1. General Course Information

1.1 Course Details

Course Code:	1020QBT
Course Name:	Academic & Professional Skills Development for Science & Technology
Trimester:	Trimester 1, 2020
Program:	Foundation Program
	Diploma of Information Technology
	Diploma of Sciences
	Diploma of Engineering
	Diploma of Health Science
Credit Points:	10
Course Coordinator:	Amreeta Hinduja
Document modified:	30/12/2019

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.

Assumed Knowledge

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.

1.2 Teaching Team

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

Name	Email
Amreeta Hinduja	amreeta.hinduja@staff.griffithcollege.edu.au
Richard Emmerson	richard.emmerson@staff.griffithcollege.edu.au

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

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.

2.2 Learning Outcomes

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

1. **Apply** appropriate learning orientations and reflective practices in order to build academic and professional capabilities.

2. **Evaluate** scholarly literature, in order to plan, analyse, synthesise, and communicate relevant information through a range of academic contexts and modes.

3. **Critically assess** topics, scenarios, questions or hypotheses in various written and spoken modes.

4. **Apply** a range of team work techniques to enhance collaborative experiences and outcomes.

5. **Apply** core values of academic integrity by using accepted referencing conventions where required and learning to build social and ethical responsibility.

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
Knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration skills	✓	✓	✓
Self-directed and active learning skills	✓	✓	✓
Creative and future thinking skills	✓	✓	✓
Social responsibility and ethical awareness	✓	✓	✓
Cultural competence and awareness in a culturally diverse environment	✓	✓	

3. Learning Resources

3.1 Required Resources

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2012). Essential Academic Skills.(2nd ed.) Melbourne: Oxford University Press

3.2 Recommended Resources

Weekly required readings, recommended readings and tutorial readings are available on the Course site.

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	LEARNING AND HIGHER EDUCATION	Lecture	Textbook Chapter 1	1,2,4
	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		1,2,4,5
	Becoming a Self-Regulated Learner	Tutorial	Tutorial Reading	
3	FEEDBACK AND HIGHER EDUCATION Academic Skill: Introduction to Paraphrasing	Lecture	Required Reading	1,2,3,4,5
	How Self-Regulated Learners Cope with Academic Difficulty: The Role of Adaptive Help Seeking	Tutorial	Tutorial Reading	
4	WORKING IN GROUPS Academic Skill: Summarizing and Direct Quotations	Lecture	Textbook Chapter 9	1,2,4,5
	The theoretical frameworks underlying critical reflection, in Practicing Critical Reflection: A resource handbook.	Tutorial	Tutorial Reading	
5	TEAMS AT UNIVERSITY AND AT THE WORKPLACE Introduction to Self & Peer Assessment ACADEMIC MISCONDUCT & ETHICAL DECISION MAKING	Lecture	Chapter 9	1,2,4,5
	Academic Misconduct Team Presentation - Preparation	Tutorial		
6	ORAL PRESENTATIONS SELF & PEER ASSESSMENT	Lecture	Chapter 10	1,2,4,5
	Team Presentation- Preparation	Tutorial		
7	CRITICAL READING & RESEARCH ANALYSING IDEAS IN RESEARCH	Lecture	Textbook Chapter 4	1,2,3,4,5
	Reading Research Activity	Tutorial		

	Academic searching: identifying relevant academic sources	Computer Lab Session		
8	ASSESSMENT TASK 2 – TEAM PRESENTATION	In-class		1,2,3,4,5
9	REPORT WRITING CONSTRUCTING & PRESENTING AN ARGUMENT	Lecture	Textbook Chapter 8 & 13	1,2,3,5
	Report Writing Activity Academic searching: identifying relevant academic sources	Tutorial		
10	INNOVATIVE PROBLEM SOLVING	Lecture		1,2,3,4,5
	Problem solving & questioning Report Construction and development Planning documents for Report	Tutorial		
11	SKILLS IN MY DISCIPLINE.	Lecture		1,2,3,5
	LEARNING AS A LIFELONG PHENOMENON. Report Construction and development Planning documents for Report	Tutorial		
12	KEY IDEAS FROM TRIMESTER	Lecture		1,2,3,5
	GENERAL EXAM PREP GUIDELINES Report Construction and development Planning documents for Report			

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	SWOT Analysis & Critical Reflection	25%	1,2,3,5	Week 5
2	Team Presentation	30%	1,2,3,4,5	Week 8
3	Report (includes planning documents due in Week 10)	45%	1,2,3,5	Week 12

5.2 Assessment Detail

Task 1:

SWOT analysis and Critical Reflection
Due date: Week 5
Learning Outcomes: 1,2,3,5

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 Presentation
Due date: Week 8
Length: 3 minutes per person
Learning outcomes: 1,2,3,4,5

Task:

Students are required to prepare a presentation suitable for a non-expert audience. This is a team presentation that requires students to work in discipline specific groups (4 or 5 students). During the presentation, students are required to refer to research in their discipline field that relates to their chosen topic.

Each team member is required to submit their script/notes to Turnitin via Moodle. In addition, each team member will also be required to submit an evaluation of their participation in their group through the development of their presentation along with a brief peer review of the other group members' roles. A template is provided for this in the portal.

The team leader should submit the final copy of the PowerPoint presentation to Turnitin by the due date (day of presentation). A paper copy of the PowerPoint presentation should be submitted to your lecturer/tutor on the day of presentation.

The team presentations will take place in week 8.

Marking criteria:
Students will be assessed against the following criteria:

- Ability to communicate clearly

 - Ability to analyse key ideas and research within their discipline & accurate referencing

-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: 1,2,3,5

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.

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

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.

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