



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>9000EHR</b>
<b>Course Name:</b>	<b>Academic Communication for Postgraduate Students</b>
<b>Trimester:</b>	<b>Trimester 3, 2019</b>
<b>Program:</b>	Masters Qualifying Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Chantelle Bayes
<b>Document modified:</b>	14 October 2019

### Course Description

This course is an introduction to the academic conventions and practices of communicating at a postgraduate level. It focuses on conventions associated with accepted practice in researching and writing essays, reports and case studies as well as the presentation and delivery of academic material. There is a focus throughout on the use of methods, technologies and strategies to develop an academic voice integrated with other viewpoints for effective expression and communication at the postgraduate level. The course scaffolds students' navigation through research and use of existing knowledge sources without incurring the risk of plagiarism.

Each week students should allocate about 10 hours (including the lecture/tutorial/workshop time) to this course.

### Assumed Knowledge

Students must have completed an undergraduate degree in any discipline. It is assumed that students will have a basic knowledge of writing in their disciplinary area but may not have higher level research or essay writing skills.

### 1.2 Teaching Team

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

Name	Email
Dr Chantelle Bayes	<a href="mailto:chantelle.bayes@staff.griffithcollege.edu.au">chantelle.bayes@staff.griffithcollege.edu.au</a>
Sophie MacNeill	<a href="mailto:sophie.macneill@staff.griffithcollege.edu.au">sophie.macneill@staff.griffithcollege.edu.au</a>

### 1.3 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 “Support and Services/Teacher Consultation Times” link.

### 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

### 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The transition from undergraduate to postgraduate study requires consolidation and mastery of skills and competencies developed during undergraduate study. In this course, students will develop the capacity to conduct academic research and present the results of research in written and oral forms that comply with academic conventions at postgraduate level. There is a focus on expression of student voice that enables participants to integrate their evaluation of other voices and encourages development of a scholarly identity in compliance with the conventions governing academic integrity.

The course aims to consolidate skills and competencies gained during undergraduate study. It will also scaffold the development of additional communication skills and competencies required for the transition from undergraduate to postgraduate study.

Skills and competencies related to postgraduate study include:

- Conducting research
- Reporting research findings
- Using technology to present research outcomes
- Writing essays and using other forms of academic writing to communicate research outcomes
- Developing sustainable arguments in academic communication
- Organising information compliant with academic conventions
- Referencing source material
- Critically evaluating and integrating sources to support an argument
- Collaborating with others to solve problems and successfully fulfil academic tasks

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate a practical understanding of academic conventions and practices at a postgraduate level
2. Use a range of cooperative learning and group work techniques to enhance collaboration, improve learning experiences and outcomes
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. Develop an awareness of social and ethical responsibility by applying core values of academic integrity throughout the learning experience
5. Understand and reflect on the process of knowledge generation in an academic context

## 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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	
Critical Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Independent Learning	Yes	Yes	
Team Work	Yes	Yes	Yes
Cultural Awareness		Yes	
English Language Proficiency		Yes	Yes

## 3. Learning Resources

### 3.1 Required Resources

A booklet of required readings will be available for purchase at the book shop. Further resources will be digitised and posted on the MyStudy course site.

### 3.2 Recommended Resources

Further readings and activities will be provided on the MyStudy course site and in class.

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### 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 /or Workbook. 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 and engage in discussion to help yourself and others learn.

### Consultation Sessions

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 in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### Self-Directed 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, at least 10 hours per week including class time 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].

### Teacher and course Evaluation

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 evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	<b>Introduction to postgraduate study</b> <ul style="list-style-type: none"> <li>Class discussion and participation.</li> <li>Recognising and finding academic sources.</li> </ul>	Lecture		1, 2, 4, 5
		Tutorial & Workshop	See course site and study guide	
2	<b>Reading and thinking critically</b> <ul style="list-style-type: none"> <li>Essential Academic writing skills.</li> <li>Summarising, paraphrasing and quoting.</li> <li>In text citations and avoiding plagiarism.</li> <li>Developing critical thinking for postgraduate study.</li> </ul>	Lecture		1, 2, 3, 4, 5
		Tutorial & Workshop	See course site and study guide	
3	<b>Styles of academic writing</b> <ul style="list-style-type: none"> <li>Writing academic paragraphs.</li> <li>Complying with academic writing conventions.</li> </ul>	Lecture		1, 3, 4, 5
		Tutorial & Workshop	See course site and study guide	
4	<b>Essays: Building arguments</b> <ul style="list-style-type: none"> <li>Analysing research.</li> <li>Developing and supporting claims.</li> </ul>	Lecture		1, 3, 4, 5
		Tutorial & Workshop	See course site and study guide	
5	<b>Essays: Writing up</b> <ul style="list-style-type: none"> <li>Integrating source material and developing an academic voice.</li> <li>Citations, reference lists and academic integrity.</li> <li>Editing, proofreading and checking.</li> <li>Form groups for the video presentation.</li> </ul>	Lecture	See course site and study guide	1, 3, 4, 5
		Tutorial & Workshop	See course site and study guide	
6	<b>Collaboration and teamwork</b> <ul style="list-style-type: none"> <li>Collaboration for academic and professional development.</li> <li>Assigning tasks to team members.</li> <li>Achieving team goals and objectives.</li> </ul>	Lecture		1, 2, 3, 4, 5
		Tutorial & Workshop	See course site and study guide	
7	<b>Presentations</b> <ul style="list-style-type: none"> <li>Types of presentations.</li> <li>Video development.</li> <li>Group work consolidation.</li> </ul>	Lecture		1, 2, 3, 4, 5
		Tutorial & Workshop	See course site and study guide	

<b>8</b>	<b>Reports</b>	Lecture		1, 3, 4
	<ul style="list-style-type: none"> <li>Report writing and formatting.</li> </ul>	Tutorial & Workshop	See course site and study guide	
<b>9</b>	<b>Case studies: Analysis</b>	Lecture		1, 2, 3, 4, 5
	<ul style="list-style-type: none"> <li>Developing critical analysis techniques.</li> <li>Working with primary materials.</li> </ul>	Tutorial & Workshop	See course site and study guide	
<b>10</b>	<b>Case studies: Problem recognition</b>	Lecture		1, 2, 3, 4, 5
	<ul style="list-style-type: none"> <li>Writing about case studies.</li> <li>Making recommendations.</li> </ul>	Tutorial & Workshop	See course site and study guide	
<b>11</b>	<b>Revision and future applications</b>	Lecture		1, 5
	<ul style="list-style-type: none"> <li>Reviewing course skills and competencies.</li> <li>Video presentations.</li> </ul>	Tutorial & Workshop	See course site and study guide	
<b>12</b>	<b>Exam preparation</b>	Lecture		1, 3, 4, 5
	<ul style="list-style-type: none"> <li>Writing short answers and case study questions.</li> <li>Responding to multiple choice questions.</li> <li>Exam strategies.</li> </ul>	Tutorial & Workshop	See course site and study guide	

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Discussion activities	15%	1,2,3,4,5	Week 5
2	Essay	30%	1,3,4	Week 8
3	Group video presentation	25%	1,2,3,4	Week 11
4	Final examination	30%	1,3,4,5	Exam Period

### 5.2 Assessment Detail

#### Assessment 1: Discussion Activities

Learning Outcomes Assessed: 1,2,3,4,5

Due Date: weeks 2, 4, and 6

Weight: 15%

Task:

Writing online posts is now an important part of communicating at university and in everyday life. For this assignment, students are required to participate in online discussion activities in order to further support their in-class discussion and extend their learning. This assessment requires students to publish a minimum of three (2) forum posts in relation to the required readings. Each post must be submitted via Turnitin and must be no longer than 500 words.

Criteria and Marking:

- Accuracy in response to the reading
  - Reference to course content
  - Expression and referencing
- 

#### Assessment 2: Essay

Learning Outcomes Assessed: 1,3,4

Due Date: week 8

Weight: 30%

Task:

Students will be required to write an academic essay in response to a prompt. The required word length for this assignment is 2000 words. Further details will be provided in the week 3 tutorial and on the MyStudy course site.

Criteria and Marking:

- Structure and format
  - Accuracy in response to the question
  - Use of the required readings
  - Integration of further research
  - Expression and referencing
- 

#### Assessment 3: Group video presentation

Learning Outcomes Assessed: 1,2,3,4

Due Date: week 11

Weight: 25%

Task:

Students will be required to work in small teams to develop a video presentation around one of the topics provided. Further detail will be provided in the week 6 tutorial and on the MyStudy course site.

Criteria and Marking:

- Delivery
  - Research Content
  - Creativity
  - Peer review
-

#### **Assessment 4: Final examination**

Learning Outcomes Assessed: 1,3,4,5

Due Date: Exam period

Weight: 30%

Task:

The final exam will be a combination of multiple choice and short answer questions. This will be conducted in exam week.

Criteria and Marking:

The full details of the final examination will be discussed in class.

---

### **5.3 Late Submission**

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

### **5.4 Other Assessment Information**

#### **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.

#### **Requests for extension**

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

#### **Return of Assessment Items**

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*



## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **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.