



1. General Course Information

1.1 Course Details

Course Code:	9000EHR
Course Name:	Academic Communication for Postgraduate Students
Trimester:	Trimester 1, 2022
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	Dr Chantelle Bayes
Document modified:	16 February 2022

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, presentations and case studies as well as the discussion 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
- 5 hours 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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

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

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed for delivering a presentation.

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 sources 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

A range of journal articles, book chapters and short videos will be provided. Students will be expected to access and read weekly materials and do activities which will be available on the Griffith College course site. Pre-reading is essential for each week as this will enhance your understanding of the course materials, contribution in class and completion of the assignments.

3.2 Recommended Learning Resources

Additional materials may be provided in class and through the course site to support learning experiences and activities.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. 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 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%, students are engaged in their learning 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

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

	Module 4: <i>Constructing Complex Arguments</i>				
9	Essays: Building Arguments	Class discussion of reading and analysis of essay task	Research statement activity		4
10	Essays: Structuring Arguments	Class discussion of reading	Research proposal activity	Essay: Part A	4
11	Writing and Referencing Masterclass	Essay consultations	Essay editing task		4
12	Revision and Future Applications	Essay consultations	Future learning discussion		4
Exam Week				Essay: Final	



5. Evidence of Learning

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

1. Evidence of Learning Task 1: Discussion Activities (10%)

Task Type: Assignment/Online class discussion

Learning Outcomes evidenced: 1,3

Due Date: Week 2 (date to be advised on course site)

Weight: 10%, Marked out of: 100

Length: (if applicable) Between 200 – 300 words

Task Description: 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 reflection in relation to the required readings by making 1-2 posts on an online forum.

Criteria and Marking:

- Accuracy in response to the reading
- Reflection on course content
- Paragraph structure and referencing

Submission: This post must be submitted via Turnitin on the course site and must be between 200-300 words.

2. Evidence of Learning Task 2: Case Study Analysis (20%)

Task Type: Written Assignment

Learning Outcomes evidenced: 2

Due Date: Students can make their submission anytime between week 5 and Week 6 (date to be advised on course site)

Weight: 20%, Marked out of: 20

Length: (if applicable) lengths will be advised in class

Task Description: : Students will complete a timed case study analysis involving a SWOT analysis and 2 written paragraphs. Further details will be provided in weeks 3-4. Marking criteria will be available on the course site.

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

Submission: The analysis will be written in online test-like conditions through a submission point on the course site.

3. Evidence of Learning Task 3: Team Multimedia Presentation (30%)

Task Type: Assignment - Presentation

Due Date: Week 8 (date to be advised on course site)

Learning Outcomes evidenced: 3

Weight: 30%, Marked out of: 100

Length: (if applicable) 500 word speech (roughly 3-5min presentation)

Task Description: 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 and referencing
- Creativity
- Peer review

Submission: A video recording will need to be submitted to the course site. Supporting documents must be submitted through Turnitin on the course site. Further details will be provided on the course site.

4. Evidence of Learning Task 4: Essay: Part A (10%) Essay: Final (30%)

Task Type: Written Assignment

Due Date: Essay: Part A – Week 10 (date to be advised on course site)

Essay: Final – Study week (date to be advised on course site)

Learning Outcomes evidenced: 4

Weight: Essay: Part A 10%, Marked out of: 10

Essay: Final 30%, Marked out of: 100

Length: (if applicable) 2000 words

Task Description: 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 to be submitted in study week is 2000 words. Further details will be provided in the week 9 tutorial and on the course site. Marking criteria will be provided on the course site.

Criteria and Marking:

- Structure and format
- Analysis and argument
- Integration of research and student's own ideas
- Expression and referencing

Submission: You must submit your electronic copy through Turnitin on the course site.

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, 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 Evidence of Learning Tasks.

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 course site 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 Digital Campus. 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 Evidence of Learning Tasks-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 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.

Copyright © - Griffith College

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.