

<b>Course Code:</b>	<b>1201QBT</b>
<b>Course Name:</b>	<b>Academic &amp; Professional Skills Development</b>
<b>Semester:</b>	<b>Semester 1, 2016</b>
<b>Program:</b>	Associate Degree in Commerce & Business
	Certificate IV Tertiary Preparation Program
	Diploma of Commerce
	Diploma of Design
	Diploma of Graphic Design
	Diploma of Hotel Management
	Diploma of Criminology & Criminal Justice
	Diploma of Media & Communication
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Mary-Anne Vale
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#### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.	
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Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

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## Prerequisites

There are no prerequisites for this course.

Note: This course is incompatible with *1020GIC & 1020QBT Academic & Professional Skills Development for Science and Technology*.

Prerequisite for Certificate IV in Tertiary Preparation Program:

- COM200 - Communication Skills 1
  - COM200A - Communication Skills 1
  - FND101 - Academic Communication Skills 1
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## Brief Course Description

Academic and Professional Skills Development is a 10 Credit Point course within the Diplomas of Commerce, Criminology and Criminal Justice, Graphic Design, Hotel Management and Media and Communication. The course is situated within the first semester of each of these programs. These Diplomas are designed to provide students with a pathway to:

- \* further university studies in related degrees or
- \* direct employment.

The course offers students a broad introduction to the skills involved in acquiring information and in displaying knowledge to others. It includes the basic knowledge skills required to successfully participate in an undergraduate degree program and to operate effectively in a business context.

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## Rationale

Academic and Professional Skills Development meets the needs of all students for the development of knowledge skills within a university or business context.

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## Aims

Academic and Professional Skills Development enables students to develop skills in three main areas along with the relevant academic language. The areas are interwoven throughout the course so that learning is maximised by ensuring that basic skills are consolidated before more advanced skills are introduced.

The first area covers general learning skills relevant to both a university or business context. It includes skills related to academic integrity, individual learning approaches and strategies and analytical and critical thinking. It also enhances learning skills by developing awareness of the relationship between culture and educational style.

The second area of skills are those required to extend students' learning beyond lectures and textbooks. Students will learn techniques for recognising different types of texts, using the library and searching databases, understanding the production of research, reading the literature analytically and critically, and applying knowledge to 'real world' contexts.

The third area is concerned with the skills students require to display information in the most effective manner. It deals with oral presentations, essays, case studies, reports and examinations. Among the written skills addressed are: citation and referencing skills, paragraphing, developing an argument, and using the literature to support an argument. This area also includes the oral skills needed in questioning and responding in a tutorial and in giving presentations.

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## Learning Outcomes

Upon the successful completion of the course you will be able to:

1. recognise and use deep learning;
  2. understand and use a range of learning strategies;
  3. develop skills in tutorial discussion;
  4. use a range of searching skills to find relevant information and ideas;
  5. read analytically and critically;
  6. create and sustain an argument
  7. avoid plagiarism and use the technical skills required in academic writing;
  8. understand the significance of different formats for the presentation of ideas and information;
  9. use a range of skills to present information orally;
  10. use a range of formats for the written presentation of knowledge (essay, case study, report);
  11. respond to a range of examination question types;
  12. engage in problem recognition and solving;
  13. develop the ability to assess yourself and others;
  14. recognise key features of the research process;
  15. understand some features of theory production;
  16. understand the relation of culture to learning;
  17. develop the key academic language skills required for reading, writing and speaking within specific disciplines.
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## Texts and Supporting Materials

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). *Essential Academic Skills* (2nd edition). Melbourne, Australia: Oxford University Press.

Do not purchase the 2009 revised edition of this textbook.

1201QBT Workshop & Tutorial Guide. Please purchase from the campus bookshop in time for your classes in Week 1.

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## Organisation and Teaching Strategies

The course consists of a two hour lecture and one hour workshop and one hour tutorial each week. The lectures are interactive to enable maximum learning. You are encouraged to participate through asking questions, making comments and doing some short relevant exercises.

The workshops and tutorials are designed to enhance learning through the use of longer practical exercises. You will be involved in both individual and group work.

Course material is first presented to you in the lectures. It will be consolidated in the following week during the tutorial and workshop.

### Class Contact Summary

#### Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and Tutorial and Workshop Guide.

#### Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes, If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge; engage in discussion to help yourself and others learn.

#### Consultation Times

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### Course Materials

Lecture notes will be made available to you on the Learning @ Griffith College website and you are advised to print these out and bring them to each class so that extra notes can be added.

#### Independent Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic All of this requires careful planning of your time. Expect to spend, on average, an additional 6 to 8 hours per week outside of the time spent attending lectures and tutorials, for each of your courses.

#### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80% and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### Content Schedule

See Teaching Schedule below.

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	1. The nature of learning at university; 2.Features of academic writing; 3. Study management	Lecture	Chapter 1, pp. 1-15; Chapter 5, pp. 97-103; Chapter 5, pp. 107-112
	1. Getting to know you, getting to know the course; 2. Where to find help. 3. Learning how to discuss issues in tutorial	Workshop	Chapter 1, p. 14 and Chapter 3, pp. 60-61
2	1. Finding academic sources and reading academic texts	Lecture	Chapter 4
	1. Recognising plagiarism; 2. Paraphrasing with basic in-text citations.	Tutorial	Chapter 5, pp. 97-103; Chapter 5, pp. 107-112
	1. More paraphrasing; 2. Tutorial discussion of a small section of the required reading	Workshop	Required reading
3	Using the literature and writing basic and developed paragraphs	Lecture	Chapter 5, pp. 118-127
	Searching for sources (Computer Lab Session)	Tutorial	Chapter 4, pp. 65-82
	1. Reading: learning how to read academic texts by reading your required reading; 2. More paraphrasing - with complicated in-text citations	Workshop	Required reading; Chapter 4, pp. 82 – 92; Chapter 5, pp. 110 – 111
4	Creating an argument (for an essay)	Lecture	Chapter 5, pp. 103 - 106; Chapter 6, pp. 138 – 145
	Writing a basic paragraph using one source.	Tutorial	Chapter 5, pp. 118 – 127
	1. Writing a basic paragraph using one source – building ideas; 2. Tutorial discussion on a source for your essay.	Workshop	Chapter 5, pp. 118 – 127
5	Writing an essay	Lecture	Chapter 6, pp. 145 – 159.
	Writing a developed paragraph using two sources – building ideas	Tutorial	Chapter 5, pp. 118 – 127
	Writing a developed paragraph using two sources – building ideas (cont'd)	Workshop	Chapter 5, pp. 118 – 127
6	Creating reference lists	Lecture	Chapter 5, pp. 112 – 117
	Creating an argument for an essay; 2. Essay writing and preparation: planning for an essay	Tutorial	Chapter 5, pp. 138 – 147.; Chapter 5, pp. 103-106
	Writing a draft of the introduction with background (including in-text citation) for the essay	Workshop	Chapter 7, pp. 151 -2

7	Giving academic presentations	Lecture	Chapter 10
	Writing reference list items for your essay (Computer Lab Session)	Tutorial	Chapter 5, pp. 112 – 117; Appendix A
	Writing reference list items (cont'd)	Workshop	Chapter 4, pp. 84-87; Appendix A
8	Report Writing	Lecture	Chapter 8, 179 – 181
	Practicing presentation skills	Tutorial	Chapter 10
	Presentation group meeting	Workshop	Chapter 9, Managing micro processes, pp. 211 – 216
9	Case Studies	Lecture	Chapter 8, pp. 169-179
	Report writing practice	Tutorial	Chapter 8, 179 – 181
	Presentation group meeting	Workshop	
10	Reading a research report	Lecture	Chapter 8, pp. 169 – 179
	Report writing practice (Discussion / recommendation paragraphs)	Tutorial	Chapter 8, 179 – 181
	Presentation group meeting	Workshop	
11	Case studies, reports and revision	Lecture	Chapter 12, pp. 255 - 258; Chapter 13
	Presentation assessment	Tutorial	
	Presentation assessment	Workshop	
12	Theories about learning	Lecture	Chapter 1
	Writing a recommendation paragraph in response to a case study problem	Tutorial	Chapter 8
13	1. Examination techniques; 2. and Course revision.	Lecture	Chapter 11; Chapter 1
	Examination Practice: writing short answer questions on theory and content	Tutorial	
14	Final Examination	Examination	

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Mid-semester examination	10%	5,6,7,10	Week 6
2	Essay	30%	4,5,6,7,8,10	Week 9
3	Group presentation	20%	4,5,6,8,9,13	Week 11
4	Final examination	40%	1,2,11,12,14,15,16,17	Week 14

### Assessment Details

The assessment is designed to allow you to develop and display the academic skills taught in the course.

#### Mid-Semester Examination (Week 6)

The mid-semester examination tests your ability to read academic sources analytically; to write a coherent paragraph without plagiarism, and to use correct paraphrasing, quotations and citations.

#### Essay (Week 9 - submit to Turn It In)

The essay will assess your ability to select and read relevant sources analytically and critically; avoid plagiarism; paraphrase and quote skilfully; use citations; write coherent paragraphs; link paragraphs in a logical order; write an introduction and conclusion; create an argument in an essay format; and use knowledge from academic sources.

A requirement for submission of your Essay is that it must be uploaded to Turnitin for checking the originality of your work. Turnitin Student User Guides are available on your course notes page. Your essay will be marked in Turnitin via GradeMark. You will be able to see your mark and teacher comments by viewing your essay in Turnitin.

If you do not submit your essay to Turnitin, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your assignment.

You may submit your essay to Turnitin as many times as you like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your essay and re-submit. Follow this process of checking and correction as many times as needed before final submission. Submit the final copy of your essay to Turnitin by the due date (the day you have your tutorial). In addition, submit a paper copy of the Griffith College Cover Sheet to your tutor on the

submission day (ensure that all sections are completed).

### **Group Presentation (Week 11)**

The group presentation assesses your presentation skills within an academic context. You will be assessed by your tutor for the quality of your group presentation and your peers may be asked to provide feedback on the group performance. Your group will be required to submit records of meetings, a paper copy of your PowerPoint presentation, and complete a group reflection on how the group worked together to achieve their goals.

A requirement for submission of your notes and PowerPoint presentation is that it must be uploaded to Turnitin for checking the originality of your work. Turnitin Student User Guides are available on your course notes page.

If you do not submit your notes and PowerPoint presentation to Turnitin, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your assignment.

You may submit your notes and PowerPoint presentation to Turnitin as many times as you like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your essay and resubmit. Follow this process of checking and correction as many times as needed before final submission. Submit the final copy of your PowerPoint presentation to Turnitin by the due date (the day you have your tutorial). In addition, submit a paper copy of the PowerPoint presentation to your tutor on the submission day (ensure that all sections are completed).

### **Final Examination (Week 14)**

The final examination is a practical assessment of the skills and theory covered in the course. It contains a range of question types which test your knowledge of course content; a short case study and the opportunity to write a developed academic paragraph displaying your academic writing skills.

### **REQUIREMENTS FOR A GRADE OF PASS OR HIGHER**

In order to achieve a Pass grade or higher in 1201QBT you **MUST** gain 50% or more of the total marks in the course.

### **Submission and Return of Assessment Items**

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment. If your assignment is being moderated externally, this process may take twenty-one (21) days.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### **Extensions**

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Assessment Feedback**

Your assessment will be marked so that you can learn from your work. Feedback will be provided on a detailed criteria sheet (or in Turn It In) so that you can see the level you have reached in any skill. Your tutor will provide comments on your work (in written form). Your tutor will be happy to discuss your assignment further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for assessment items, except those being moderated externally with Griffith University, will be available on the on the Student Portal within fourteen [14] days of the due date.

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### **Generic Skills**

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	
English Language Proficiency	Yes	Yes	Yes

### **Additional Course Generic Skills**

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### **Additional Course Information**

## Teacher and Course Evaluations

Students commented that they were pleased with the teaching they received from their lecturers and tutors and appreciated the skills that were taught. Students, however, indicated that they would like more feedback on their assessment and would like to feel more involved in the course. As a result, we have redesigned our Assessment Marking sheets so that you are told the level of your skill on a wide range of criteria. We have also made changes to encourage your learning within the course. Some of the changes we have made are:

1. Virtual help / relevant Facebook page. You can ask any question online and receive a reply from a PAL, tutor, lecturer, or your coordinator within a day;
2. Lecture activities: You are given the chance to try out the skills as you learn them;
3. Computer time: You now learn referencing skills by using the skills in a real context.

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's online evaluation tool whenever these are available.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

## Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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