seems...') Failure to acknowledge quotations or the dependence on another's work will result in a zero mark, as it will be assumed that you have plagiarised. Further disciplinary steps will also be taken.

3.2 **A short prose quotation** (fewer than four lines) may be incorporated into your text, marked off by quotation marks at the beginning and end.

3.3 **A longer prose quotation** (four lines or more, but not longer than 10 lines) should be set apart from your text by leaving blank lines before and after and by indenting it on the page. Do not enclose these longer quotations in quotation marks. Set the quotation in single spacing.

3.4 If you omit part of the passage you are quoting, show this by means of three ellipsis dots (...).

3.5 **Emphasis** if, in quoting a passage, you give personal emphasis to a word or phrase by underlining, italicising or printing it in bold, you should indicate that you have done so. ('Emphasis mine' or 'My italics', for example). Any other emphasis is regarded as reproducing that of the author.

3.6 **References**
Train yourself from the beginning to use the following rules consistently.

The method of referencing used in the School of Education is based on the Harvard system (which is the international norm for academic writing in education.)

At the end of a quotation or a place in your writing where you have obtained information from another person, the author, his/her initials (if necessary), the date of publication and the page reference are placed in brackets. If a publication has no apparent author, use the publisher (e.g. Department of Education) or the title as the author. Your text, for example, will look like this:

> '...in all branches of education' (Smith 2008: 27).

If you refer to an author's ideas without quoting directly from his/her writings, examples in your text will look like this. Note that it is very important to provide page numbers.

> As Smith (2008: 50-55) suggests...

or

> All the problems of school placement stem from the over-use of intelligence tests (Department of Education 2008 50).

The bibliographical details of Smith's book and the Department of Education publication must appear in the *List of references*, at the end of your text. If there are **more** than three authors, use the name of the first author followed by et al.

> *Example*:
>
> As a teacher, I have found that working in pairs is often the most successful form of group work. Evans (2001a: 6) points out that, "pairs… optimise the potential for interaction." Other researchers confirm this:
>
> > It was evident in our work that when the *group size was larger than three* there was almost always someone who remained outside the discussion of the group. We therefore made use of pair work… throughout the research conducted (van Zyl et al. 2000: 20). (My italics.)

3.7 **List of references**

It is placed at the end of your text. Authors must be arranged in alphabetical order, with **surname, initials**, and **date of publication** appearing at the beginning of each entry, the **title of the publication** in italics and the **place of publication** and the **publisher** at the end. This reproduces the reference information in the text, e.g. Department of Education (2008) in the text makes one look for Department of Education (2008) in the *List of references*. If there is more than one entry for an author, the works are listed in the date order of their publication (earliest first). When there is more than one reference by the same author in a year, they are written 2012a, 2012b etc. in order. Study the examples below carefully. Note the changes when the reference is to a journal article, or to a chapter in a book of which there are several authors.

Pay attention to the italics, full stops and colons.

Examples:

Article: Young, M. and Muller, J. (2007) 'Truth and truthfulness in the sociology of educational knowledge'. *Theory and Research in Education*, vol. 5(2): 173-201.

Book: Christie, P. (2008) *Opening the Doors of Learning*. Johannesburg: Heinemann.

Chapter in a book: Prinsloo, M. and Baynham, M. (2008) 'Renewing literacy studies'. In M. Prinsloo, and M. Baynham, (eds). *Literacies, Global and Local*. Amsterdam: John Benjamins: 1-16.

Web articles: Author (date) Title of document. [Online] Date of document or of your download. URL: http://www….. [If the author is not given, use the title of the article as the author, as well.]

Department of Basic Education (2011) *National Curriculum Statements. Curriculum and Assessment Policy Statement: Geography*. [Online] 1 February 2014. URL: http://www.education.gov.za/LinkClick.aspx?fileticket=50fBP2mS6mk%3d&tabid=420&mid=1216

Reference to your own work: [Your own name] (2014) Essay on ... [topic] for [name] course. Date of submission.

Reference to lectures attended / notes by lecturers: [Lecturer's name] (2014) Lecture on … [topic]. Date [if known].