Course Code:	1020GCH
Course Name:	Academic & Professional Skills Development for Science and Technology
Semester:	Semester 1, 2017
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Mia Mitropoulos
Document modified:	

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Mia Mitropoulos   maria.mitropoulos@staff.griffithcollege.edu.au

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Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "my Timetable" link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

Academic and Professional Skills Development for Science and Technology is a 10 Credit Point course within the Diploma of Health Care. The course is situated within the first semester of each of these programs. The Diploma of Health Care provides students with a pathway to:

* further university studies in Health related degrees, or
* direct employment in base level roles within these discipline.

The course offers students a broad introduction to the skills involved in acquiring information and in displaying knowledge to others. It includes the basic knowledge skills required to successfully participate in an undergraduate degree program and to operate effectively in an industry context.

Rationale

Academic and Professional Skills Development for Science and Technology provides the necessary knowledge and skills required for effective functioning in the business or tertiary sectors.

Aims

This course aims to enable students to develop skills in the following three main areas:

1. Learning skills and awareness relevant to both a university or workplace context.
2. Skills required to extend learning beyond lectures and textbooks by applying skills to 'real world' situations.
3. Skills required to display information in the most effective manner.

Learning Outcomes

Upon successful completion of this course, with focus on health care you will be able to:

1. recognise and use deep learning;
2. understand a range of learning strategies;
3. use a range of searching skills to find relevant information and ideas;
4. read analytically and critically;
5. create and sustain an argument as a response to a topic or question;
6. use the technical skills required in academic writing and speaking;
7. understand the significance of different formats for the presentation of ideas and information and acquire skills in using them (essay; case study; report; journal articles; oral presentations);
8. recognise and use a range of techniques to enhance group work experience and outcomes;

9. engage in problem recognition and solving;
10. develop the ability to assess yourself and others;
11. understand the relation of culture to learning.

Texts and Supporting Materials

Required Text:

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). *Essential Academic Skills.* (2nd ed.) Melbourne: Oxford University Press

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Organisation and Teaching Strategies

This course involves or five (5) formal contact hours per week incorporating seminars, tutorials and - computer lab sessions. The seminars will introduce you to the theoretical content of the course while tutorials and lab sessions put the concepts and theories learnt in lectures into practice. Lab sessions are designed to give students an opportunity to complete a range of practical tasks. This includes opportunities to prepare for assessment items with the help of tutor/s. The teaching and learning approaches used will consider the nature of learning and the diverse nature of students within the classroom.

Class Contact Summary

Attendance
Your attendance in class will be marked twice during a fivehour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the semester.

Participation in Class
You are expected to actively participate in all classes each week.

Consultation Times
Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials
Lecture notes will be made available to you on the Griffith College portal and you are advised to print these out and bring them to each class so that extra notes can be added.

Independent Learning
You should allocate approximately 10 hours of study per week (including the lecture/tutorial time) to this course. However, you will find that more than this will be required in some weeks.

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].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Curriculum, Learning and higher education.	Lecture	Chapter 2 and 3
	Setting goals and mastering learning.	Tutorial	
	1020CGH Course Outline. Overview of assessment requirements. Time management and planning for success. Progress with Student Workbook.	Workshop	
2	Self-efficacy and the independent learner.	Lecture	Chapter 1
	Building resilience. Podcast group allocations. Overview of Assessment 2 Podcast.	Tutorial	
	Academic writing and learning activities & reflection on Weeks 1 and 2. Progress with Student Workbook and Learning Journal activities.	Workshop	
3	Approaches to learning and basic academic writing.	Lecture	Chapter 7
	(Critical) Reflection on learning. Overview of Assessment 3 Essay - Topic analysis.	Tutorial	
	Academic writing learning activities. Progress with Assessment 1 Student Workbook and learning journal activities.	Workshop	
4	Reading academically – Engaging with Academic literature and Developed	Lecture	Chapter 4

	paragraph writing.		
	Using technology for learning.	Tutorial	
	Academic writing learning activities & reflection on Weeks 3 and 4. Podcast planning and development.	Workshop	
5	Analysing ideas in research.	Lecture	Chapter 12
	Research and the discipline of nursing. Essay topic analysis. Developing research strategy and using Library search	Tutorial	
	Academic writing learning activities. Progress with Learning Journal.	Workshop	
6	Collaboration, cooperation and collusion – learning with and from others. Self and peer assessment.	Lecture	Chapter 9
	Collaboration, cooperation and collusion – learning with and from others. Key skills in writing academically.	Tutorial	
	Learning activities & reflection on Weeks 5 and 6. Podcast progress and review of key skills.	Workshop	
7	Constructing and presenting an argument.	Lecture	Chapters 5 and 13
	Key skills in writing academically; review of essay plans.	Tutorial	
	Learning activities. Progress with essay research papers.	Workshop	
8	Innovative problem solving.	Lecture	Chapter 6
	Academic integrity; review of essay plans.	Tutorial	
	Learning activities & reflection on Weeks 7 and 8. Progress with Learning Journal and essay	Workshop	
9	Communication in health care.	Lecture	Chapter 10

	Presenting ideas orally.	Tutorial	
	Learning activities. Progress with Essay and Learning Journal.	Workshop	
10	Skills in health care and nursing.	Lecture	
	Learning as a lifelong phenomenon. Learning activities & reflection on Weeks 9 and 10. Progress with Learning Journal.	Tutorial	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Student Workbook	20%	1,2,3,6,10,11	4
2	Team Podcast	15%	2,3,4,6,7,8,9,10	7
3	Written Essay and Plan	40%	1,2,3,4,5,6,7,9	10
4	Learning Journal	25%	2, 4, 5, 6, 7, 10, 11	11

Assessment Details

Assessment 1: Student Workbook
Rationale: Completing the student workbook helps students to reflect upon and understand the reasons for their past, present and future academic performances and to identify improvement goals and strategies. The student work book inspires critical thinking and decision making by students as well as the development of student self-evaluation skills. The student workbook encourages students to engage with their motivation for being at university whilst developing a sense of their present environment and the need to balance university and work-life.
Assessment details:
Students are required to complete a range of activities that provide an induction to Griffith College and learning in higher education. These activities would include:
- Library engagement exercise
- Teacher consultation interview
- Contact with student support services
- Timetable and study plan development
- Goal setting exercises.

Marking criteria: The Student Workbook will be marked against established criteria which will be published on the 1020GCH MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar and punctuation. Submission: Hard copy in class and online submission to Turnitin

Assessment 2: Team Podcast - Explaining a key discipline concept

Length: 3 minutes per person
Rationale: Creating a Team Podcast assesses students understanding of the principles of effective group work and effective communication about a discipline specific topic of choice. It encourages individual and collaborative learning. The team podcast tests students' ability to use investigation, imaginative and critical thinking, and synthesis of ideas. The Team Podcast tests students skills in collecting, analysing and organising information ; their abilities in communicating ideas and information and planning and organising activities; as well as their skills in working with others in teams problem solving and using technology. Utilising software as Audacity and OneNote, students can draft, edit and create audio recordings in a non-threatening way. Students can also enhance these recordings with appropriate lead-ins and fade-outs; layering their podcasts with other tracks.

Assessment details:Students are required to create a 9-12 minute podcast (3 minutes per person) that explains to a non-expert audience a key idea from their discipline area. This podcast will be created by groups of 3 or 4 students with a requirement for every group member to be part of the audio recording. Within the recording students are required to make reference to research in their discipline field that relates to their chosen topic, and to also provide a reference list to their tutor alongside submission of an electronic audio file. Students will also be required to submit an evaluation of their participation in their group through the development of their podcast. A template is provided for this.

Marking criteria:
Students will be assessed against the following criteria:
- Ability to communicate clearly orally
- Ability to analyse key ideas and research within their discipline
- Knowledge of discipline ideas and challenges in explaining these ideas to different audiences
- Ability to work effectively as part of a group.

Assessment 3: Essay
Rationale: Writing an essay tests a student's ability to: research and locate relevant literature, assess ideas and information in the relevant literature, formulate an argument, and critically evaluate different perspectives on and alternatives to issues or problems. The critical essay will also assess a student's ability to: select and read relevant sources analytically and critically; avoid plagiarism; paraphrase and quote skillfully; use citations; write coherent paragraphs; link paragraphs in a logical order; write an introduction and conclusion; create an argument in an essay format; and use knowledge from academic sources to support an argument.

Assessment details: Students will be guided across Weeks 4, 5, 6 & 7 in the process of analysing research papers from related to health care and nursing. Using this guided learning students are required to develop an essay using 5 key papers on a similar theme related to health care and nursing This includes a compulsory reading which is provided in the portal. A

plan will be developed during class time where it will be reviewed and feedback given in Weeks 7 and 8. The planning documents must be submitted with the final essay document. The essay should provide an overview of the key concepts within each paper, examine and discuss the research approach within each article used, examining the respective strengths, weaknesses and limitations.

The assessment submission will contain a collection of pieces of analysis of different texts, with the 1,200 word critique presented as a covering document.

Marking criteria: The Essay will be marked against established criteria which will be published on the 1020GCH MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar and punctuation. Submission: Online submission to Turnitin via link on the 1020GCH Learning Support page

Assessment 4: Learning Journal
Rationale: Developing written submissions on academic skills methodologies encourages student reflection as a way to review, reconsider and refine meaning and learning of concepts , skills and processes and tests students' understanding and integration of concepts presented in weekly lectures, tutorials and workshops
Assessment details: Students are required to maintain a weekly Learning Journal which explores the key course concepts presented between Weeks 1-10. This will be completed in lab time (and as homework) and will include a range of activities such as a weekly journal entry, core skills tasks, language development tasks and problem solving.

Students will submit the full Learning Journal comprising of the 7 best reflection examples from the semester (700 words in total) via Turnitin at the beginning of Week 11.

Marking criteria: The Learning Journal will be marked against established criteria which will be published on the 1020GCH MyStudy course site. Submission: Online submission to Turnitin.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

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.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item 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. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Your assessment will be marked so that you can learn from your work. Feedback will be provided so that you can see the level you have reached in any skill. Your tutor will give you comments on your work and will be happy to discuss your assessment further, if you wish.

You may see your tutor in his/her consultation time.
Marks awarded for assessment items will also be available on the on the Griffith College Student Portal within fourteen [14] of the due date for submission of the assessment.

Generic Skills

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	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	
English Language Proficiency	Yes	Yes	Yes

Additional Course Generic Skills

Additional Course Information

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

Student feedback on their courses can be found by going to 'Student Feedback' under Support in the Griffith College Student Portal.

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.

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 Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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