



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1506LHS</b>
<b>Course Name:</b>	<b>Fundamentals of Communication</b>
<b>Trimester:</b>	<b>Trimester 2, 2020</b>
<b>Program:</b>	Diploma of Arts & Communication
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Belinda Hilton
<b>Document modified:</b>	25 May 2020

### Course Description

This course provides students with foundational skills and knowledge of communications theory and practice, including a range of interpersonal, group and mass communication theories as well as a range of written, oral and non-verbal communication skills.

The course offers insights into the 'how and why' of communication. We look at the communication process itself (the construction and reception of 'messages'), the different ways we communicate (from face-to-face conversations to social media posts), and the various media formats that allow us to connect with others in the 21st century. Most importantly, this course allows students to imagine how communication concepts and skills may be used effectively both throughout their university years and, also, once they embark on their own, unique career paths. Whether or not all first-year students are already thinking ahead to post-university professions, this course will nonetheless assist students in becoming more effective communicators with benefits that will extend far beyond their years at university.

After Week 1's introductory lecture and tutorial, the course is divided into three topical modules:

#### **MODULE 1: Communication Basics (week 1-4)**

This unit provides an overview of what communication is, the realities of communication barriers such as communication anxiety, and how visual signs and symbols convey information to others.

## MODULE 2: Persuasive Communication & Media (week 5-8)

This portion of the course will examine the history of communication media (from the printing press to the Internet), the power of advertising, the importance of critical thinking and making a good argument, and the role of perception and rhetoric in communication

## MODULE 3: Communication in Context (weeks 9-12)

This final module will consider the various ways in which communication can be both challenging and rewarding in interpersonal and professional contexts., We examine how organisational structures make an impact on communication in the workplace, the ups and downs of using social media to connect with others, and how one might best communicate across cultural differences. The module wraps up by reflecting back on what we've learnt about communication and how these skills can be utilised within university and beyond.

## Assumed Knowledge

This is an entry-level course that assumes incoming students have had some experience with the basics of both spoken and written communication in the classroom setting.

### 1.2 Teaching Team

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

Name	Email
Dr Belinda Hilton	belinda.hilton@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 on the course site.

### 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

Being an active, aware, and effective communicator is extremely useful both inside and outside of the classroom. This course aims to establish, if not advance, a set of knowledge and skills in communication. The 'Fundamentals' of communication as included in this course are critical thinking skills, oral communication, and written communication.

Today's employers continue to rank excellent communication skills as the number one attribute they look for when hiring new recruits. It is important to consider some of the following questions when you think about your current level of 'communication competence':

Would you consider yourself a good communicator? Why?

Do you feel more comfortable tweeting or messaging your peers than speaking face-to-face with your university lecturers or potential employers?

Do you understand what critical thinking is and how such thinking informs how you communicate with others?

Fundamentals of Communication will inspire you to think about such questions and ask you to consider how being a successful communicator will pave the way for a rewarding experience at both university and in your post-university, future profession. Alongside weekly one-hour lectures that introduce students to the theories, histories, and the practical, 'everyday' contexts of communication, this newly acquired information will be explored through two-hour tutorials comprised of discussion and practical exercises relevant to that week's topic, and a one-hour workshop dedicated to activities and assessment development. The interactive learning environments will help students establish a solid set of communication skills that will guide them throughout the Bachelor of Arts program and beyond.

The content and assessment items for this course which include the demonstration of developing oral and written communication skills are intended to prepare students for second- and third-year courses across all BA majors.



## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- II Discuss the human communication process in verbal, nonverbal and mediated contexts.
- II Construct an argument about a media message using critical thinking skills
- III Reflect on professional communication skills that inform future career pathways.



## 2.3 Generic skills and capabilities

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 and Capabilities	Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓
Communication and collaboration		✓	✓
Self-directed and active learning		✓	✓
Creative and future thinking		✓	✓
Social responsibility and ethical awareness		✓	
Cultural competence and awareness in a culturally diverse environment		✓	



## 3. Learning Resources

### 3.1 Required Learning Resources

Kossen, C., Kiernan, E. F., & Lawrence, J. E. (2018). Communicating for success, 2nd Edition. Pearson Australia.

Available as an ebook or hard copy

Additional Materials will be made available on the portal

### 3.2 Recommended Learning Resources

DeFleur, Margaret, Kearney, Patricia, Plax, Timothy, & DeFleur, Melvin, 2014, Fundamentals of Human Communication, 4th Edition, McGraw Hill, New York, NY.

Accessible via the Griffith University Library

### 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 content, learning activities and learning experiences

### 4.1 Modules for learning and weekly learning content, learning activities and learning experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1 - Communication Basics</b>					
1	Introduction: Understanding 'Communication' at University & Beyond.	Individual & group tasks via online discussion forum	Introductory Tutorial - Go over organisation & activities of weekly tutorials;	Discussion (live sessions & forums)	MLO I, II

	Course profile, course site & discussion assignment sheet/s		Introduce & review assessment items.  IMPORTANT: review of Discussion Assessment		
<b>2</b>	The Communication Process We will examine the basic components of the communication process. This week's content will provide a foundation for all subsequent weeks' topics.  DeFleur et.al 2014 pp. 1-32  Available on the course site	Individual & group tasks via online discussion forum	We will discuss the key components of the communication process as presented in the reading and lecture and we will provide you with fun & engaging activities.	Discussion (live sessions & forums)	MLO I, II
<b>3</b>	Communication Barriers This week's content looks at what gets in the way of communicating well with others and what might be done about it.  Set textbook: Kossen, Kiernan & Lawrence 2017 Chapter 14 pp. 368-381 & Chapter 9 pp. 210-225	Individual & group tasks via online discussion forum	We will discuss & complete exercises that will consider the very real issue of communication anxiety.	Discussion (live sessions & forums)	MLO I, II
<b>4</b>	Non-Verbal: Communication It's not just the spoken or written word that allows us to communicate. Signs, symbols, and physical gestures also play active roles in how we communicate with others.  Set textbook: Kossen, Kiernan & Lawrence 2017 Chapter 10 pp. 239-273	Individual & group tasks via online discussion forum	We will discuss & explore activities surrounding the importance of visual communication: from non-verbal gestures to fashion.	Discussion (live sessions & forums).  IMPORTANT: Final Module 1 discussion forum posts due Friday of week 4, worth 15%	MLO I, II
<b>Module 2 - Persuasive Communication &amp; Media</b>					

5	<p>Perception &amp; Rhetoric: This week's topic with further explore the role perception plays in communication &amp; introduce the key skills of rhetoric.</p> <p>Set textbook: Kossen, Kiernan &amp; Lawrence 2017 Chapter 6 pp. 125-144</p>	Individual & group tasks via online discussion forum	<p>We will discuss &amp; explore perception &amp; rhetoric in communication, &amp; how these concepts can be applied to media messages &amp; presentations.</p> <p>IMPORTANT: review of the Media Message Argument Pitch</p>	Discussion (live sessions & forums)	MLO I, II
6	<p>Critical Thinking: Argument This week's lecture will look at critical thinking and why it is part of good communication.</p> <p>Set textbook: Kossen, Kiernan &amp; Lawrence 2017 Chapter 11 pp. 277-299</p>	Individual & group tasks via online discussion forum	The discussion will focus on how critical thinking informs communication & how to construct an effective argument.	Discussion (live sessions & forums)	MLO I, II
7	<p>Mass Communication &amp; Media: Key histories of communication media are examined in this learning content -- from the printing press to the Internet.</p> <p>O'Shaughnessy, Stadler &amp; Casey, 2016 pp 1-30</p> <p>Available on the course site</p>	Individual & group tasks via online discussion forum	Discussion & activities related to media-facilitated communication	Discussion (live sessions & forums)	MLO I, II
8	Advertising as Communication: Advertising is both pervasive and powerful in contemporary society. We examine the persuasive techniques which inform and/or	Individual & group tasks via online discussion forum	Our discussion & actives will explore advertising as a media message	<p>Discussion (live sessions &amp; forums)</p> <p>IMPORTANT: Final Module 2 discussion forum posts</p>	MLO I, II

	<p>comprise this mode of communication.</p> <p>Campbell, Martin, Christopher, &amp; Bettina 2010 pp. 343-378</p> <p>Available on the course site</p>			<p>due Friday of week 8, worth 10%</p> <p>IMPORTANT: Media message argument pitch &amp; supporting paperwork due Friday week 8, worth 30%</p>	
<b>Module 3 - Communication in Context</b>					
<b>9</b>	<p>MODULE 3 Professional Communication: Thinking through communication in professional settings is especially important for today's university students.</p> <p>Set textbook: Kossen, Kiernan &amp; Lawrence 2017 Chapter 13 pp. 335-364</p>	Individual & group tasks via online discussion forum	<p>Our discussion and activities will look at the organisational structures that influence professional communication</p> <p>IMPORTANT: Review of the final assessment item, 'Communication on the Job'</p>	Discussion (live sessions & forums)	
<b>10</b>	<p>Intercultural Communication: Successful communication in 21st century, multicultural Australia requires sensitivity and awareness of customs and perspectives that are different from those we have ourselves.</p> <p>Set textbook: Kossen, Kiernan &amp; Lawrence 2017, Chapter 7 pp. 147-177</p>	Individual & group tasks via online discussion forum	Discussion and activities relevant to intercultural communication in 21st century Australia.	Discussion (live sessions & forums)	
<b>11</b>	<p>Social Media: This week looks at how new media and how social media are used for interpersonal communication.</p> <p>Set textbook: Kossen, Kiernan &amp;</p>	Individual & group tasks via online discussion forum	Our discussion and activities will consider the impact of social media upon our everyday, interpersonal & professional communication	Discussion (live sessions & forums)	

	Lawrence 2017 Chapter 8 pp. 180-207				
<b>12</b>	Given all the topics and themes covered in the course, the final learning content will wrap things up by focusing on communication at university - something to consider as you progress through the college, to university and onward in your future career.  Set textbook: Kossen, Kiernan & Lawrence 2017 Chapter 2 pp.10-38	Individual & group tasks via online discussion forum	Our discussion will examine university culture and communication and reflect on how skills and knowledge acquired in the course can be applied going forward.	Discussion (live sessions & forums)  IMPORTANT: Final Module 3 discussion forum posts due Friday of week 12, worth 10%	
<b>EXAM</b>				IMPORTANT: COTJ paper due Monday week 13 (Exam week) worth 35%	MLO III



## 5. Evidence of learning (Assessment plan)

### 5.1 Evidence of learning summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Guided Discussion	35 (M1 15%, M 2 & 3 10%)	I	END OF EACH MODULE (FRIDAY WEEKS 4, 8 & 12)
<b>2</b>	Media Message Argument Pitch	30%	II	FRIDAY WEEK 8
<b>3</b>	Communication on the Job Paper	35%%	III	MONDAY EXAM WEEK

### 5.2 Evidence of learning task detail

## Discussion

**Type:** Guided discussion with peers

**Learning Outcomes Assessed:** 1

**Due Date:** end of each module (weeks 4, 8, 12)

**Weight:** 35% (Module 1 15%, Module 2 & 3 10%)

**Marked out of:** 100

**Task Description:**

'Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours'. - John Locke (1632-1704)

What the Enlightenment philosopher John Locke said so long ago remains true today. While engaging with the module content will provide you with information, a better understanding of course content will only be gained by thinking and 'talking through' these materials in a more in-depth way. Luckily, at university you are greatly helped in this process via guided discussions with your peers. After all, university is not just about reading and writing on your own at home: it is an interactive EXPERIENCE that asks you to be involved and engage in dialogue with your professors/lecturers, tutors, and fellow students.

Throughout the trimester, your learning experiences and activities will be dedicated to a guided discussion. To best participate, students will need to complete the required readings and learning content. You will want to prepare notes based on the readings, so you can refer to the text when you make comments during live discussion. This will communicate to both the tutor and your classmates that you have done the reading and are prepared to actively engage with that week's topic.

The discussion is intended to foster deeper understanding of the course content and as relevant to one's own everyday experiences as communicators in various environments and situations. Students will also have the opportunity to make connections between each week's key ideas and the provided optional extra material via the online discussion forums

Alongside the live group discussion, and online discussion forums students will be asked to engage with individual and group activities relevant to the week's topic.

### Criteria & Marking:

You will be expected to regularly demonstrate your interpersonal skills as you discuss communication in relation to the weekly themes of the course. As a practical benefit to you, our discussion forums will provide a safe and supportive venue where you will be able to share and test out ideas while also sharpening your oral communication skills.

While weekly classes will provide you multiple opportunities to participate in discussion, the QUALITY of your participation during the entire trimester also will be evaluated:

**7 quality-** Student consistently and clearly engages with and beyond the materials (both readings and learning content). This is demonstrated by: responding to questions posed by the tutor or classmates as relevant to the topic; asking questions about the week's readings and lecture that demonstrates engagement with both; showing leadership by driving the discussion forward with engaging questions and ideas and/or engaging with or sharing additional sources (YouTube clips, magazine articles, etc.) relevant to that week's topic. Students actively engage in activities beyond discussion and demonstrate leadership and support within group activities.

**6 quality-** Student regularly and clearly engages with the readings and/or learning content. This is demonstrated by: often responding to questions posed by the tutor or classmates and asking questions about the week's readings and lecture that demonstrates engagement with both. The student may also engage with relevant additional material. The student demonstrates a dedicated level of engagement within all activities.

**5 quality -** Student usually engages with the materials the readings and/or learning content but it is not necessarily the case in every week of the module. This is demonstrated by: responding to questions posed by the tutor or classmates semi-regularly and contributing to activities.

**4 quality -** Student demonstrates a basic level of engagement. This is demonstrated by: only occasional input to discussions; comments and/or questions may not show that the student has engaged with the assigned readings

or learning content (i.e., someone not enrolled in the course could say the same things); participation in activity is at the most minimal level or absent

**3-1 quality-** Student rarely (or never) contributes to discussion and shows a low level of engagement or interest in the subject matter or course. There is no evidence given that the student read the assigned texts engaged with the learning content. The student fails to actively engage with any activities or exercises.

Further guidelines, and suggestions for engaging in a thoughtful, respectful, and supportive class discussion will be made available on the portal.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity

### **Media Message Argument Pitch**

**Type:** Creative Synthesis

**Learning Outcomes Assessed:** II

**Due Date:** end of module 2 (week 8)

**Weight:** 30%

**Task Description:**

The contemporary world is constantly communicating ideas to us. These messages may enter our consciousness in the form of a news story, a popular song, or an Internet meme that has gone viral.

As one of the course goals is to make you more aware of what effective communication entails, this assessment item will ask you to critically think through a media message of your choice. The Media Message Argument Pitch should address the following points:

- 1) **Describe** the piece of media you are examining (i.e., what is it? - a song, a speech, a news story, a TV show, a meme?) What medium/technology is used to send out the message?
- 2) **Share** details of when and how it first appeared in the public domain. When were people first aware of this piece of media (media message)? Is this a historically significant message or something that has happened more recently?
- 3) **Think** about this piece of media (media message) in terms of: 1) Who has created the piece of media (media message)?; 2) What is the piece of media (media message) itself; and 3) How has the piece of media (media message) been received (for example, what do various sources say about it)?
- 4) **Construct** an argument using your new critical thinking skills as to why and how this has been an important piece of media (media message) in our culture: whether in the past or in the present. How is this an influential and/or significant piece of media (media message)?

Points 1 & 2 will require that you do a small amount of research to inform your pitch (a minimum of 2 - 4 sources), while Points 3 & 4 will allow you to use terms and ideas that you will have learned from the course content during modules 1 and 2 (such as - but not limited to - 'critical thinking,' 'constructing messages', and 'receiving messages').

**Students will present their argument in a video recorded pitch – an oral presentation that makes use of rhetorical and nonverbal skills. Pitches will be recorded without editing (one take) and uploaded to YouTube (unlisted for privacy) and shared with their classmates and tutor via the course site.**

**Students will also submit a document outlining their argument (claim, premises, and evidence) with a full reference list of research sources via a link provided on the course site**

### **Criteria & Marking:**

Generally, the assessment item will be evaluated in the following way:

- The presentation is 5 minutes in length (any pitches substantially over- or under time will be marked

- down) and recorded in one take (no edits)
- The pitch shows that the student understands what a media message is and how the message is created, sent, and received.
- The pitch clearly builds an argument for the significance/influence of this media message.
- The pitch shows care in (verbal & non-verbal) delivery and signs of practice prior to recording.
- Evidence/Research: Sources help you best tell this story and make a argument
- Analysis: Critical thinking was used to construct a clear, organised, evidenced argument about the influence/significance of this media message.

**A marking rubric will be made available on the portal.**

Submission: The Media Message analysis pitch video will be posted to the relevant discussion forum no later than 5:00 pm on Friday of week 8. A word document containing the argument outline and reference list will be uploaded via the TurnItIn link on the course site by the same due date/time as the pitch video.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity

### **Communication on the Job**

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** III

**Due Date:** Monday Exam Week

**Weight:** 35%

**Marked out of:** 100

**Task Description:**

This final assessment piece, which is a 1500-word written assignment, asks you to think ahead and reflect on how particular aspects of and/or skills in communication would play important roles in your post-university career.

To be more specific, this final assessment item will have you: 1) Propose an imagined/future career post-university and 2) analyse how and why three core concepts and/or skills learned during the trimester (any from weeks 2 -12) would be relevant to that career.

For instance, if you are thinking about working in a governmental position, you might refer to terms/ideas from "Nonverbal communication", "Professional Communication", and "Intercultural Communication". This will show what you have learned from these weeks' topics and how you connect those ideas with an imagined future job. This project will require you to do a little bit of research on the type of job you are writing about. However, references to course terms and communication theories and ideas will only require reference to the course's assigned readings.

\*\*\* A list of BA-relevant careers will also be provided, as some of you will not have thought this far ahead. \*\*\*

This is an important exercise because it asks you to reflect on how communication skills might play out in various types of jobs. It also allows you to connect more personally and directly with the content. Finally, this assignment allows you to think about what level of communication you would feel most comfortable with on-the-job. For instance, are you someone who wants to work more independently and quietly and focus on written and digital communication? Or, are you an outgoing person who thrives on giving presentations and lots of face-to-face communication? The 'communication environments' of jobs are important things to consider when thinking about your post-university careers.

Therefore, this assignment will comprise of three sections:

- 1) **INTRODUCTION:** A description of the career itself and an overview of what aspects of communication are used in this career. This is where you want to reflect on why this type of work and 'communication environment' is appealing to you.

2) **BODY:** This will be comprised of three sections that each address a topic of communication discussed this trimester. You will describe how you think each component or skill in communication plays a role in this career.

3) **CONCLUSION:** Wrap-up with some final thoughts about how this profession utilises communication and why that aspect of the job would be appealing to you.

In-text citations to sources should be made throughout the paper where appropriate. Please also remember to include a reference list at the end of your paper.

The assignment must be uploaded to Turnitin by 5:00 pm Friday week 12.

### **Criteria & Marking:**

A specific marking criteria sheet will be available online for you to review.

We will go over it as a kind of 'checklist' but please look at it earlier in the trimester.

More generally, this written assignment will be evaluated based on the following:

- Organisation of ideas (clear introduction, main points, conclusion).
- The discussion of relevant sources to support/evidence your main points in the body of the essay. **IMPORTANT:** Please note you will fail the assignment if you do not reference any of the trimester's assigned readings.
- Execution: the essay demonstrates attention to academic skills such as academic writing, point of view, referencing, and proofreading.
- Clear reflection on three key aspects of communication and how they would be relevant to an imagined, future career and your communication style.

**Submission:** This written assignment will be uploaded via Turnitin by 5pm Monday Exam week (week 13)

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity

## **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.