1. General Course Information

1.1 Course Details

Course Code:	**FND101**
Course Name:	**Academic Communication Skills 1**
Trimester:	**Trimester 3, 2020**
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Melinda Villamizar
Document modified:	14 September, 2020

Course Description

This course introduces students to the skills necessary to operate successfully in a tertiary environment. The skills apply across disciplines and focus on developing advanced reading, writing, listening and speaking skills to ensure that students are able to successfully participate and communicate in an academic environment. The course will also introduce students to skills in managing time and in developing independent learning as well as the requirements of academic research and integrity. The course also aims to develop students' understanding and awareness of the English language by teaching and practicing a range of activities throughout the course that focus on grammar. There are five hours with the teacher, delivered in two parts each week (one for 3 hours and the other for 2 hours). Four hours are formal classes and the fifth hour is Computer work Homework. Students need to attend both parts as they each focus on a core academic skill through instruction, class activities and group discussions.

Assumed Knowledge

Please note: FND101 Academic Communication Skills 1 is a prerequisite for course FND102 Academic Communication Skills 2.

This means that you need to achieve a Pass or above to progress to FND102 Academic Communication Skills

1.2 Teaching Team

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

Name	Email
Melinda Villamizar	Melinda.villamizar@staff.griffithcollege.edu.au
Kiara Cerutti	kice@portal.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher s available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found 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

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 academic learning strategies and note taking and listening skills in written formats.

2. Construct correctly formatted academic paragraphs by analysing academic topics, locating relevant and reliable sources and using appropriate referencing in academic work.

3. Contribute effectively in a group in an academic environment.

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

Online Material

3.2 Recommended Learning Resources

Textbook (online)

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 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 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 teachers.You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher 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
	Module 1 -				
1	Expectations of a Western University Getting to Know You Goal Setting Time Management Skills Active Participation Independent Learning	**Introductory Task** <u>Student Profile:</u> Write a paragraph telling a story about yourself so your teacher can get to know you and about your life**.**	**Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:** ·Activities to introduce students to Western University's style of learning. ·Interview a Classmate ·Goal Setting activity ·Time Management Activity ·Active Learning activities. ·Listening and Note Taking activities. ·Searching on ProQuest for relevant and reliable journal articles.	Listening/Note Taking Assessment 25%	1
2	Note Taking Learning to Listen Text Types Formal Tone/3rd Person Email Etiquette	**Trimester Planners** <u>Planners:</u> Complete both a weekly and trimester planner.	***Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:*** ·Listening activities: Notetaking styles -watch a video/answer questions. ·Activity: Academic writing style, tone and format. ·Activity: Finding Synonyms ·Activity: Identify the main Ideas from different text types-textbook, blog, criminal proceeding, journal article, magazine.		1
	Module 2				
3	Analysing an Assignment Identifying the Main Ideas Academic Research (Searching for Sources) Researching your Topic Critical Thinking	**Searching for Sources** <u>Topic Analysis and Searching for Sources</u>	**Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:** ·Activity: Countable and Uncountable nouns ·Assignment Topic Analysis ·Identifying the main idea and academic structure of an academic paragraph ·Finding reliable sources on ProQuest ·Activity: Read an abstract.		1

4	Academic Integrity Informing your Reader Academic Writing Structure Claims and Citations Developing and Organising One Idea per Paragraph Selecting your Claim Citing your Source	Creating In-Text Citations: Using claims, produce correct In-Text Citations from bibliographic material given	Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet: •Grammar Activity: Passive Tense •Activities recognising claims and citing the source. •Activities in Plagiarism and Academic Integrity. •Activities in Creating correctly formatted direct quotations from the given sentences, then include in-text citations. •Identifying and **Writing Paraphrases from an extract given. Then add in-text citations.** •Activities in analysing/Elaborating claims. •Activities in Topic Sentences/Summary Sentences. •Activities in Secondary In-text citations. •Activities in Organising a paragraph. •Write a Developed Academic Paragraph given two sources.	Write a correctly formatted academic paragraph 50% (20% + 30%)	**2**
5	Identifying Quotes? Selecting your Quote Writing Claims as a Direct Quote Analysing your Claim	**Quotation Practice** Quotation Practice: Write a claim as a correctly introduced and formatted quotation with an in-text citation.	•Identifying quotes. •Creating correctly formatted direct quotations including in-text citations. •Selecting information for claims and writing quotes with citations. •Activity: Using ellipses and square brackets to edit a quote. •Writing Claims as Quotes and Analysing the Information.		2
6	Paraphrases - Writing in your own Words Selecting your Paraphrase Writing Claims as Paraphrases Analysing your Claim	**Paraphrase Practice** Paraphrase Practice: Write a paraphrase using a correctly formatted in-text citation. **Analysing claims:** Analysing/Elaborating on Claims:	**Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:** •Identifying and Writing Paraphrases from an extract given including in-text citations. •Identifying citation errors in paraphrases. •Writing claims as Paraphrases including citations. •Analysing/Elaborating on claims.		2

7	Topic Sentences (Main & Limiting ideas) Expanding on the Topic Advanced Citations Signpost and Transition Words Writing an Academic Paragraph	Paragraph Writing Practice: Creating an Academic Paragraph Using two of the sources.	Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet: •Activity: Topic Sentences •Activity: Background Sentences •Activity: Summary Sentences •Activity: Grammar -Transition Words •Activity: Secondary In-text citations. • Activity: Organising a paragraph. •Activity: Writing a Developed Academic Paragraph given two sources.		2
	Module 3				
8	Copyright Presenting in an Academic Setting Presentation Techniques Knowing Your Audience Presentation Examples Reference Lists	**Choosing a topic for group presentation**	Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet: •Activity: Deliver a Short Presentation and Engage the Audience •Activity: Presenting practice •Activity: Watching a video of presentation examples/making notes •Activity: Reference Lists		3
9	The Importance of Discussions Leading a Discussion Observing Discussions Who to Work With Team Building Activities		Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet: •Activity: Group Work •Expressing Ideas Appropriately •Activity: Unscrambling expressions		3
10	Creating Effective PowerPoints Creating Effective Notes/Palm Cards Presenting to the Class	Group Work on Oral Presentation & PowerPoint Slides	Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet: •Creating effective PowerPoints •Activity: Spending Time Perfecting PowerPoints/Breakout rooms •Activity: Creating Palm Cards •Activity: Presenting to the Class		3

11	Exam Techniques How to Answer Questions What to do if it Goes Wrong Questions about the exam		Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet: ·Exam Techniques: ·Practice Exam:		**3**
12	Group Oral Presentations	**Finalisation of Oral Presentation, PowerPoint Slides and Palm Cards**	**Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:** ·Activities in Delivering a Short Presentation and Engage the Audience ·Activities in writing and identifying errors in Reference Lists: ·Activity: Group Work in presentation groups ·Activities in Expressing your Ideas Appropriately ·Spend Time Perfecting your PowerPoints: ·Creating Palm Cards: ·Presenting to the Class ·Exam Techniques: ·Practice Exam:	Group Presentation 25%	3

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Listening/Note Taking Assessment	25%	1	Week 2
2	Reading Sources/Writing a formatted paragraph	50% (20% + 30%)	2	Week 6/8
3	Group Presentation	25%	3	Week 12

5.2 Evidence of Learning Task Detail

The assessment for this course is designed to allow students to develop and demonstrate the academic skills taught throughout 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:

Listening/Taking notes Assessment   25 %

Students will be required to watch a video, take notes from the videos and then, using their notes, answer a series of questions on an online quiz. The objective is to develop listening skills to enable students to recognise key ideas and understand information presented orally. The Listening assessment contributes to the development of learning outcome 2.

Reading Sources/Writing a formatted paragraph 50%

Two academic sources are given, students are required to decide which is the reliable and relevant source and asked to identify referencing details. The abstract of each source will be read, and students identify the main idea and limiting ideas of each source. This will be done as an online Quiz in class in Week 5. The objective is to develop reading comprehension and identify key ideas. This activity relates to major course skills and contributes to the development of learning outcomes 1,2.
This essay will assess learning outcomes 2 & 3.

Writing

Module 2 will consist of an academic writing activity to demonstrate the skills of writing in-text citations, paraphrasing, quoting and developed academic writing structure that have been learned and practiced throughout the trimester. The assessment will be held during Week 7. This item incorporates learning outcomes 2.

Group Presentation

Students will be given the opportunity to develop teamwork, presentation and oral communications skills through the delivery of a short group presentation based on a topic selected by the students (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 3.

Combined, the assessment items contribute to the development of all Griffith College generic skills.

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 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 Sittings, 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.

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