Griffith COLLEGE
Queensland, Australia

1. General Course Information

1.1 Course Details

Course Code:	**1201QBT**
Course Name:	**Academic & Professional Skills Development**
Trimester:	**Trimester 2, 2021**
Program:	Associate Degree in Commerce & Business Diploma of Commerce Diploma of Design Diploma of Hotel Management Diploma of Criminology & Criminal Justice Diploma of Arts & Communication Foundation Program
Credit Points:	10
Course Coordinator:	Dr Kristy Seymour
Document modified:	17/05/2021

Course Description

Academic and Professional Skills Development is a 10 Credit Point course within a range of Diploma Programs at Griffith College. The course is situated within the first semester of each of these programs. Diploma Programs are designed to provide students with a pathway to further university studies in related degrees or direct employment. 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 and skills required to successfully participate in an undergraduate degree program and to operate effectively in a professional context.

Assumed Knowledge

There are no prerequisites for this course. Note: This course is incompatible with *5902LAL / 5902GCH English Language & Communication for Health or 5901LHS / QBT Language and Communication for Business and Commerce.*

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Dr Kristy Seymour	kristy.seymour@staff.griffithcollege.edu.au
Mia Mitropoulos	maria.mitropoulos@staff.griffithcollege.edu.au
Tanya Robinson	tanya.robinson@staff.griffthcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. The 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 site under Class Timetable.

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

Academic and Professional Skills Development enables students to develop skills in three main areas along with the relevant academic language. The areas are interwoven throughout the course so that learning is maximised by ensuring that basic skills are consolidated before more advanced skills are introduced. The first area covers general learning skills relevant to both in a university or a professional context. It includes skills related to academic integrity, individual learning approaches and strategies and analytical and critical thinking. It also enhances learning skills by developing awareness of the relationship between culture and educational style. The second area of skills are those required to extend students' learning beyond lectures and textbooks. Students will learn techniques for recognising different types of texts, searching databases, understanding the production of research, reading the literature analytically and critically and applying knowledge to 'real world' contexts. The third area is concerned with the skills students require to display information in the most effective manner. It deals with a team presentation and an essay. Among the written skills addressed are citation and referencing skills, paragraphing, developing an argument, and using the literature to support an argument. This area also includes the oral skills needed in questioning and responding in a tutorial and in giving presentations.

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 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

No requirement for purchasing resources. All resources will be found on the course site.

3.2 Recommended Learning Resources

A translation or English language dictionary and a Thesaurus

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). Essential Academic Skills (2nd edition). Melbourne, Australia: 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.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

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. Engage with the learning content before your class and complete the learning activities after class. Ensure that 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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks () in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 Experiences and Learning Activities

4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

Week	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
Module 1: Learning in Higher Education					
1	Introduction to Learning in Higher Education	1.The Nature of Learning in Higher education 2. Growth Mindset (Dweck) 3. Features of academic writing. 4. Core values of Academic Integrity	Reflection on growth mindset vs fixed mindset Introduction to paraphrasing from academic sources	**Academic Integrity Modules – Online: Module 1 (5% each module)**	1
2	Self-regulation and persistence	Part 1 1. Thriving or Surviving – SWOT & Case Study Scenario 3. Reading Academic Texts 4. Reflective Practices 5. Paraphrasing and short quotes	Academic Integrity Module 1 Reflection on academic integrity SWOT & Case Study: Read & take notes Introduction to paraphrasing from academic sources	**Academic Integrity Modules – Online: Module 2 (5% each module)**	1
3	Self-regulation and persistence	Part 2 1. Thriving or Surviving – SWOT & Case Study Scenario 2. Finding Academic Sources 3. Reading Academic Texts 4. Reflective Practices 5. Paraphrasing and short quotes	Academic Integrity Module 2 SWOT & Case Study: Read & take notes Accessing databases	**Academic Integrity Modules – Online: Module 3 (5% each module)**	1
4	Applying learning	1. Applying learning: Self as Learner 2. Finding Academic Sources 3. Reading Academic Texts 4. Reflective Practices	Academic Integrity Module 3 Self as Learner task: What's Your Story?	**Self as Learner: SWOT & Reflection (25%)**	1

Module 2: Collaboration and Communication					
5	Working in teams	1. Types of sources used in higher education (the literature) 2 Selecting sources 3. Reading to find meaning and evidence	Reading to find evidence activities		*2, 3*
6	Working in teams	1. Meaning of teamwork and collaboration 2. Collaboration and teamwork strategies 3. Think-Pair-Share (source interrogation)	Reading to find evidence activities Team meeting		*2, 3*
7	Working in teams	1.Think-Pair-Share (source interrogation) 2. Collaboration and teamwork strategies applied 3. Presentation preparation	Reading to find evidence activities Team meeting		*2, 3*
8	Working in teams	1. Team Presentations	Reading to find evidence activities	**Team Presentation (20%)**	*2, 3*
Module 3: Academic Research and Writing					
9	Features of academic writing Finding quality sources	Academic writing activities Interpreting the topic – brainstorming Considering essay structure	Paraphrasing and quoting refresher		*1, 3*
10	Features of academic writing	Academic writing activities Interpreting the topic Academic paragraphs	Essay Planner Writing academic paragraphs Reference List requirements	**Essay Planner (10%) is due in Week 10. The mark for the planner is added to the final essay mark.**	*1, 3*
11	Features of academic writing	Reference List activities	Essay Planner (apply feedback) Writing academic paragraphs Reference List requirements		*1, 3*
12	Lifelong Learning and Academic Integrity	Discussion, essay troubleshooting	Essay editing and polishing	**Essay** **Step 1: Essay Plan (10%)** **and** **Step 2: Essay (30%)** **Total weighting = 40%**	*1, 3*

5. Evidence of Learning (Evidence of Learning Task Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Self as Learner: SWOT & Reflection	25%	1	Beginning Week 5
2	Academic Integrity Modules – Online	15%	1	Weeks 1,2, 3,
3	Team Presentation	20%	2, 3	Week 8
4	Step 1: Academic Essay Plan and Step 2: Academic Essay	Essay Plan (10%) embedded in Essay mark (30%) Total = 40%	1, 3	Step 1: Week 10 Step 2: Week 12

In order to gain a passing grade in this course, a student is required to complete and pass all epigeum modules in addition to all remaining evidence of learning tasks.

5.2 Evidence of Learning Task Detail

The evidence of learning tasks in the course are designed to allow you to develop and demonstrate academic skills taught in the course.

Please note that web applications such as Google Translate, Grammarly and Youdau (or equivalent services) are not permitted for extensive translation or language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

1. Self as Learner: SWOT & Reflection – Beginning Week 5 **(25%)**
The task focuses on yourself as a learner in the higher education environment and your journey arriving at the College. In addition, the task requires you to consider your approach to learning, the ownership of learning and the importance of a proactive approach to ensure academic success. You are required to complete the SWOT and Reflection at home but be part of in-class discussions about the requirements. You are required to consult with your teacher as needed and discuss your work on an ongoing basis.

2.Academic Integrity Modules-Online- Weeks,1, 2, 3 **(15%)**
This task focuses on the importance of understanding and applying academic integrity in your evidence of learning submissions in regard to referencing, citations and sourcing suitable resources for your assignments. The modules are to be completed online and can be found on the course site in the Learning Activities tile.

3.Team Presentation – Week 8 **(20%)**
Team Presentation In small teams you are required to present an analysis of sources and reflections around academic research and thinking. Your team leader should submit the final copy of your PowerPoint presentation to Turnitin via the course site by the due date (the day you present your work).

3. Essay – Week 12 **(40%)**
Step 1 Essay Planner (10%) – Week 10
You are required to submit your planning document to Turnitin via the course site for feedback prior to finalising your essay submission. Feedback provided should be applied to the essay. The planning document is noted in the criteria for the essay submission and so will attract marks at the essay submission point.
Step 2: Essay (30%) – Week 12
The essay will: assess your ability to select and read relevant sources analytically and critically; avoid plagiarism; paraphrase and quote skilfully; use citations; write coherent paragraphs; link paragraphs in a logical order; write an introduction and conclusion; create an argument in an essay format; and use knowledge from academic sources.

<u>Requirements for ALL tasks</u>

A requirement for submission of all evidence of learning in the course is that it must be uploaded to Turnitin via the course site. All tasks will be marked in Turnitin. You will be able to see your mark and teacher comments by viewing your work in Turnitin via the course site. You will also be able to see your mark in Grades. If you do not submit your tasks to Turnitin via the course site, you will receive a Did Not Submit (DNS) mark, that is, you will not receive marks for the tasks.

Use early submission to check for plagiarism. If there is plagiarism, you may correct your essay and re-submit as many times as needed before final submission. Submit the final copy of your task to Turnitin via the course site by the due date. Check boxes at the point of submission in Turnitin may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

5.3 Late Submission

An evidence of learning (assessment) task 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 evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task in this course (marks for this task 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

   The sum of your marks of evidence of learning *tasks 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 teachers 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 Evidence of Learning Tasks – 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 evidence of learning tasks 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.