



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>FND102</b>
<b>Course Name:</b>	<b>Academic Communication Skills 2</b>
<b>Trimester:</b>	<b>Trimester 2, 2021</b>
<b>Program:</b>	Foundation
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Melinda Villamizar
<b>Document modified:</b>	15 April 2021

### Course Description

This course is an extension of the skills learned in FND101 such as listening, writing, speaking and reading . In this course students continue to develop their skills in critical thinking, researching, referencing and use of academic grammar conventions. Students will apply these skills to unpack an assignment task and write a full academic essay in preparation for further study.

### Assumed Knowledge

Students should have completed FND101 Academic Communication Skills 1 and be able to use the basic functions of search databases, such as ProQuest, to research a topic. They should be able to recognise the difference between academic and non-academic texts and write a paragraph to a satisfactory standard.

## 1.2 Teaching Team

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

Name	Email
Melinda Villamizar	melinda.villamizar@griffithcollege.edu.au

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be found on the Moodle Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal under the Timetable tile.

## 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 specific academic communication strategies that are suitable in a tertiary environment. It systematically introduces vocabulary, structures and techniques that are commonly found in academic texts. It also aims to teach students how to recognise these features in readings, and to use this knowledge to help with their comprehension. The course also focuses on developing an understanding of the critical thinking process and relevant writing techniques that support critical thought and analysis. By the end of the course students will have developed confidence in applying the written and oral conventions that are common to tertiary study.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply critical thinking strategies when reading, writing, listening, and speaking.
2. Understand the structural features of an academic essay and write an academic essay.
3. Apply academic language conventions to an essay and critical thinking tasks.
4. Use appropriate referencing in academic work.









### 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 resources are available on the portal. No textbook required.

#### 3.2 Recommended Learning Resources

Extra resources will be provided by your teacher as the course progresses.

#### 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 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 lecturer evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>MODULE 1 : Critical Thinking Strategies</b>					
1	Identifying your learning style	<ul style="list-style-type: none"> <li>-Introduction to: teachers/zoom guidelines/support services/class outcomes/tour the portal.</li> <li>-Get to know your classmates.</li> <li>-Identifying what makes a successful student.</li> </ul>	<ul style="list-style-type: none"> <li>- Get to know your classmates activity.</li> </ul>	Write a paragraph outlining your learning style.	1
2	Fact v Opinion	<ul style="list-style-type: none"> <li>- Evaluate sources on their credibility and discuss the features of these texts that make them reliable.</li> <li>-APA referencing information and activities on writing in-text citations.</li> <li>-Look at reporting verbs in academic writing + reporting verb matching activity.</li> </ul>	<ul style="list-style-type: none"> <li>-Read and respond to an article on Digital Addiction.</li> <li>-Summarising a journal article.</li> </ul>		1, 4
<b>MODULE 2 : Academic Essay Features</b>					
3	Identifying critical thinking features	<ul style="list-style-type: none"> <li>-Look at the process of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate examples of Critical Thinking.</li> </ul>		1, 3

		<ul style="list-style-type: none"> <li>-Discuss a quote.</li> <li>- Discuss two ethical dilemmas.</li> <li>-Look at asking questions.</li> <li>-look at Critical Thinking Presentation task requirements, example PPT and marking criteria.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to questions about a journal article: <i>'Sunscreen use Among Collegiate Athletes'</i> .</li> </ul>		
4	<p>Understanding an assignment</p> <p>Identifying essay features</p>	<ul style="list-style-type: none"> <li>-Discussion: what is required of an assignment topic.</li> <li>-Breaking down an assignment question information + Activity.</li> <li>-Brainstorming Activity</li> <li>-Examine an academic essay structure.</li> <li>-Break down of the introduction paragraph in an academic essay.</li> <li>-Examine and practice writing a Thesis statement.</li> </ul>	<p>Choose journal article for Critical Thinking Presentation.</p> <p>-Revision practice writing Topic Sentences.</p>		1, 2, 3, 4
5	Search Strategies on ProQuest & Thesis Statement	<ul style="list-style-type: none"> <li>- Look at how to search on ProQuest.</li> <li>-Practice breaking down assignment topic. Then find main idea for each paragraph, then write topic sentences then write thesis statement for 4 separate essay topics.</li> </ul>	-Finish the class activities for homework.		1, 2, 3, 4
6	Critical Thinking Presentations	Presentations of Critical Thinking assessment tasks.		<b>Critical Thinking Presentations Due</b> 30%	1 & 3, 4





MODULE 3 : Academic Language Conventions					
7	-Academic language features of an Essay	-Identifying use of cohesive devices and vocabulary in academic writing.  -Understanding Nominalisation and practice activities.  -Introduction to Task 1 of critical thinking presentation assessment.	Nominalisation Practice Activity		2, 3, 4
8	-The essay	-Body paragraph structure written explanation and video clip and examples.  Revise topic sentences activity.  Review Academic Integrity.	Practise writing a body paragraph using an excerpt about <i>the risk factors associated with chronic disease</i> .	<b>Portfolio Task 1 Due: Essay Outline</b> 10%	1, 2, 3, 4
9	Introduction and conclusion paragraphs	-Review of overall essay structure.  -Introduction paragraph structure and example and video.  -Conclusion paragraph structure and example and video.	Essay Drafting.	<b>Portfolio Task 2 Due: Developed Body Paragraph</b> 20%	1, 2, 3, 4
10	Paraphrasing	-Review common paraphrasing, editing and formatting errors.  -Use an extract from a source to find a claim and write paraphrases activity.  -Watch a Paraphrasing video.  Look at paraphrase coherence and cohesion.  Coherence Activity.	Essay drafting.		1, 2, 3, 4
11	Editing and Reference List	-Attend teacher consultations for essay editing.  -Review common language and conventional errors for the essay task.	Essay drafting.		1, 2, 3, 4

		Learn how to write a reference list.  Watch a video about reference lists and complete an activity.			
12	Final Editing and submission of essay	- Reflect on Portfolio tasks. What were your strengths? What would you do differently when planning your next essay?  -Review criteria sheets for essay task.  -Final editing for essay submission.	Essay drafting.	<b>Portfolio Task 3</b> <b>Due:</b> <b>Essay</b> 40%	1, 2,3, 4



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	Evidence of learning 	Weighting 	Learning outcome 	Due Date 
1	Critical Thinking Presentation	30%	1, 3, 4	Week 6
2	Portfolio Task 1: Essay Outline	10%	1, 2, 3, 4	Week 8
3	Portfolio Task 2: Developed Paragraph	20%	1, 2, 3, 4	Week 9
4	Portfolio Task 3: Essay	40%	1, 2, 3, 4	Week 12

### 5.2 Evidence of Learning Task Detail

#### **Critical Thinking Presentation (30%)**

In pairs formed by your teachers, or alone while we all are online, students will choose a journal article to present to the class. They must summarise the journal article, illustrate its identifying features and clarify topic related vocabulary. Students will then evaluate their article's strengths and weaknesses in terms of academic reliability and use this article in order to facilitate further discussion related to the topic. This presentation will assess learning outcome 1 & 3,4

#### **Portfolio Task 1: Essay Outline (10%)**

After unpacking their assignment topic in class, students will provide a breakdown of their essay which outlines their thesis statement and topic sentences for their body paragraphs. This essay will assess learning outcomes 1, 2, 3, 4.



### **Portfolio Task 2: Developed Paragraph (20%)**

Using their essay outline as a basis, students will develop fully one body paragraph for their essay. The body paragraph must include a topic sentence, claims for their topic, and substantial support for these claims using paraphrasing and appropriate in-text citations. The paragraph should show academic language conventions which includes using complex sentences, the passive tense and an understanding of cohesive devices. This paragraph will assess learning outcomes 1, 2, 3, 4.

### **Portfolio Task 3: Essay (40%)**

Using their essay outline as a basis, students will complete their essay in full. Students should take on board the suggestions made by the teacher from tasks 2 and show evidence of language and grammar progression. The essay should have an introduction, 3 body paragraphs (minimum), a conclusion and an APA formatted reference list. The essay should illustrate the students understanding of the topic and their ability to develop a discussion with relevant support using academic writing conventions. This essay will assess learning outcomes 1, 2,3, 4.

## 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 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 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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