



Course Code:	FND101
Course Name:	Academic Communication Skills 1
Trimester:	Trimester 1, 2018
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Elizabeth Naish
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Teaching Team

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

Name	Email
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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

Please note: FND101 Academic Communication Skills 1 is a prerequisite for course FND102 Academic Communication Skills 2.

This means that you need to achieve a Pass or above to progress to FND102 Academic Communication Skills 2

Brief Course Description

This course introduces students to the skills necessary to operate successfully in a tertiary environment. The skills apply across disciplines and focus on developing advanced reading, writing, listening and speaking skills to ensure that students are able to successfully participate and communicate in an academic environment. The course will also introduce students to skills in managing time and in developing independent learning as well as the requirements of academic research and integrity. The course also aims to develop students' understanding and awareness of the English language by teaching and practicing a range of activities throughout the course that focus on grammar. There are five face to face contact hours with the teacher, delivered in two parts each week (one for 3 hours and the other for 2 hours). Four hours are formal classes and the fifth hour is a Supervised Consultation time. Students need to attend both parts as they each focus on a core academic skill through instruction, workbook activities and group discussions.

Rationale

Tertiary study requires advanced reading and writing skills, therefore, this course helps students to develop the foundational skills such as paragraph writing, researching, academic integrity and discussions to be successful in their future studies

Aims

This course aims to assist students in developing academic specific reading and writing strategies and as such systematically introduces listening, note taking, disciplinary specific vocabulary, typical sentence and organisational structures found in academic texts, as well

as grammar. It also aims to teach students how to recognise these features in readings, and to use this knowledge to help with their comprehension. The vocabulary, sentence and organisational structures observed within these texts will also be used to develop students' ability to write and present in an academic manner.

Learning Outcomes

Upon successful completion of this course students will be able to:

1. Identify and demonstrate an understanding of academic integrity;
 2. Demonstrate an understanding of the process of time management and planning;
 3. Demonstrate the principles of active learning and course participation through a series of techniques;
 4. Demonstrate the ability to identify ideas presented in oral and written formats through note taking and listening skills;
 5. Demonstrate the ability to apply discussion skills successfully in an academic environment;
 6. Understand the need for, and demonstrate an ability to use citations and referencing in academic work;
 7. Demonstrate the ability to write a correctly formatted academic paragraph;
 8. Demonstrate the ability to analyse a simple topic and to respond appropriately to the topic;
 9. Demonstrate the ability to search for academic sources and select appropriate sources of evidence.
 10. Demonstrate an understanding of academic discourse through a range of text types.
 11. Demonstrate developed academic English language skills, through recognising errors in written and oral work.
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Texts and Supporting Materials

Students are required to purchase the following resources for this course-

Textbook

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2012). *Essential Academic Skills - Second Edition*. Oxford University Press: Australia.

Please note this textbook is also used in other courses at Griffith College.

Workbook

FND101 Academic Communication Skills 1 compiled by Elizabeth Naish and Remy Bocalatte.

Organisation and Teaching Strategies

Formal Classes (total 4 hrs per week)

As this course is practical and designed to help students learn in a step by step manner, students will be required to participate and engage in time management, critical thinking, listening, note taking, reading, writing and grammar based activities. These activities are designed to deepen their understanding of and develop their skills and abilities, on the topics being taught. Students will also be encouraged to raise questions and discuss issues in class time.

Supervised Consultation (total 2 hrs per week)

The course also consists of 2 one hour consultation sessions. During the first of these sessions, students will focus on listening skills, complete classroom activities, as well as receive advice on completing homework activities. The second session is available for more specific one on one time or group work, at the student's request.

Formal Homework (2-3 hrs per week)

Students will need to complete a series of activities that revise and practice the skills taught in previous weeks. The activities are compulsory and are to be completed in the student's own time, (although students can ask for advice during consultation time when these activities are started) and will consist of online activities, further research, revision and practice of skills taught in class.

Online Component (2 hrs per week) - Assessed

Students will be required to complete compulsory quizzes and other set tasks, in their own time. All activities will be available online on the portal and need to be completed outside of class time.

Content Schedule

Attendance:

Attendance in class will be marked three times, twice during formal classes and once during consultation time. To receive full attendance, students must be present in the classroom and participating during formal classes.

Participation in Class:

Active participation during formal classes includes being involved in exercises including listening, reading, writing and discussion skills related to the current topic.

Course Materials:

Lecture notes will be made available to students on the 'MyStudy site' on the student portal and students are advised to read these before class each week. Students are expected to bring lecture notes, textbook and their workbook with them to each class week so that notes can be added and homework activities can be completed.

Independent Learning:

Throughout this course students are encouraged to take personal responsibility for managing their own learning and time. In addition to the 5 hours spent in class time for this course it is expected that students will undertake independent study outside of class time. This independent learning will involve reading and preparing for classes and completing assignments, online tasks and other assessment tasks. There will be the opportunity to use online resources via the Griffith College portal in order to enhance the learning experience.

Program Progression:

Students 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].

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Expectations of a Western University	Class	Textbook: Chapter 1
	Getting to Know You	Class	
	Goal Setting	Class	
	Introductory Task/Consultation Time	Computer Lab	
	Time Management Skills	Class	
	Active Participation	Class	Textbook: pp. 51-63
	Independent Learning	Class	
2	Note Taking	Class	
	Learning to Listen	Class	Textbook: pp. 42-62
	Trimester Planners/ Consultation Time	Computer Lab	
	Text Types	Class	
	Formal Tone/3rd Person	Class	Textbook: pp. 26-28
	Email Etiquette	Class	
	Revision/grammar quiz	Assessment	
3	Analysing an Assignment	Class	
	Identifying the Main Ideas	Class	
	Academic Research	Class	

	Listening Comprehension Quiz	Assessment	Computer Lab
	Researching your Topic	Class	
	Critical Thinking	Class	
4	Academic Integrity	Class	
	Informing your Reader	Class	
	Academic Writing Structure	Class	Textbook: pp.118-124
	Supervised Consultation/ Searching for Sources	Computer Lab	Computer Lab
	Claims and Citations	Class	
	Developing and Organising One Idea per Paragraph	Class	Textbook: pp. 149-155
	Selecting your Claim	Class	
	Citing your Source	Class	Textbook: pp.300-314
	Revision/grammar quiz	Assessment	
5	What is a Quote?	Class	
	Selecting your Quote	Class	
	Supervised Consultation/ Quotation Practice	Computer Lab	Computer Lab
	Writing Claims as a Direct Quote	Class	Textbook: pp. 103-109
	Analysing your Claim	Class	
6	Writing in your own Words - Paraphrases	Class	Textbook: pp. 99-102
	Selecting your Paraphrase	Class	
	Supervised Consultation Paraphrase Practice	Computer Lab	Computer Lab
	Writing Claims as Paraphrases	Class	
	Analysing your Claim	Class	
	Revision/grammar quiz	Assessment	
7	Topic Sentences (Main & Limiting ideas)	Class	
	Expanding on the Topic	Class	
	Concluding Sentences	Class	
	Reading Activity Submission/ Supervised Consultation	Assessment	Computer Lab

	Advanced Citations	Class	
	Signpost and Transition Words	Class	
	Writing an Academic Paragraph	Class	Textbook: pp. 118-127
8	Copyright	Class	
	Presenting in an Academic Setting	Class	
	Presentation Techniques	Class	
	Knowing Your Audience	Class	
	Supervised Consultation/ Paragraph Writing Practice	Computer Lab	Computer Lab
	Presentation Examples	Class	
	Reference Lists	Class	Textbook: pp. 112-117
	Revision/grammar quiz	Assessment	
9	The Importance of Discussions	Class	Textbook: pp. 234-236
	Leading a Discussion	Class	
	Observing Discussions	Class	
	Supervised Consultation/ Oral Presentation Research	Computer Lab	Computer Lab
	Who to Work With	Class	
	Team Building Activities	Class	
10	Creating Effective PowerPoints	Class	
	Supervised Consultation/ Finalisation of Oral Presentation	Computer Lab	Computer Lab
	Creating Effective Notes/Palm Cards	Class	
	Presenting to the Class	Class	
	Revision/grammar quiz	Assessment	
11	Group Oral Presentations	Assessment	In Class Assessment
12	Exam Techniques	Class	
	How to Answer Questions	Class	
	What to do if it Goes Wrong	Class	
	Supervised Consultation/ Questions about the exam	Computer Lab	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Online Revision and Grammar Quizzes	20%	1-4 & 6-11	2, 4, 6, 8 & 10
2	Listening	20%	1-4 & 8	3
3	Reading (Weeks 3-7)	20%	1-4 & 8, 10 & 11	7
4	Speaking	20%	2, 3, 4, 5, 8 & 11	11
5	Writing	20%	1-8 & 10-11	Exam Block

The assessment for this course is designed to allow students to develop and demonstrate the academic skills taught throughout the course. Due to their weighting, all assessment items must be completed, in order to successfully pass the course. This course is a pre-requisite for FND102 Academic Communication Skills 2 so a passing grade is required before students can progress. The following sets out the assessment requirements for this course:

Online Revision & Grammar Quiz

A series or multiple choice, short answer, or fill in the blank questions to be completed online outside of formal class time. The questions will reflect the content of the course and textbook for example grammar, listening, reading, note taking, writing conventions and discussion skills related to the current topic. This will provide formative feedback about the progress of the student and areas for development. Only one timed attempt will be allowed. The quizzes will be available for one week after the topics have been completed. The Online Revision & Grammar Quizzes contribute to the development of learning outcomes 1-4 & 6-11.

Listening

Students will be required to watch possibly one or two videos and then answer a series of questions about it via an online quiz. The objective is to develop listening skills to enable students to recognise key ideas and understand information presented orally. This is

completed in class during the Week 3 Computer Lab time. The Listening assessment contribute to the development of learning outcomes 1-4 & 8.

Reading

A compilation of short activities, which can be started during Consultation Time (if other activities are finished) or completed outside of formal class time. All completed activities are submitted via Turnitin, before the end of Week 7. The objective is to develop reading comprehension, identification of key ideas and note taking skills. This activity relates to major course skills and contributes to the development of learning outcomes 1- 4, 8, 10 & 11.

Speaking

Students will be given the opportunity to develop team work, presentation and oral communications skills through the delivery of a short group presentation based on a topic selected by the students (but approved by the teacher) related to their area of study. In small groups, students will showcase their creativity while thinking about the target audience, delivery method and audience participation. Students will be required to research their topic and provide factual, accurate, unbiased and informative information. The group's team leader will be required to submit the group's PowerPoint Slides into Turnitin, in addition to their own speech and each group member will be required to submit their speech on the topic, including correctly formatted citations and reference list to Turnitin. There will be no individual marks for this assessment as it is a group effort. The presentation will be due in Week 11 of the trimester and reflects learning outcomes 2-5, 8 and 11.

Writing

The final examination will consist of an academic writing activity to demonstrate the skills of paraphrasing, quoting and developed academic writing structure that have been learnt and practiced throughout the trimester. The exam will be held during Exam Block. This item incorporates learning outcomes 1-8 and 10 -11.

Combined, the assessment items contribute to the development of all Griffith College generic skills listed below.

Internal moderation and benchmarking processes

All assessment will be set by teaching staff with a collaborative approach that includes peer review and approval by the appropriate Program Convenor. Significant pieces of assessment in the course are internally moderated in a collaborative manner by relevant teaching staff to ensure that the criteria and standards are correctly and consistently applied. Before Final Exams are marked, teachers conduct sample marking to ensure that the criteria and

standards are correctly and consistently applied. In addition, benchmarking of the final exam in each course is undertaken by an external person (usually a lecturer in a similar Diploma level course). The benchmarking report provided by the external lecturer informs continuous improvement practices for the subsequent trimester.

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.

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

Marks awarded for assessment items will also be available through the on-line grades system on the Student Website within fourteen [14] days of the due date.

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

Learning Support

In addition to formal contact hours, you are provided with extra support through individual consultation with teaching staff, English language support, and self-access computer laboratories.

Griffith College is committed to providing additional academic assistance to students to maximise their opportunity to successfully complete units of study. Learning Advisors conduct regular workshops in skill areas essential to studies. These include: time management, goal setting, essay preparation, examination techniques, academic writing skills and maths. Further information on programs available can be accessed on the Griffith College 'Support' tab on the Portal (<http://studentsupport.griffithcollege.qld.edu.au/>) or by asking the Griffith College staff on reception.

Teacher and Course Evaluations

Student feedback is respected and valued by teachers and the College. Students are encouraged to provide their thoughts on the course and teaching, both positive and critical, directly to their teacher or by completing course and teacher evaluations.

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.

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. 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 any allegation of academic misconduct 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 known out of the ordinary risks associated with the delivery of this course.

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