EDFE12042 *Professional Practice 2 (Primary) – Classroom Management*
Term 2 - 2017

Profile information current as at 20/04/2024 12:00 am

All details in this unit profile for EDFE12042 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In Professional Practice 2, pre-service teachers extend their professional knowledge and skills through tutorials, workshops and a school placement comprising 10 day visits (including 5 contextual days and 5 assessable days) during the term and a 15-day block placement at the end of the term. Pre-service teachers participate in tutorials to build both theoretical and practical knowledge of the strategies teachers use to create positive, organised classroom environments that support wellbeing, engagement and learning. They analyse the impact of different approaches to classroom management on student learning and apply their understanding of motivation, relationship-building and engagement to plan proactively for the safety, support, inclusion and self-regulation of all learners during the school placement. Students apply knowledge gained from curriculum courses they have studied to plan, implement and evaluate lesson sequences that incorporate a range of teaching strategies and resources with a particular focus on literacy, numeracy and the use of ICTs to improve student outcomes. Pre-service teachers monitor their professional learning through critical reflection and by selecting and evaluating evidence of their practice that demonstrates focus areas of the Australian Professional Standards for Teachers to add to their e-portfolios.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite:- Students must have successfully completed EDFE11038 and EDCU12044 to be eligible for enrolment in this unit and placement in a school for completion of the practical component.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Portfolio**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student unit evaluation, supervising teacher feedback

Feedback
Placement guidelines and handbooks confusing.

Recommendation
Streamline booklets so that processes are clear.

Feedback from Student unit evaluation

Feedback
The weekly expectations of the placement and what was required each week within the Moodle site provided a clear guide.

Recommendation
Continue to use this section of the Moodle site to highlight requirements for the day visits.

Feedback from Student unit evaluation

Feedback
Too many templates to complete.

Recommendation
Streamline the templates to be used for lesson planning, observations and reflections.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning.
2. Use system and/ or school policies and knowledge of strategies for managing challenging behaviour and creating safe supportive learning environments to plan proactively for effective classroom management.
3. Select strategies that facilitate effective classroom interactions, the orderly management of classroom routines and the development of self-regulation.
4. Plan and implement lessons and learning sequences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds.
5. Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement.
6. Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Successful completion of the unit EDFE12042 – Professional Practice 2 (Primary) – Classroom Management provides opportunities for students to demonstrate aspects of the following specific focus areas of the Australian Professional Standards for Teachers during the placement component: 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 6.3, 6.4, 7.1 and 7.2. Evidence of meeting the standards will be at a level appropriate for students' current progress through the course of study. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards demonstrating the standards at Graduate Level and the focus for identifying learning goals

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ∘ Introductory Level ∘ Intermediate Level ● Graduate Level ∘ Professional Level ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	●	●	●			
2 - Professional Practice Placement - 0%	●	●	●	●	●	●
3 - Portfolio - 50%					●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	●		●	●	●	●
2 - Problem Solving	●	●	●	●		
3 - Critical Thinking	●			●	●	●
4 - Information Literacy		●				
5 - Team Work						●
6 - Information Technology Competence						
7 - Cross Cultural Competence	●			●		
8 - Ethical practice	●			●		
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	●	●	●	●				●		
2 - Professional Practice Placement - 0%	●	●	●	●	●	●	●	●		
3 - Portfolio - 50%	●		●			●		●		

Textbooks and Resources

Textbooks

EDFE12042

Prescribed

Classroom Management
Edition: 2nd (2013)
Authors: Tim McDonald
Oxford University Press
South Melbourne , Victoria , Astralia
ISBN: 9789195576351
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Angelina Ambrosetti Unit Coordinator
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Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction • Expectations and professional conduct • Revisiting the Australian Professional Standards fro Teachers • Models of Discipline	Professional Practice Handbook Professional Practice 2 (Primary) Information and Guidelines Chapter 3 'Frameworks to View Student Behaviour' (pp.65-105) from the set text: McDonald (2013), Classroom Management: Engaging Students in Learning	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Engagement and Motivation • Motivation for learning • Self regulation • Strategies for learner engagement	Chapter 2 'Connecting with Students' (pp.34-64) from the set text: McDonald (2013), Classroom Management: Engaging Students in Learning Chapter 3 'Generating and Sustaining Interest' (pp.45-67) from Brady & Scully (2005), Engagement; Inclusive Classroom Management	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Models of Discipline • Investigating the discipline theory • Practical model of discipline	Chapter 11 'Managing your Classroom' (pp.354-393) from Howell (2014), Teaching and Learning: Building Effective Pedagogies	Contextual day visit (1)

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Classroom Management 101 • Essential Skills for Classroom Management • Whole School Approaches to Responsible Behaviour	Code of School Behaviour - Queensland Department of Education Better Behaviour Better Learning Essential Skills for Classroom Management - Queensland Department of Education Chapter 6 'Re-engaging the Disengaged Learner (pp.194-244) from the set text: McDonald (2013), Classroom Management: Engaging Students in Learning	Contextual day visit (2)

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Classroom Management 101 • Preventive, supportive and corrective Strategies • Understanding learner needs • The shift from intervention to prevention • Proactive teacher behaviours	Chapter 4 'Proactive Teacher Behaviours' (pp.106 -154) from the set text: McDonald (2013), Classroom Management: Engaging Students in Learning	Contextual day visit (3)

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Contextual day visit (4)

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Classroom Management 101 • Classroom management plans • Decision making frameworks • Responsible behaviour plans		Contextual day visit (5)

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Managing challenging behaviour • Conflict management, negotiation and the use of 'I' messages • Functional behaviour assessment for learners with challenging behaviours	Chapter 6 'Re-engaging the Disengaged Learner (pp.194-244) from the set text: McDonald (2013), Classroom Management: Engaging Students in Learning	Assessable day visit (6)

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching • Lesson planning • Observations for individual goal setting and as input for planning	Chapter 11 'The Whole Lesson' (pp.257-281) from Fetherston (2006), Becoming an Effective Teacher	Assessable day visit (7) **Written Task** Due: Week 8 Friday (8 Sept 2017) 11:45 am AEST

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching • Short term and long term planning	Chapter 7 ' Planning for Practice' (pp.220-236) from Churchill et al. (2013), Teaching: Making a Difference	Assessable day visit (8)

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching • Teaching strategies for engaging learners • Explaining, questioning and listening	Chapter 5 'Developing Safe and Accountable Classrooms (pp.155-193) from the set text: McDonald (2013), Classroom Management: Engaging Students in Learning	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Critical Reflection • Overcoming the barriers of critical reflection	Chapter 13 ' Reflective Practice' (pp.472 - 475) from Churchill et al. (2013), Teaching: Making a Difference	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional Goal Setting • Developing your skills and knowledge as a professional	Professional Practice 2 (Primary) Information and Guidelines	Assessable day visit (9)

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Assessable day visit (10) Three week block begins on Monday October 16

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Task

Assessment Type
Written Assessment

Task Description
Part A
Create a plan for one whole session that you might be required to manage and teach in your placement classroom. The plan may be a morning, middle or afternoon session and should be written up on the daily planning template provided on the unit Moodle site.
As a minimum, your plan must include bringing the learners in to the classroom at the start of the day or after a break; transitions between **at least two** scheduled lessons or classroom activities; and dismissing the class at the end of the day or for a recess break.
Use the first 4 columns on the template to record time frames, learning goals for each lesson / activity, a brief outline of the introduction, body and conclusion of key lessons or activities and resources required. In the final column, record strategies and considerations for classroom management and organisation to create a positive and organised classroom learning environment at each stage of the planned session.
Part B
Write a justification of no more than 750 words that:
(a) explains how your selected strategies align with the school policy and established classroom rules in your placement setting; and
(b) justifies how your selected strategies will achieve each of the following outcomes:

- Create a positive and supportive learning environment that encourages participation of all students
- Manage challenging or off-task behaviour that may arise during the session
- Impact on student learning and achievement of the set learning goals for the planned lessons / activities

You must make specific links to your Classroom Management Plan and include a copy of it in your assignment submission. Also ensure that you reference your justification using the source materials from Moodle.
NOTE: This assessment task provides opportunities for reflection on the Australian Professional Standards for Teachers

and teachers' responsibility for creating supportive learning environments. The task provides evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.1, 1.2, 3.1, 3.6, 4.1, 4.2, 4.3 and 6.2.

Assessment Due Date
Week 8 Friday (8 Sept 2017) 11:45 am AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting
50%

Minimum mark or grade
Pass

Assessment Criteria
1. Knowledge and understanding of practical strategies for classroom organisation and management
2. Application of whole school approaches and established classroom rules and routines
3. Understanding of the teacher's role in creating supportive and inclusive learning environments
4. Knowledge and understanding of essential skills for classroom management and their impact on student learning
5. Personal and academic literacy

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning.
- Use system and/ or school policies and knowledge of strategies for managing challenging behaviour and creating safe supportive learning environments to plan proactively for effective classroom management.
- Select strategies that facilitate effective classroom interactions, the orderly management of classroom routines and the development of self-regulation.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

2 Placement

Assessment Type
Professional Practice Placement

Task Description
Undertake a 25 day supervised placement in a school setting as detailed below and complete all tasks outlined in the Information and Reporting Booklet for Professional Practice 2. These tasks include the development of a Classroom Management Plan which will support your ability to teach whole class lessons building to whole sessions and half days, and at least two full days by the completion of the three-week block. The application of your knowledge about the pervasive nature of literacy and numeracy across the curriculum and the use of ICTs to enhance student learning and engagement will also be key features of the professional practice block.
The placement consists of:

- 10 assessable days (completed one day per week throughout the term)
- 15 day assessable block

An up-to-date working portfolio must be maintained throughout the placement. The working portfolio should include a copy of the classroom management plan you create for your placement class, the school policy for responsible behaviour, a copy of the classroom rules and written observations of the class routines in place for movement, transitions and organisation of learning activities in addition to records of all observations, planning, evaluation and

reflection conducted throughout the placement. See the Information and Reporting Booklet for further details of the records that must be kept in the working portfolio.

At the end of the first week an Interim Report will be completed by the Supervising Teacher to identify progress towards demonstrating the identified aspects of the Australian Professional Standards for Teachers. Based on the Interim Report, pre-service teachers will outline a minimum of 2 professional goals to be achieved by the end of the block.

The final assessment report for the 25 day school placement will be completed by the Supervising Teacher on the final day of the three week continuous block using the report found in the Professional Practice Information and Guidelines booklet (an electronic copy will provided to each school).

NOTE: This assessment task provides opportunities for demonstrating aspects of the Australian Professional Standards for Teachers in authentic settings. . The task can be used as evidence for 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 6.3, 6.4, 7.1 and 7.2.

Assessment Due Date

On completion of the three week block - Monday November 3, 2017.

Return Date to Students

Feedback on this assessment will be provided by the Supervising Teacher using the reporting documents for Professional Practice 2.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Assessment criteria are outlined in detail in the Information and Reporting booklet. Assessment criteria are drawn from the Australian Professional Standards for Teachers (Graduate Level).

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
The pre-service teacher must upload the final summative report into the Assessment Task 2 Moodle link. The report must be signed by the Supervising Teacher, the Site Coordinator and the Pre-service Teacher. The university coordinator will finalise the placement results once the ePortfolio task is marked.

Learning Outcomes Assessed

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning.
- Use system and/ or school policies and knowledge of strategies for managing challenging behaviour and creating safe supportive learning environments to plan proactively for effective classroom management.
- Select strategies that facilitate effective classroom interactions, the orderly management of classroom routines and the development of self-regulation.
- Plan and implement lessons and learning sequences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds.
- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement.
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

- Ethical practice

3 ePortfolio - Evaluation of Teaching practice and student learning

Assessment Type
Portfolio

Task Description
Select a sequence of lessons that you have planned and implemented during your 3 week block (Professional Practice 2 placement) for your portfolio. Your lessons should be in one learning area and be part of a sequence that scaffolded the knowledge and understanding students needed to demonstrate their learning in a final summative assessment task. Create your portfolio by selecting the following artefacts for your portfolio:

- A brief overview of the curriculum content descriptions and summative task that students were expected to complete at the end of the learning sequence
- A copy of at least three lessons from the learning sequence with the evaluation section completed
- Samples of formative assessment tools or strategies that you used to check for student learning and copies of students' responses. Responses may be work samples, completed worksheets or records of students' responses to questioning used during the lessons.
- Copies of classroom observations completed by your Supervising Teacher at least one of which should focus on an aspect of your teaching in at least one of your chosen lessons.
- A copy of your revised classroom management plan

Write an evaluation of your teaching practice based on the artefacts you have selected. You should make explicit links between the evidence of your practice as shown in your portfolio and your engagement with specific descriptors from the Australian Professional Standards for Teachers outlined on the Final Summative Report for your Professional Practice placement. Your evaluation should be approximately 1000 words in length and should include reflection on the following questions:

- How did you sequence teaching and learning to scaffold the knowledge and skills students needed to complete the summative assessment task?
- What teaching strategies and resources did you use to enhance students' understanding of the curriculum content? How effective were your choices?
- What formative assessment strategies did you use to check on students' learning progress? How effective were these strategies in providing information you could use to modify your teaching practice and improve the learning of all students in the class group?

This assessment task is to be submitted no later than one week after the conclusion of your placement for Professional Practice 2. The portfolio will be created using iTunesU (instructions regarding iTunesU will be located in the PP2 Moodle website).
You will upload a word document to the link for Assessment Task 3 on Moodle with your iTunesU course name and access code so that your lecturer can view and mark your ePortfolio.
NOTE: This assessment task provides opportunities for reflection on the Australian Professional Standards for Teachers and teachers' responsibility for creating supportive learning environments. The task provides evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 6.1 and 7.1.

Assessment Due Date

One week after completion of the block placement - Friday November 6, 2017.

Return Date to Students

Feedback on the final assessment task will be provided following moderation.

Weighting
50%

Minimum mark or grade
Pass

Assessment Criteria

1. Justification of planning decisions and teaching strategies that align with curriculum intent
2. Evaluation of the appropriateness of formative assessment techniques for monitoring student learning
3. Knowledge and understanding of teaching and classroom management strategies for creating positive and supportive learning environments
4. Understanding of the need to respond to the learning needs of diverse student groups
5. Reflection on feedback to identify teaching strengths and set professional learning goals

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Provide a word document with the iTuneU course name and the access code.

Learning Outcomes Assessed

- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement.
- Use the Australian Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem