



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	FND102
<b>Course Name:</b>	Academic Communication Skills 2
<b>Trimester:</b>	Trimester 1, 2023
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Melinda Villamizar
<b>Document modified:</b>	20 <sup>th</sup> Feb 2023

### 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/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
Chris Humphries	chris.humphries@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 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 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 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

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** = Learning 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
					
<b>Module 1: Critical Thinking Strategies</b>					
1	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Identifying your learning style</p>	<p>Introduction to: teachers / zoom guidelines / support services / class outcomes / tour the portal.</p> <ul style="list-style-type: none"> <li>Get to know your classmates.</li> <li>Identifying what makes a successful student.</li> </ul>	<p>Get to know your classmates activity.</p>	<p>Write a paragraph outlining your learning style.</p>	1
2	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> <b>Academic Integrity</b></p> <p>Fact v Opinion</p>	<p><b>Activities in the right and wrong of Plagiarism and Academic Integrity.</b></p> <p><b>Academic Integrity Quiz (not assessable)</b></p> <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>	<p>Read and respond to an article on Digital Addiction.</p> <p>Summarising a journal article.</p>		1, 4
<b>Module 2: Academic Essay Features</b>					
3	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Identifying critical thinking features</p>	<p>Look at the process of critical thinking.</p> <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>	<p>Evaluate examples of Critical Thinking.</p> <p>Respond to questions about a journal articles: 'Sunscreen use Among Collegiate Athletes'.</p>		1, 3
4	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> 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>Breakdown 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	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Search Strategies on ProQuest &amp; Thesis Statement</p>	<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>	<p>Finish the class activities for homework.</p>		1, 2, 3, 4

6	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Critical Thinking Presentations</p>	<ul style="list-style-type: none"> <li>• Presentations of Critical Thinking assessment tasks</li> </ul>		<p><b>Critical Thinking Presentations Due 30%</b></p>	1, 3, 4
<b>Module 3: Academic Language Conventions</b>					
7	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Academic language features of an Essay</p>	<ul style="list-style-type: none"> <li>• Identifying use of cohesive devices and vocabulary in academic writing.</li> <li>• Understanding Nominalisation and practice activities.</li> <li>• Introduction to Task 1 of critical thinking presentation assessment.</li> </ul>	Nominilisation Practice Activity		2, 3, 4
8	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> The Essay</p>	<ul style="list-style-type: none"> <li>• Body paragraph structure written explanation and video clip and examples.</li> <li>• Revise topic sentences activity.</li> <li>• Review Academic Integrity.</li> </ul>	Practise writing a body paragraph using an excerpt about <i>the risk factors associated with chronic disease</i> .	<p><b>Portfolio Task 1 Due: Essay Outline 10%</b></p>	1, 2, 3, 4
9	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Introduction and Conclusion Paragraphs</p>	<ul style="list-style-type: none"> <li>• Review of overall essay structure.</li> <li>• Introduction paragraph structure and example and video.</li> <li>• Conclusion paragraph structure and example and video.</li> </ul>	Essay Drafting.	<p><b>Portfolio Task 2 Due: Developed Body Paragraph 20%</b></p>	1, 2, 3, 4
10	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Paraphrasing</p>	<ul style="list-style-type: none"> <li>• Review common paraphrasing, editing and formatting errors.</li> <li>• Use an extract from a source to find a claim and write paraphrases activity.</li> <li>• Watch a Paraphrasing video.</li> <li>• Look at paraphrase coherence and cohesion.</li> <li>• Coherence Activity.</li> </ul>	Essay drafting.		1, 2, 3, 4
11	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Editing and Reference List</p>	<ul style="list-style-type: none"> <li>• Attend teacher consultations for essay editing.</li> <li>• Review common language and conventional errors for the essay task.</li> <li>• Learn how to write a reference list.</li> <li>• Watch a video about reference lists and complete an activity.</li> </ul>	Essay drafting.		1, 2, 3, 4
12	<p><b>Before Class</b> Online Vocabulary activities</p> <p><b>In Class Topics</b> Final Editing and submission of essay</p>	<ul style="list-style-type: none"> <li>• Reflect on Portfolio tasks. What were your strengths?</li> <li>• What would you do differently when planning your next essay?</li> <li>• Review criteria sheets for essay task.</li> <li>• Final editing for essay submission.</li> </ul>	Essay drafting.	<p><b>Portfolio Task 3 Due: Essay 40%</b></p>	1, 2, 3, 4



## 5. Assessment (Evidence of Learning)

### 5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	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 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.

#### Assessment Task 1: Critical Thinking Presentation (30%)

**Task Type:** Presentation

**Due Date:** Week 6, date to be confirmed on course site

**Weight:** 30%, Marked out of: 20

**Length:** 3 – 5 minutes each student

**Task Description:** 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. 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 planning and PPT inclusion, understanding of source, critical thinking

**Submission:** Turnitin via the course site

#### Assessment Task 2: Portfolio 1 Essay Outline (10%)

**Task Type:** Essay Outline

**Due Date:** Week 8, date to be confirmed on course site

**Weight:** 10%, Marked out of: 10

**Length:** n/a

**Task Description:** 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. 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 Thesis statement, topic sentences and research references

**Submission:** Turnitin via the course site



### Assessment Task 3: Portfolio 2 Developed Paragraph (20%)

**Task Type:** Developed Body Paragraph

**Due Date: if known, otherwise** Week 9, date to be confirmed on course site

**Weight:** 20%, Marked out of: 20

**Length:** 150 words

**Task Description:** 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. 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 paraphrasing and quoting, citations, topic sentences, grammar/spelling/vocab, claim choice and cohesion

**Submission:** Turnitin via the course site

### Assessment Task 4: Portfolio 3 Essay (40%)

**Task Type:** Essay

**Due Date:** Week 12, date to be confirmed on course site

**Weight:** 40%, Marked out of: 40

**Length:** 1000 words

**Task Description:** 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. 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 Introduction & Conclusion, Thesis Statement, Body Paragraphs, Research, Connectives, Spelling/Grammar, Quotes & Paraphrasing Justification, Citations and Reference List.

**Submission:** Turnitin via 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 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 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.

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