



Course Code:	1020QBT
Course Name:	Academic & Professional Skills Develop for Science & Technology
Semester:	Trimester 1, 2019
Program:	Foundation Program
	Diploma of Sciences
	Diploma of Engineering
	Diploma of Health Sciences
	Diploma of Information Technology
Credit Points:	10
Course Coordinator:	Amreeta Hinduja
Document modified:	21 <sup>st</sup> February 2019

### **Teaching Team**

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

Amreeta Hinduja - [amreeta.hinduja@staff.griffithcollege.edu.au](mailto:amreeta.hinduja@staff.griffithcollege.edu.au)

Chantelle Bayes - [chantelle.bayes@staff.griffithcollege.edu.au](mailto:chantelle.bayes@staff.griffithcollege.edu.au)

Christine Eckert - [christine.eckert@staff.griffithcollege.edu.au](mailto:christine.eckert@staff.griffithcollege.edu.au)

Hasti Abbasi - [hasti.abbasi@staff.griffithcollege.edu.au](mailto:hasti.abbasi@staff.griffithcollege.edu.au)

Kristy Seymour - [kristy.seymour@staff.griffithcollege.edu.au](mailto:kristy.seymour@staff.griffithcollege.edu.au)

Richard Emmerson - [richard.emmerson@staff.griffithcollege.edu.au](mailto:richard.emmerson@staff.griffithcollege.edu.au)

### **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 Science, Science, Engineering and Information Technology provide students with a pathway to:

- \* further university studies in Science, Health Science, 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 a professional context.

---

### **Rationale**

Academic and Professional Skills Development for Science and Technology provides the necessary knowledge and skills required for effective functioning in the professional 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 professional 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.
- 

## **Learning Outcomes**

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

1. Adopt and use appropriate learning orientations and reflective practices in order to nurture identified skills required for the purpose of building academic and professional capabilities.
  2. Select and evaluate scholarly literature, in order plan, analyse, synthesise, organise, and communicate relevant information through a range of academic contexts and modes;
  3. Respond critically to topics, scenarios, questions or hypotheses in various written and spoken modes and display attribution of source material using accepted referencing conventions where required;
  4. Use a range of co-operative learning and group work techniques to enhance collaboration experiences and outcomes;
  5. Apply core values of academic integrity in own learning to build social and ethical responsibility.
- 

## **Texts and Supporting Materials**

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2012). *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.

<b>Week</b>	<b>Topic</b>	<b>Activity</b>	<b>Readings</b>
1	LEARNING AND HIGHER EDUCATION	Lecture	Textbook Chapter 1
	Identifying Learning Styles Modes of Learning for Higher Education	Tutorial	Online Quiz Tutorial reading
2	SELF-EFFICACY, RESILIENCE AND THE INDEPENDENT LEARNER Introduction to Referencing & Critical reflection	Lecture	
	Becoming a Self-Regulated Learner	Tutorial	Tutorial Reading

3	<b>FEEDBACK AND HIGHER EDUCATION</b> Academic Skill: Introduction to Paraphrasing	Lecture	Required Reading
	How Self-Regulated Learners Cope with Academic Difficulty: The Role of Adaptive Help Seeking	Tutorial	Tutorial Reading
4	<b>WORKING IN GROUPS</b> Academic Skill: Summarizing and Direct Quotations	Lecture	Textbook Chapter 9
	The theoretical frameworks underlying critical reflection, in Practicing Critical Reflection: A resource handbook.	Tutorial	Tutorial Reading
5	<b>TEAMS AT UNIVERSITY AND AT THE WORKPLACE</b> Introduction to Self & Peer Assessment <b>ACADEMIC MISCONDUCT &amp; ETHICAL DECISION MAKING</b>	Lecture	Chapter 9
	Academic Misconduct Podcast Preparation & Development	Tutorial	
6	<b>ORAL PRESENTATIONS</b> <b>SELF &amp; PEER ASSESSMENT</b>	Lecture	Chapter 10
	Podcast Preparation & Development	Tutorial	
7	<b>CRITICAL READING &amp; RESEARCH</b>	Lecture	Textbook Chapter 4
	Reading Research Activity Academic searching: identifying relevant academic sources	Tutorial	
8	<b>ANALYSING IDEAS IN RESEARCH: Thinking like a scientist / engineer / IT professional</b>	Lecture	

	Academic searching: identifying relevant academic sources	Computer Lab session	
9	REPORT WRITING CONSTRUCTING & PRESENTING AN ARGUMENT	Lecture	Textbook Chapter 8 & 13
	Report Writing Activity Academic searching: identifying relevant academic sources	Tutorial	
10	INNOVATIVE PROBLEM SOLVING	Lecture	
	Problem solving & questioning Report Construction and development Planning documents for Report	Tutorial	
11	SKILLS IN MY DISCIPLINE.	Lecture	
	LEARNING AS A LIFELONG PHENOMENON. Report Construction and development Planning documents for Report	Tutorial	
12	KEY IDEAS FROM TRIMESTER	Lecture	
	GENERAL EXAM PREP GUIDELINES Report Construction and development Planning documents for Report		

---

## 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	SWOT Analysis and Critical Reflection	25%	1, 2, 3, 4	Week 5
2	Team Podcast	30%	1, 2, 3, 4, 5	Week 7
3	Report (includes Planning documents due in Week 10)	45%	1, 2, 3, 4	Week 12

### Assessment Details

#### Task 1:

##### SWOT analysis and Critical Reflection

Due date: Week 5

Learning Outcomes:

##### Task:

This task requires students to complete a SWOT analysis and a 500 word critical reflection .

Across the first four weeks, students will be required to complete a range of tutorial activities that provide an introduction to learning in higher education.

At the completion of these tasks students are expected to undertake a SWOT analysis of their learning abilities and to complete a 500 word critical reflection on the outcomes of this analysis.

A draft of the SWOT analysis should be presented to the lecturer in class in Week 4.

Students will submit the SWOT analysis and 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

### **Task 2: Team Podcast**

Due date: Week 7

Length: 3 minutes per person

Learning outcomes:

#### **Task:**

Students are required to create a podcast suitable for a non-expert audience. This podcast will be created by discipline specific 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 refer 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 7.

#### **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 3: Report**

Due date: Week 12

Length: 1200 words

Learning outcomes:

#### **Task:**

Students will be guided across Weeks 7, 8 & 9 in the process of searching for, identifying, and analyzing quality research articles. Using this guided learning students are required to construct a report 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 report.

To assist with the development of the report 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 10.

In Week 12 students will submit the report 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 12.

### **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

### **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.

---

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.