1. General Course Information

1.1 Course Details

Course Code:	FND101
Course Name:	Academic Communication Skills 1
Trimester:	Trimester 1, 2023
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Shane Trinne
Document modified:	20 December 2022

Course Description

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

Assumed Knowledge

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

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
Felicity Armstrong	fear@portal.griffithcollege.edu.au
Shane Trinne	shtr@portal.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 laptop, or tablet (mobile phones are not suitable). 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.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to assist students in developing academic specific reading and writing strategies and as such systematically introduces listening, note taking, disciplinary specific vocabulary, typical sentence and organisational structures found in academic texts, as well as grammar. It also aims to teach students how to recognise these features in readings, and to use this knowledge to help with their comprehension. The vocabulary, sentence and organisational structures observed within these texts will also be used to develop students' ability to write and present in an academic manner.

2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1.   Apply a range of academic learning strategies in a tertiary education setting...

2.   Apply a range of note taking and listening skills in written formats.

3.   Locate relevant and reliable academic sources.

4.   Construct correctly formatted academic paragraphs by analysing academic topics.

5.   Use appropriate referencing in academic work.

6.   Contribute effectively in a team in an academic environment.

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		

3. Learning Resources

3.1 Required Learning Resources

Online Material

3.2 Recommended Learning Resources

N/A

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

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning. This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Leaning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the **Homework** (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 **Classwork** (Learning Experiences) which underpin the learnings in this course. You are expected to engage with the Before Class work and Homework 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 **Before Class** (Learning Content), **Classwork** (Learning Experiences), **Homework** (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content to be covered and therefore will be able to actively participate in the session. **Homework** (Learning Activities**)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment (**Evidence of Learning Tasks) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled class (either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with before class and homework resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course content even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course learning material and completing the homework 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. Weekly Guide: Before Class (Learning Content), Classwork (Learning Experiences) and Homework (Learning Activities) and Assessment (Evidence of Learning)

The information below lays out how your learning will be organised throughout the trimester:

Week	Before Class (Learning Content)	Classwork (Learning experiences)	Homework (Learning activities)	Assessment (Evidence of Learning)	Learning outcome
Module 1					
1	**Before Class** Online vocabulary activities. **In Class Topics** Expectations of a Western University Getting to Know You Goal Setting Time Management Skills Active Participation Independent Learning	**Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:** • Activities to introduce students to Western University's style of learning • Interview a Classmate • Goal Setting activity • Time Management Activity • Active Learning activities • Listening and Note Taking activities • Searching on ProQuest for relevant and reliable journal articles.	**Introductory Task** Student Profile: Write a paragraph telling a story about yourself so your teacher can get to know you and about your life.		1, 2, 3
2	**Before Class** Online vocabulary activities. **In Class Topics** Academic Integrity Note Taking Learning to Listen Text Types Formal Tone / 3rd Person Email Etiquette	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • **Activities in the right and wrong of Plagiarism and Academic Integrity.** • **Academic Integrity Quiz (not assessable)** • Listening activities: Notetaking styles • -watch videos / answer questions. • Activity: Academic writing style, tone and format. • Activity: Finding Synonyms • Activity: Identify the main Ideas from different text types-textbook, blog, criminal proceeding, journal article, magazine.	**Trimester Planners** Complete both a weekly and trimester planner.		1, 2

	Module 2				
3	**Before Class** Online vocabulary activities. **In Class Topics** Analysing an Assignment Identifying the Main Ideas Academic Research (Searching for Sources) Researching your Topic Critical Thinking	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Activity: Countable and Uncountable nouns • Assignment Topic Analysis • Identifying the main idea and academic structure of an academic paragraph • Finding reliable sources on ProQuest • Activity: Read an abstract.	**Searching for Sources** Topic Analysis and Searching for Sources	Listening Assessment / Note Taking 25%	1, 3
4	**Before Class** Online vocabulary activities. **In Class Topics** Informing your Reader Academic Writing Structure Claims and Citations Developing and Organising One Idea per Paragraph Selecting your Claim Citing your Source	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet**: • Grammar • Activity: Passive Tense • Activities recognising claims and citing the source. • Activities in Creating correctly formatted direct quotations from the given sentences, then include in-text citations. • Identifying and **Writing Paraphrases from an extract given. Then add in- text citations.** • Activities in analyzing / Elaborating claims. • Activities in Topic Sentences / Summary Sentences. • Activities in Secondary In-text citations. • Activities in Organising a paragraph. • Write a Developed Academic Paragraph given two sources.	**Creating In-Text Citations:** Using claims, produce correct In-Text Citations from bibliographic material given		1, 2, 5
5	**Before Class** Online vocabulary activities. **In Class Topics** Identifying Quotes? Selecting your Quote Writing Claims as a Direct Quote Analysing your Claim	• Identifying quotes • Creating correctly formatted direct quotations including in-text citations • Selecting information for claims and writing quotes with citations • Activity: Using ellipses and square brackets to edit a quote • Writing Claims as Quotes and Analysing the Information	**Quotation Practice** Write a claim as a correctly introduced and formatted quotation with an in-text citation.		1, 4, 5

6	**Before Class** Online vocabulary activities. **In Class Topics** Paraphrases - Writing in your own Words Selecting your Paraphrase Writing Claims as Paraphrases Analysing your Claim	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Identifying and Writing Paraphrases from an extract given including in-text citations • Identifying citation errors in paraphrases • Writing claims as Paraphrases including citations • Analysing / Elaborating on claims.	**Paraphrase Practice** Write a paraphrase using a correctly formatted in-text citation. **Analysing claims:** Analysing / Elaborating on Claims:	Assessment Quiz: Direct Quotes / Paraphrases / In-Text Citations (20%)	1, 5
7	**Before Class** Online vocabulary activities. **In Class Topics** Topic Sentences (Main & Limiting ideas) Expanding on the Topic Advanced Citations Signpost and Transition Words Writing an Academic Paragraph	**Zoom Classes + Online Activities/ Discussions/Breakout Rooms/Padlet:** • Activity: Topic Sentences • Activity: Background Sentences • Activity: Summary Sentences • Activity: Grammar -Transition Words • Activity: Secondary In-text citations • Activity: Organising a paragraph • Activity: Writing a Developed Academic Paragraph given two sources	**Paragraph Writing Practice:** Creating an Academic Paragraph Using two of the sources.		1, 4, 5
	Module 3				
8	**Before Class** Online vocabulary activities. **In Class Topics** Copyright Presenting in an Academic Setting Presentation Techniques Knowing Your Audience Presentation Examples Reference Lists	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Activity: Deliver a Short Presentation and Engage the Audience • Activity: Presenting practice • Activity: Watching a video of presentation examples/making notes • Activity: Reference Lists	**Choosing a topic for team presentation**		1, 5, 6

9	**Before Class** Online vocabulary activities. **In Class Topics** The Importance of Discussions Leading a Discussion Observing Discussions Who to Work With Team Building Activities	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Activity: Team Work • Expressing Ideas Appropriately • Activity: Unscrambling expressions		Write a correctly formatted academic paragraph (30%)	1, 3, 4, 5, 6
10	**Before Class** Online vocabulary activities. **In Class Topics** Creating Effective PowerPoints Creating Effective Notes/Palm Cards Presenting to the Class	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Creating effective PowerPoints • Activity: Spending Time Perfecting PowerPoints/Breakout rooms • Activity: Creating Palm Cards • Activity: Presenting to the Class	Team Work on Oral Presentation & PowerPoint Slides		1, 6
11	**Before Class** Online vocabulary activities. **In Class Topics** Exam Techniques How to Answer Questions What to do if it Goes Wrong Questions about the exam	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Exam Techniques • Practice Exam			1, 3, 4, 5
12	**Before Class** Online vocabulary activities. **In Class Topics** Team Oral Presentations	**Zoom Classes + Online Activities / Discussions / Breakout Rooms / Padlet:** • Activities in Delivering a Short Presentation and Engage the Audience • Activities in writing and identifying errors in Reference Lists • Activity: Team Work in presentation Teams • Activities in Expressing your Ideas Appropriately • Spend Time Perfecting your PowerPoints • Creating Palm Cards • Presenting to the Class • Exam Techniques • Practice Exam	**Finalisation of Oral Presentation, PowerPoint Slides and Palm Cards**	Team Presentation 25%	1, 3, 5, 6

5. Assessment (Evidence of Learning)

5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	Weighting	Learning outcome	Due Date
1	Listening/ Assessment/Note Taking	25%	1, 2	3
2	Reading Sources/Writing a formatted paragraph	50% (20% + 30%)	1, 2, 3, 4, 5	Week 6/9
3	Team Presentation	25%	1, 2, 3, 5, 6	Week 12

5.2 Assessment Task Detail (Evidence of Learning)

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

The tasks for this course are designed to allow students to develop and demonstrate the academic skills taught throughout the course. This course is a pre-requisite for FND102 Academic Communication Skills 2 therefore a passing grade is required before students can progress. The following sets out the task requirements for this course:

1. Assessment Task 1: Listening / Note Taking (25%)

Task Type: Online Quiz
Due Date: Week 3, Friday class time
Weight: 25%, Marked out of 20
Length: 60 minutes
Task Description: series of questions on an online quiz. The objective is to develop listening skills to enable students to recognize key ideas and understand information presented orally. The Listening assessment contributes to the development of learning outcome 1 & 2 and will be held in Week 3. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed on their ability to take notes whilst listening to a short video and then answer 20 questions from the video using their notes.
Submission: online quiz/exam

2. Assessment Task 2: Reading Sources / Writing a formatted paragraph (50%)

Task Type: Assessment Quiz 20% and Online Writing Assignment 30%
Due Date: Friday class of Week 6 and Week 9
Weight: 50% total (Week 6 Quiz – 20% and Week 9 Assessment – 30%) Marked out of: Week 6 out of 20 / Week 9 out of 30
Length: Week 6: 60 minutes / Week 9: 60 minutes
Task Description: Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.
Reading - Assessment Quiz – Direct Quotes / Paraphrase / In-Text Citations (20%)
Students will be asked to complete an Online Moodle Quiz during the second class in Week 6. The quiz will consist of 20 multiple choice and short answer questions to demonstrate skills in In-text Citations, Paraphrasing and Quoting. This task will cover the learning outcomes 1 & 5.
Writing – Reading Sources / Writing a formatted paragraph (30%)
Two academic sources are given, students are required to decide which is the reliable and relevant source and asked to identify referencing details. The abstract of each source will be read, and students identify the main idea   and limiting ideas of each source. This will be done as an online Quiz in class in Week 9 The objective is to develop reading comprehension and identify key ideas. This activity relates to major course skills and contributes   to the development of learning outcomes 1, 3, 4 & 5.
Criteria and Marking: Students are assessed on their ability to choose relevant, recent and reliable sources and then use those sources to write an academically formatted paragraph.
Submission: Online Moodle Quiz x 2

3. Assessment Task 3: Team Presentation (25%)

Task Type: Team Presentation
Due Date: Week 12 class time
Weight: 25%, Marked out of: 100
Length: 15 minute per team
Task Description:
Students will be given the opportunity to develop teamwork, presentation and oral communications skills through the delivery of a short team presentation based on a topic selected by the students (approved by the teacher) related to their area of study. In small teams, students will showcase their creativity while thinking about the target audience, delivery method and audience participation. Students will be required to research their topic and   provide factual, accurate, unbiased and informative information. The team's leader will be required to submit the teams PowerPoint Slides into Turnitin, in addition to their own speech and each team member will be required to   submit their speech on the topic, including correctly formatted citations and reference list to Turnitin. There will be no individual marks for this task as it is a team effort. The presentation will be due in Week 12 of the trimester and reflects learning outcomes1, 3, 5 & 6. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used
Criteria and Marking: Students are assessed on Structure, Content, Visual Support and relative Documentation.
Submission: Turnitin via the course site

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

In order to pass this Course, students must:

A. Attempt all assessment items
B. Demonstrate assurance of learning of all learning outcomes through graded Assessment Tasks.

5.3 Late Submission

An Assessment 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 Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each calendar day that the task is late. Assessment tasks submitted more than seven calendar 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 Assessments (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 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

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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.