1. General Course Information

1.1 Course Details

Course Code:	**9000EHR**
Course Name:	**Academic Communication for Postgraduate Students**
Trimester:	**Trimester 2, 2021**
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	Dr Chantelle Bayes
Document modified:	1 June 2021

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

Name	Email
Dr Chantelle Bayes	chantelle.bayes@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of learning experience. 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 - 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. 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 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 (assessment) 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 teacher. 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

Week	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
Module 1: Foundations of Academic Conventions					*1*
1	*Introduction to Postgraduate Study*	*Class code of conduct*	*Week one reflection*		
2	*Reading and Thinking Critically*	*Class discussion of reading*	*Critical analysis activity*	*Discussion Post*	
Module 2: Applying Theory to Real World Problems					*2*
3	*Introduction to Reports and Case Studies*	*Class case analysis 1&2*	*Case study practice*		
4	*Case Studies: Problem Recognition*	*Class case analysis 3&4*	*Case study practice*		
Module 3: Generating New Ideas Collaboratively					*3*
5	*The Research Process*	*Research workshop*	*Form team with rules, assign roles and tasks*	*Case Study Analysis*	
6	*Collaboration and Teamwork*	*Class discussion of reading*	*Team planning documents*		
7	*Presentations*	*Class discussion of reading*	*Team tasks*		

	Module 3: Constructing Complex Arguments				4
8	Styles of Academic Writing	Presentations Q+A	Compare writing styles activity	Multimedia Presentation	
9	Essays: Building Arguments	Class discussion of reading	Research statement activity		
10	Essays: Structuring Arguments	Class discussion of reading	Research proposal activity	Essay: Part A	
11	Writing and Referencing Masterclass	Essay consultations	Essay editing task		
12	Revision and Future Applications	Essay consultations	Future learning discussion		
Exam Week				Essay: Final	

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Discussion Activities	10%	1, 3	Week 2
2	Case Study Analysis	20%	2	Week 5
3	Team Multimedia presentation	30%	3	Week 8
4	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: week 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: Team 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. Marking criteria will be provided.

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. Marking criteria will be provided.

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) 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 assessment task by 5% of the maximum mark applicable for the assessment 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 Moodle Course Site and made available to students through the Moodle 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 evidence of learning-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 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.