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| Course Code: | 1201QBT |
| Course Name: | Academic & Professional Skills Development |
| Trimester: | Trimester 1, 2019 |
| Program: | Associate Degree in Commerce & Business |
| | Diploma of Commerce |
| | Diploma of Design |
| | Diploma of Graphic Design |
| | Diploma of Hotel Management |
| | Diploma of Criminology & Criminal Justice |
| | Diploma of Arts & Communication |
| | Foundation Program |
| Credit Points: | 10 |
| Course Coordinator: | Christine Eckert |
| Document modified: | 21 February 2019 |

Teaching Team

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

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

There are no prerequisites for this course.

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

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 Arts 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 and skills required to successfully participate in an undergraduate degree program and to operate effectively in a professional context.

Rationale

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

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 in a university or a professional 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, 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 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.

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 / or 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.
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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.

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, positively contributing to discussions and completing short relevant exercises.

The workshops and tutorials are designed to enhance learning using practical exercises. You will be involved in both individual and group work in these sessions.

Course material is first presented to you in the lectures. It will be consolidated 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. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

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

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time 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. This involves revising the weekly course material. 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
Weekly Teaching Schedule

| Week | Topic | Activity | Readings |
|-------------|--|-----------------|--|
| 1 | 1. The Nature of Learning at University; 2. Features of academic writing; Core values of Academic Integrity 3. Study management | Lecture | Chapter 1, pp. 1-15; |
| | 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, pp. 66-82 |
| | 1. Growth Mindset 2. Writing a basic paragraph using a topic sentence and the literature, Analysing the essay topic. 3. Preparing to read, Reading for in-depth understanding. | Tutorial | Chapter 5, pp. 97-103; Chapter 5, pp. 107-112 Essay Required Reading |
| | 1. Reading the literature. 2. Reading the Essay Required Reading | Workshop | Essay Required reading Chapter 5, pp. 118-127 |
| 3 | Reading and Using Research Reports | Lecture | Chapter 12 |
| | 1. Recognising family names for in-text citations, formatting basic in-text citations using a Referencing Guide 2. Creating a Search Statement | Tutorial | Chapter 12, pp. 255 - 258; Chapter 4, pp. 65-82; pp. 82 – 92 Chapter 5, pp. 110 – 111 |
| | Searching for sources (Computer Lab session) | Workshop | |
| 4 | Creating an Argument (for an essay) | Lecture | Chapter 6, pp. 138 – 145 |
| | 1. Writing Direct Quotations with an in-text citation. 2. Paraphrasing a. | Tutorial | Chapter 5, pp. 118 – 127 |
| | Formatting complex in-text citations and more paraphrasing | Workshop | |
| 5 | Writing an Essay | Lecture | Chapter 6, pp. 145 – 159 |
| | Creating an argument; Writing a developed paragraph using two sources – building ideas | Tutorial | Chapter 5, pp. 118 – 127 |
| | Writing a developed paragraph using two sources – building ideas; building source notes (cont'd) | Workshop | Chapter 5, pp. 118 – 127 |
| 6 | Writing an essay continued | Lecture | Chapter 6, pp. 145 – 159 |
| | 1. Creating an argument for an essay; 2. Analysing & Understanding Developed Paragraphs Essay writing and preparation: planning for the essay; building source notes | Tutorial | |
| | Computer Lab Session (as needed) Writing a draft of the introduction with background (including in-text citation) for the essay; planning essay structure | Workshop | |

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| 7 | Writing an essay continued | Lecture | Chapter 6, pp. 145 – 159 |
| | 1. Working with teacher on essay structure and drafting. 2. Writing well-developed academic paragraphs | Tutorial | Chapter 5, pp. 112 – 117; Appendix A |
| | Computer Lab Session (as needed) planning for the essay; building source notes (cont'd) | Workshop | |
| 8 | Writing reference lists | Lecture | Chapter 5, pp. 138 – 147; Chapter 5, pp. 103-112 |
| | 1. Academic integrity check for essay. 2. Features of an academic essay | Tutorial | |
| | Forming Oral Presentation groups. 2. Planning and understanding the requirements - first meeting; | Workshop | Chapter 9, pp. 193-196; Chapter 9, pp. 201-218 |
| 9 | Giving academic presentations | Lecture | Chapter 10 |
| | 1. Writing reference list items. 2. Analysing the Presentation Required Reading. 3. Second group meeting | Tutorial | Chapter 8, 179 – 181 |
| | Presentation group meeting | Workshop | |
| 10 | Case studies | Lecture | Chapter 8, pp. 169 – 179 |
| | Writing a discussion paragraph in response to a case study problem | Tutorial | Chapter 8, 179 – 181 |
| | 1. SWOT analysis of the Case Study 2. Writing a Discussion Paragraph | Workshop | |
| 11 | Case studies and Writing a Discussion Paragraph | Lecture | Chapter 8 Chapter 13 |
| | Presentation assessment | Tutorial | |
| | Presentation assessment | Workshop | |
| 12 | Theories about Learning; Examination techniques. | Lecture | Chapter 1 and 11 |
| | Examination practice and revision: writing short answer questions; re-visiting discussion paragraph structure | Tutorial | Chapter 8 |

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

| Item | Assessment Task | Weighting | Relevant Learning Outcomes | Due Date |
|------|---|-----------|----------------------------|--|
| 1 | Step 1: <u>Source Analysis and Essay Plan</u> | 10% | 1, 2, 3, 5 | Source Analysis is due Week 5 and Essay Plan is due Week 6 |
| 2 | Step 2: Essay | 30% | 1, 2, 3, 5 | Week 9 |
| 3 | Group Presentation | 20% | 1, 2, 3, 4, 5 | Week 11 |
| 4 | Final Examination | 40% | 1, 2, 3 | Exam Period |

Assessment Details

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

Please note that web applications such as Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for extensive translation or language assistance purposes. Wikipedia, and Baidu are not permitted to be used..

Step 1: Source Analysis and Essay Plan (Week 5 – submit the Source Analysis to Turnitin and Week 6 – submit the Essay Plan to Turnitin) – 10%

You are required to complete the Source Analysis and Essay Plan in class time and at home. You are required to consult with your teacher and discuss your work on an ongoing basis. Your Source Analysis and Essay Plan must be submitted to Turnitin Step 1 will assess your ability to analyse the essay topic, select and read sources analytically and critically, construct an argument, avoid plagiarism and identify citations.

A requirement for submission of your Source Analysis and Essay Plan is that they must be uploaded to Turnitin via Moodle for checking the originality of your work. Your work will be marked in Turnitin via GradeMark. You will be able to see your mark and teacher comments by viewing your Source Analysis and Essay Plan in Turnitin. You will also be able to see your mark in the student portal.

If you do not submit your Source Analysis and Essay Plan to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your Essay Plan and Source Analysis.

You may submit your Source Analysis and Essay Plan to Turnitin via Moodle 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 Source Analysis and Essay Plan and re-submit as many times as needed before final submission. Submit the final copy of your essay to Turnitin via Moodle by the due date. In addition, submit a paper copy of the Griffith College Cover Sheet to your tutor (ensure that all sections are completed) **OR** check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Step 2: Essay (Week 9 - submit to Turnitin) – 30%

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 via Moodle for checking the originality of your work. 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. You will also be able to see your mark in the student portal.

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

You may submit your essay to Turnitin via Moodle 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 as many times as needed before final submission. Submit the final copy of your essay to Turnitin via Moodle by the due date. In addition, submit a paper copy of the Griffith College Cover Sheet to your tutor (ensure that all sections are completed) **OR** check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Group Presentation (Week 11) – 20%

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 they must be uploaded to Turnitin via Moodle for checking the originality of your work.

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

You may submit your notes and PowerPoint presentation to Turnitin via Moodle 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 work and resubmit. Follow this process of checking and correction as many times as needed before final submission. Your team leader should submit the final copy of your PowerPoint presentation to Turnitin by the due date (the day you have your tutorial).

You are requested to submit a paper copy of the PowerPoint presentation to your tutor on presentation day. In addition, submit a paper copy of the Griffith College Cover Sheet to your tutor (ensure that all sections are completed) OR check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Final Examination (Exam Period) – 40%

The final examination is a practical assessment of the skills covered in the course. It contains a range of question types that test your skills of reading to find meaning and evidence; a short case study and the opportunity to write a developed academic paragraph demonstrating 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.

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

Feedback will be provided on a criteria sheet (or in Turnitin) so that you can see the level you have reached in any skill. Your tutor will provide comments on your work (in written form) for your consideration and action where appropriate. Your tutor will be happy to discuss your work further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for in-trimester assessment items will usually be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

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 Information

Teacher and Course Evaluations

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.

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 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 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 out of the ordinary risks associated with this course.

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