



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>9000EHR</b>
<b>Course Name:</b>	<b>Academic Communication for Postgraduate Students</b>
<b>Trimester:</b>	<b>Trimester 2, 2020</b>
<b>Program:</b>	MQP
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Chantelle Bayes
<b>Document modified:</b>	22 October 2020

### Course Description

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

Each week students should allocate about 10 hours to this course, including at least:

- 1 hour on learning content
- 3 hours on learning experiences
- 1 hour on learning activities
- the rest on your evidence of learning tasks

### Assumed Knowledge

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

## 1.2 Teaching Team

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

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

## 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

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

## 1.5 Technical Specifications

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

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

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

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

Skills and competencies related to postgraduate study include:

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



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand critical thinking in various written and spoken modes, and display attribution of source material using accepted academic conventions and practices at a postgraduate level
2. Demonstrate an ability to apply theory to real world problems in order to generate solutions
3. Generate new ideas collaboratively and present these in a range of modes
4. Develop strategies to successfully find and analyse academic sources related to your discipline and construct complex arguments to investigate contemporary issues



## 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

Resources will be digitised and posted on the course site. A range of journal articles, book chapters and short videos will be provided.

### 3.2 Recommended Learning Resources

Further readings and activities will be provided on the MyStudy 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 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 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 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 lecturer or tutor 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 lecturer or tutor. 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

Week	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1: Foundations of Academic Conventions</b>					<b>1</b>
1	<i>Introduction to Postgraduate Study</i>	<i>Week one reflection</i>	<i>Class code of conduct</i>		
2	<i>Reading and Thinking Critically</i>	<i>Critical analysis activity</i>	<i>Class discussion of reading</i>	<i>Discussion Post</i>	
<b>Module 2: Applying Theory to Real World Problems</b>					<b>2</b>
3	<i>Introduction to Reports and Case Studies</i>	<i>Case study practice</i>	<i>Class case analysis</i>		
4	<i>Case Studies: Problem Recognition</i>	<i>Case study practice</i>	<i>Class case analysis</i>		
<b>Module 3: Generating New Ideas Collaboratively</b>					<b>3</b>
5	<i>The Research Process</i>	<i>Form groups with rules, assign roles and tasks</i>	<i>Research workshop</i>	<i>Case Study Analysis</i>	
6	<i>Collaboration and Teamwork</i>	<i>Group planning documents</i>	<i>Class discussion of reading</i>		
7	<i>Presentations</i>	<i>Group tasks</i>	<i>Class discussion of reading</i>		
<b>Module 3: Constructing Complex Arguments</b>					<b>4</b>
8	<i>Styles of Academic Writing</i>	<i>Compare writing styles activity</i>	<i>Presentations Q+A</i>	<i>Multimedia Presentation</i>	
9	<i>Essays: Building Arguments</i>	<i>Research statement activity</i>	<i>Class discussion of reading</i>		
10	<i>Essays: Structuring Arguments</i>	<i>Research activity</i>	<i>Class discussion of reading</i>	<i>Essay: Part A</i>	
11	<i>Writing and Referencing Masterclass</i>	<i>Analytical writing task</i>	<i>Essay consultations</i>		
12	<i>Revision and Future Applications</i>	<i>Referencing activity</i>	<i>Essay consultations</i>		
<b>Exam Week</b>				<i>Essay: Final</i>	



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Discussion Activities	10%	1, 3	Weeks 2
<b>2</b>	Case Study Analysis	20%	2	Week 5
<b>3</b>	Group Multimedia presentation	30%	3	Week 8
<b>4</b>	Essay: Part A Essay: Final	10% 30%	4	Week 10 Exam Period

### 5.2 Evidence of Learning Task Detail

#### **Task 1: Discussion Activities**

**Learning Outcomes Assessed:** 1, 3

**Due Date:** weeks 2

**Weight:** 10%

**Task:**

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

**Criteria and Marking:**

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

#### **Task 2: Case Study Analysis**

**Learning Outcomes Assessed:** 2

**Due Date:** week 5

**Weight:** 20%

**Task:**

Students will complete a timed case study analysis involving a SWOT analysis and 2 paragraphs.

**Criteria and Marking:**

- Ability to determine the strengths, weaknesses, opportunities and threats of a case
- The ability to apply theory to real life scenarios
- The ability to identify case problems and make recommendations

### **Task 3: Group Multimedia Presentation**

**Learning Outcomes Assessed:** 3

**Due Date:** week 8

**Weight:** 30%

**Task:**

Students will be required to work in small teams to develop a multimedia presentation around one of the topics provided. Further details will be provided in the week 5 tutorial and on the course site.

**Criteria and Marking:**

- Delivery
  - Research Content
  - Creativity
  - Peer review
- 

### **Task 4: Essay**

**Learning Outcomes Assessed:** 4

**Due Dates:** Essay: Part A – Week 10

Essay: Final – Study week

**Weight:** Essay: Part A: 10%

Essay: Final: 30%

**Task:**

Students will be required to write an academic essay in response to a prompt. Part A requires students to write a plan and proposal for their essay. The required word length for the complete essay in study week is 2000 words. Further details will be provided in the week 8 tutorial and on the course site.

**Criteria and Marking:**

- Structure and format
  - Accuracy in response to the question
  - Analysis and argument
  - Integration of research
  - Expression and referencing
- 

## 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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