



Course Code:	1020QBT
Course Name:	Academic & Professional Skills Develop for Science & Technology
Semester:	Semester 1, 2017
Program:	Foundation Program
	Diploma of Biosciences
	Diploma of Sciences
	Diploma of Engineering
	Diploma of Health Sciences
	Diploma of Information Technology
Credit Points:	10
Course Coordinator:	Mary- Anne Vale
Document modified:	

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

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Staff Consultation

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.

Prerequisites

Not applicable

Brief Course Description

Academic and Professional Skills Development for Science and Technology is a 10 Credit Point course within the Diplomas of Health Care, Health Science, Bioscience, Engineering and Information Technology. The course is situated within the first semester of each of these programs. The Diplomas of Health Care, Health Science, Bioscience, Engineering and Information Technology provide students with a pathway to:

- * further university studies in Bioscience, Health, Engineering and Information Technology related degrees, or
- * direct employment in base level roles within these disciplines.

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 an industry context.

Rationale

Academic and Professional Skills Development for Science and Technology provides the necessary knowledge and skills required for effective functioning in the business or tertiary sectors.

Aims

This course aims to enable students to develop skills in the following three main areas:

1. Learning skills and awareness relevant to both a university or workplace context.
 2. Skills required to extend learning beyond lectures and textbooks by applying skills to ‘real world’ situations.
 3. Skills required to display information in the most effective manner.
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Learning Outcomes

Upon successful completion of this course, with focus on science, engineering, health and technology, you will be able to:

1. recognise and use deep learning;
 2. understand a range of learning strategies;
 3. use a range of searching skills to find relevant information and ideas;
 4. read analytically and critically;
 5. create and sustain an argument as a response to a topic or question;
 6. use the technical skills required in academic writing and speaking;
 7. understand the significance of different formats for the presentation of ideas and information and acquire skills in using them;
 8. recognise and use a range of techniques to enhance group work experience and outcomes;
 9. engage in problem recognition and solving;
 10. develop the ability to assess yourself and others;
 11. understand the relation of culture to learning.
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Texts and Supporting Materials

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

Organisation and Teaching Strategies

This course involves four (4) formal contact hours per week largely incorporating seminars and tutorials. The seminars will introduce you to the theoretical content of the course while tutorials put the concepts and theories learnt into practice. Opportunities are given in the classroom to prepare for aspects of assessment items with the help of your tutor. The teaching and learning approaches used will consider the nature of learning and the diverse nature of students within the classroom.

Class Contact Summary

Attendance

Your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the semester.

Participation in Class

You are expected to actively participate in classes each week.

Consultation Times

Attendance during consultation times is highly recommended as 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 course site on the Griffith College portal

and you are advised to read the material for each week before attending your class.

Independent Learning

You should allocate approximately 10 hours of study per week (including the lecture/tutorial time) to this course. However, you will find that more than this will be required in some weeks especially when assessment is due.

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

Weekly Teaching Schedule

Students are requested to bring electronic devices for use in the classroom i.e. laptop or ipad.

Week	Topic	Activity	Readings
1	CURRICULUM, LEARNING AND HIGHER EDUCATION What is curriculum? How is learning influenced by curriculum? How are cultural norms expressed in higher education and curriculum?	Lecture	Chapter 2
	SETTING GOALS AND MASTERING LEARNING What are my expectations of university? What are my professional goals? What future plans do I have for my study and employment? KEY SKILLS: Listening and participating	Tutorial	
2	SELF-EFFICACY AND THE INDEPENDENT LEARNER What is self-efficacy? Mastery and vicarious learning How do I enhance my belief in success?	Lecture	Chapter 1
	BUILDING RESILIENCE What is resilience and why is it important in higher education How do I build resilience? KEY SKILLS: paraphrasing/quoting	Tutorial	
3	FEEDBACK AND HIGHER EDUCATION What is feedback? How do students use feedback to improve their learning? Understanding and accessing feedback	Lecture	Chapter 3
	TIME MANAGEMENT AND PLANNING FOR SUCCESS. What steps are involved in properly planning for learning? How do you change goals into actions? KEY SKILLS: Time management and scheduling; paraphrasing/quoting	Tutorial	
4	APPROACHES TO LEARNING; understanding learning theories and learning styles How do I learn best? How is	Lecture	Chapter 7

	learning understood in higher education? - How is learning in university similar / different to how I have learnt before?		
	(CRITICAL) REFLECTION ON LEARNING. How does reflection shape learning? What are sources and guides of reflection? How do I undertake critical reflection on my learning? KEY SKILLS: Writing a paragraph, constructing an argument; paraphrasing/quoting	Tutorial	
5	READING ACADEMICALLY: ENGAGING WITH ACADEMIC PAPERS What forms does academic writing take? How are arguments constructed? Making judgements about academic quality	Lecture	Chapter 4
	USING TECHNOLOGY FOR LEARNING What skills in IT do I need to be successful at university? How can technology support my learning? Accessing material online; determining quality of sources KEY SKILLS: Reading critically, using academic language, using technology for researching	Tutorial	
6	ANALYSING IDEAS IN RESEARCH What is the scientific method? How is scientific research presented in journals? What does validity and reliability mean in research	Lecture	Chapter 12
	UNDERSTANDING MY DISCIPLINE What are the current debates in my discipline? How can I find out more about these ideas? KEY SKILLS: Reading analytically and critically, summarising, note-taking, academic searching	Tutorial	
7	CONSTRUCTING AND PRESENTING AN ARGUMENT How are academic papers written (i.e. structure, form)? What is an academic argument? How do I present/show support and evidence?	Lecture	Chapter 5 & Chapter 13
	KEY SKILLS IN WRITING ACADEMICALLY What are the key features of a paragraph? How do I paraphrase information from other sources? KEY SKILLS: Constructing an academic argument, academic writing	Tutorial	
8	INNOVATIVE PROBLEM SOLVING. What approaches can I use to solve problems? How can I be innovative in developing solutions to problems? How is problem solving evident in my discipline? How do I shape questions for research? What is an hypothesis and how does research test hypotheses?	Lecture	Chapter 6
	KEY SKILLS: Problem solving and questioning	Tutorial	
9	COLLABORATION, COOPERATION AND COLLUSION: LEARNING WITH AND FROM OTHERS What is the difference between learning with	Lecture	Chapter 9

	others and collusion? How do models of cooperative learning work? How do I effectively share ideas and participate in discussions?		
	COLLABORATION, COOPERATION AND COLLUSION: LEARNING WITH AND FROM OTHERS What is the difference between learning with others and collusion? How do models of cooperative learning work? How do I effectively share ideas and participate in discussions? KEY SKILLS: working collaboratively, sharing and communicating ideas ACADEMIC MISCONDUCT. What is academic misconduct? How can I ensure that I act properly? PODCAST DEVELOPMENT	Tutorial	
10	COMMUNICATION IN SCIENCE, ENGINEERING AND IT How does communication in SET differ between audiences and content? How is scientific communication different / similar to communication in other fields? SELF AND PEER ASSESSMENT. How do I measure my own performances? How do I give feedback to other group members?	Lecture	Chapter 10
	PRESENTING IDEAS ORALLY. How should presentations be structured? How do different forms of oral communication support the sharing of information. KEY SKILLS: Presentation skills, oral communication, groupwork skills; podcast development PODCAST DEVELOPMENT AND REVIEW KEY SKILLS: working in groups, self-assessment and reflection	Tutorial	
11	SKILLS IN MY DISCIPLINE. What skills are needed for people to succeed in my discipline? What is ethical conduct in my discipline? What codes govern my decision making as a professional in my discipline? How do these codes influence my conduct at university?	Lecture	
	LEARNING AS A LIFELONG PHENOMENON. How does learning across a lifetime change? What practices do I need to develop to be lifelong learner? Where does my degree pathway lead? How do I find out more about my possible careers? What skills do I need to get a job? KEY SKILLS: decision making, searching skills	Tutorial	
12	Key ideas from semester. What have we learnt across the semester? What key ideas can be used to support future learning.	Lecture	
	Key ideas from semester. What have we learnt across the semester? What key ideas can be used to support future learning.	Tutorial	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Students are requested to bring electronic devices for use in the classroom i.e. laptop or ipad.

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Student Workbook and Critical Reflection	20%	1,2,3,6,10,11	Week 5
2	Essay	40%	1,2,3,4,5,6,7,9	Week 8
3	Team Podcast	20%	2,3,4,6,7,8,9,10	Week 10
4	Learning Portfolio	20%	2,4,5,6,7,10,11	Week 12

Assessment Details

Task 1: Student Workbook and Critical Reflection

Due date: Week 5

Learning Outcomes: 2,4,9,10,11

Task:

This task requires students to complete the student workbook (online), **and** a 400-word critical reflection (with a SWOT analysis).

Across the first four weeks, students will be required to complete the workbook which comprises of a range of activities that provide an induction to Griffith College and learning in higher education. These activities would include:

- Library engagement exercise
- Teacher consultation interview
- Contact with student support services
- Timetable and study plan development
- Goal setting exercises

At the completion of these tasks students are expected to undertake a SWOT analysis of their learning abilities and to complete a 400-word critical reflection on the outcomes of this analysis.

A draft of the critical reflection should be presented to the lecturer in class in Week 4; space has been provided for this in the workbook.

Students will submit the completed workbook and the final version of the critical reflection for assessment to Turn it in. The due date and time for this assessment item is midnight on the Friday of Week 5.

Marking Criteria:

Students will be assessed against the following criteria:

- Ability to communicate clearly in writing
- Ability to demonstrate self-reflection
- Understanding of learning within the student experience
- SWOT analysis
- Completion of workbook activities

Task 2: Essay

Due date: Week 8

Length: 1200 words

Learning outcomes: 3,4,5,6,7,9

Task:

Students will be guided across Weeks 5, 6 & 7 in the process of searching for, identifying, and analyzing quality research articles. Using this guided learning students are required to construct an essay using 5 research articles relevant to their discipline area. A compulsory reading has been provided in the portal for each discipline and this should be used in the development of the essay. The essay should provide an analysis of the literature and a discussion based on the key concepts within each paper in order to address your allocated topic.

To assist with the development of the essay a planning document has been created. The template for this document is available in the portal. Students are required to complete the planning document and present it to the lecturer during class in Week 7.

In Week 8 students will submit the essay to Turn it in along with the planning document for assessment. The due date and time for this assessment item is midnight on the Friday of Week 8.

Marking criteria:

Students will be assessed against the following criteria:

- Ability to communicate clearly in writing

- Ability to analyse research papers within a chosen field
- Knowledge of current debates, arguments and ideas within a chosen field
- Ability to properly reference, paraphrase and present ideas from multiple sources

-Drafting and Planning

Task 3: Team Podcast - Explaining a key discipline concept

Due date: Week 10

Length: 3 minutes per person

Learning outcomes: 1,2,3,4,7,8,10,11

Task:

Students are required to create a podcast that explains to a non-expert audience a key idea from their discipline area. This podcast will be created by groups of 3 or 4 students with a requirement for every group member to be part of the audio recording. Within the recording students are required to make reference to research in their discipline field that relates to their chosen topic.

In addition to the submission of an electronic audio file, each member of the group will submit a brief transcript of his/her part along with a reference list.

Students will also be required to submit an evaluation of their participation in their group through the development of their podcast along with a brief peer review of the other group members' roles. A template is provided for this in the portal.

The due date and time for this assessment item is midnight on the Friday of Week 10.

Marking criteria:

Students will be assessed against the following criteria:

- Ability to communicate clearly orally
- Ability to analyse key ideas and research within their discipline
- Knowledge of discipline ideas and challenges in explaining these ideas to different audiences
- Ability to work effectively as part of a group

Task 4: Learning Portfolio

Due date: Week 12

Length: 1200 words

Learning outcomes: 1,2,6,9,10,11

Task:

The intent of the Learning Portfolio is for students to demonstrate achievement of the various learning outcomes, with emphasis on development of critical reflection.

Students are required to maintain a Learning Portfolio reflecting on their activities and learning across the semester. Each week students should complete two paragraphs (400 words in total) critically reflecting on their learning. Cues and suggested topics for reflection will be provided by your teacher. Students will be introduced to the Learning Portfolio in Week 1 and are expected to develop written reflections about their learning on an ongoing basis across the semester. Students are required to present the reflections in class at times nominated by the teacher for the purpose of receiving feedback. Please ensure that the

reflections are completed regularly as this will reduce the amount of time needed to edit and polish the critical reflections that will be submitted in Week 12 as summative assessment.

In Week 12 students are required to select and submit **three** journal entries (400 words each) which they believe best demonstrate their learning journey. In addition, entries should demonstrate skills in referencing, paraphrasing and quoting

The due date and time for this assessment item is midnight on the Friday of Week 12.

Marking Criteria:

Students will be assessed against the following criteria:

- Ability to communicate clearly in writing
- Ability to undertake critical reflection on learning
- Insight into the complex influences on learning in higher education
- Ability to properly reference, paraphrase and present ideas from multiple sources

Results for Assessment Items

Normally you will receive your results for your assessment items within fourteen [14] days of the due date for submission of the assignment.

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 assessment item you must submit an 'Application for Extension of Assignment' form (with appropriate documentation attached) to your tutor via your student portal email at least 24 hours before the date the assessment item 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.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late.

Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

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

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:

Generic Skills	Taught	Practised	Assessed
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	Yes
Cultural Intelligence	Yes	Yes	
English Language Proficiency	Yes	Yes	Yes

Additional Course Generic Skills

Additional Course Information

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.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

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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