



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>FND101</b>
<b>Course Name:</b>	<b>Academic Communication Skills 1</b>
<b>Trimester:</b>	<b>Trimester 1, 2020</b>
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Melinda Villamizar
<b>Document modified:</b>	6 <sup>th</sup> February 2020

### Course Description

### Assumed Knowledge

### 1.2 Teaching Team

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

Name	Email
Melinda Villamizar (Mt Gravatt Campus) TBA (Gold Coast Campus)	<a href="mailto:Melinda.villamizar@staff.griffithcollege.edu.au">Melinda.villamizar@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

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.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply a range of note taking and listening skills in written formats;
2. Contribute effectively in a group in an academic environment;
3. Analyse academic topics;
4. Locate relevant and reliable academic sources;
5. Use appropriate referencing in academic work;
6. Construct correctly formatted academic paragraphs.

### 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:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
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

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 Workbook

### 3.2 Recommended Resources

Nil

### 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	Expectations of a Western University	Class	Textbook: Chapter 1	2
	Getting to Know You	Class		
	Goal Setting	Class		
	Introductory Task	Computer Lab		
	Time Management Skills	Class		
	Active Participation	Class	Textbook: pp. 51-63	
	Independent Learning	Class		
2	Note Taking	Class		1

	Learning to Listen	Class	Textbook: pp. 42-62	
	Trimester Planners	Computer Lab		
	Text Types	Class		
	Formal Tone/3rd Person	Class	Textbook: pp. 26-28	
	Email Etiquette	Class		
3	Analysing an Assignment	Class		1, 3, 4
	Identifying the Main Ideas	Class		
	Academic Research	Class		
	Researching your Topic	Class		
	Critical Thinking	Class		
	Listening Assessment	Computer Lab		
4	Academic Integrity	Class		3, 4, 5, 6
	Informing your Reader	Class		
	Academic Writing Structure	Class	Textbook: pp.118-124	
	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	
5	What is a Quote?	Class		3, 5, 6
	Selecting your Quote	Class		
	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	3, 6
	Selecting your Paraphrase	Class		
	Paraphrase Practice	Computer Lab	Computer Lab	
	Writing Claims as Paraphrases	Class		
	Analysing your Claim	Class		
7	Topic Sentences (Main & Limiting ideas)	Class		1, 5, 6
	Expanding on the Topic	Class		

	Concluding Sentences	Class		
	Analysing claims/Reading Activity Submission	Assessment	Computer Lab	
	Advanced Citations	Class		
	Signpost and Transition Words	Class		
	Writing an Academic Paragraph	Class	Textbook: pp. 118-127	
8	Copyright	Class		2, 5, 6
	Presenting in an Academic Setting	Class		
	Presentation Techniques	Class		
	Knowing Your Audience	Class		
	Paragraph Writing Practice	Computer Lab	Computer Lab	
	Presentation Examples	Class		
	Reference Lists	Class	Textbook: pp. 112-117	
9	The Importance of Discussions	Class	Textbook: pp. 234-236	2
	Leading a Discussion	Class		
	Observing Discussions	Class		
	Oral Presentation Research	Computer Lab	Computer Lab	
	Who to Work With	Class		
	Team Building Activities	Class		
10	Creating Effective PowerPoints	Class		1, 2
	Finalisation of Oral Presentation	Computer Lab	Computer Lab	
	Creating Effective Notes/Palm Cards	Class		
	Presenting to the Class	Class		
11	Group Oral Presentations	Assessment	In Class Assessment	1, 2
12	Exam Techniques	Class		3, 4, 5, 6
	How to Answer Questions	Class		
	What to do if it Goes Wrong	Class		
	Questions about the exam	Computer Lab		

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Online Mid-trimester exam	20%	1, 3, 5, 6	8
2	Listening	15%	1, 2,	9
3	Reading (Weeks 3-7)	20%	1	7
4	Speaking	15%	2, 3	11
5	Writing	30%	3, 4, 5, 6	Exam Block

### 5.2 Assessment Detail

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 of 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 & 6-9.

#### **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 9 Computer Lab time. The Listening assessment contributes 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.

#### **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.

### **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.

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.

## **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.

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