



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1020QBT
<b>Course Name:</b>	Academic & Professional Skills Development for Science & Technology
<b>Trimester:</b>	Trimester 3, 2020
<b>Program:</b>	Foundation Program
	Diploma of Information Technology
	Diploma of Sciences
	Diploma of Engineering
	Diploma of Health Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Mia Mitropoulos
<b>Document modified:</b>	21 September 2020

### 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
Mia Mitropoulos	mia.mitropoulos@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 found on the Moodle 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

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 and 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

After successfully completing this course you should be able to:

1. Apply appropriate higher education practices and strategies including principles of academic integrity and reflective practices to build academic and professional capabilities.

2. Apply collaborative teamwork techniques to communicate findings from critical analysis activities through identified contexts and spoken modes.

3. Evaluate scholarly literature to organise and synthesise ideas related to a specific topic, question or hypothesis through identified written modes using accepted referencing conventions.



## 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

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

### 3.2 Recommended Learning Resources

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). Essential Academic Skills.(2nd ed.) Melbourne: Oxford University Press

### 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

#### **Attendance**

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring a concern to your teacher'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 Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your teacher will prepare you to succeed when completing the evidence of learning (assessment).

**Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 : Learning In Higher Education</b>					
1	Introduction to Learning in Higher Education  Course Overview	Identifying Learning Styles: Online Quiz	Modes of Learning for Higher Education – <b>Reading &amp; Writing activity.</b>  Unpack Task 1.		1
2	Self-efficacy, resilience and Self-regulation  Introduction to Referencing, paraphrasing & quoting.	Referencing, paraphrasing and quoting activities.  Work on SWOT analysis.	Becoming a Self-regulated Learner – <b>Reading &amp; Writing activity.</b>		1
3	Feedback and Higher Education  Introduction to Critical Reflection.	Referencing, paraphrasing and quoting activities.  Complete SWOT analysis.	How Self-Regulated Learners Cope with Academic Difficulty: The Role of Adaptive Help Seeking – <b>Reading &amp; Writing activity.</b>  <b>SWOT analysis- Draft due.</b>		1
4	Academic Misconduct and Ethical Decision Making	Work on, and complete Task 1. Check in with Student advisors.	'Academic Misconduct Scenarios' Activity.  Final check in's for Task 1.	<b>SWOT analysis &amp; critical reflection</b>	1
<b>Module 2 : Communication and Collaboration</b>					
5	Working in Groups	Read through the Task 2 guide – prepare questions.	Unpack Task 2. Form groups for Task 2. Brainstorming topics for Task 2.		2
6	Oral Presentations.  Introduction to self & peer evaluation.	Team presentation preparation.	'Mock team presentations' – including self & peer evaluation.		2
7	Critical Reading &  Introduction to research	Team presentation preparation.	Critical reading activity.  Reading Research activity.		2 & 3
8		Team presentation prep.	Task 2 – <b>TEAM PRESENTATIONS - In-class</b>	<b>Team Presentations</b>	2

	<b>Module 3: Academic Research and Writing</b>				
<b>9</b>	Report Writing	Read through Task 3 guide – prepare questions.	Report writing activity.  Unpack Task 3  Brainstorming topics for Task 3		3
<b>10</b>	Academic Writing	Complete Planning Documents for Task 3.	Academic writing activity.	<b>Planning documents for Task 3</b>	3
<b>11</b>	Innovative Problem Solving in STEM	Report construction & Development.  Check in with advisors – Task 3	Problem solving activities.  Task 3 Check-in's.		3
<b>12</b>	Skills in my discipline & Key ideas from the trimester	Report construction & Development. Check in with advisors – Task 3.	Skills assessment.  Task 3– Final check-ins.	<b>Report</b>	3



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	SWOT Analysis and Critical Reflection	25%	1	Week 4
2	Team Presentation	30%	2	In-class Week 8
3	Planning Documents and Report	45%	3	Week 10 Week 12

### 5.2 Evidence of Learning Task Detail

#### Task 1: SWOT analysis and Critical Reflection 25%

Due date: **Week 4**

Learning Outcome: 1

##### Task:

This task requires students to complete a SWOT analysis and a 500-word Critical Reflection.

Across the first Module, 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 3.

Students will submit the SWOT analysis and the Critical Reflection for assessment to Turnitin via the course site.

#### Task 2: Team Presentation 30%

Due date: **Week 8**

Length: 3 minutes per person

Learning Outcome: 2

##### 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 outline and peer review template document (each team member is 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) to Turnitin via the course site. A template is provided for this in the course site.



The team leader should submit the final copy of the PowerPoint presentation to Turnitin via the course site by the due date (day of presentation). The team presentations will take place in class in Week 8.

### **Task 3: Planning Documents & Report 45%**

Due date: **Week 10** & **Week 12**

Length: 1200 words

Learning Outcome: 3

#### **Task:**

Students will be guided in Module 3 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 scholarly peer reviewed research journal articles relevant to their discipline area.

To assist with the development of the report a planning template document has been created. The template for this document is available on the course site. Students are required to complete the planning template document and submit it to Turnitin via the course site in Week 10.

In Week 12 students will submit the report to Turnitin via the course site along with the original planning document for assessment.

## **5.3 Late Submission**

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

### 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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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