



# FOHS302

## Special Interest Unit 2

S1 External 2014

*Human Sciences Administration*

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## General Information

Unit convenor and teaching staff Unit Convenor Stef Savanah <a href="mailto:stef.savanah@mq.edu.au">stef.savanah@mq.edu.au</a> Contact via <a href="mailto:stef.savanah@mq.edu.au">stef.savanah@mq.edu.au</a>
Credit points 2
Prerequisites 45cp and permission of Executive Dean of Faculty
Corequisites
Co-badged status
Unit description This unit provides final year students with the opportunity to extend their research skills by undertaking independent study in a topic related to early childhood, education, linguistics or psychology. Students will be directly supervised by a member of the relevant department or in some cases by the unit convenor. Please contact the unit convenor to discuss your project and find out who will be your supervisor.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- perform basic IT related research tasks including accessing and searching electronic data bases
- understand the different sources of data that can be used in an annotated bibliography
- independently research a given research question using electronic data bases and extract relevant sources of information
- demonstrate understanding of the essential features of an annotated bibliography
- structure an essay
- critically evaluate a research question

## Assessment Tasks

Name	Weighting	Due
<u>Literature Review</u>	0%	14 Mar 2014 5:00pm
<u>Reflection</u>	0%	28 Mar 2014 5:00pm
<u>Annotated Bibliography</u>	50%	Friday 11 Apr 2014, 5:00pm
<u>Essay</u>	50%	Friday 13 Jun 2014, 5:00pm

### Literature Review

Due: **14 Mar 2014 5:00pm**

Weighting: **0%**

Prepare an initial list of articles relevant to the research, drawing upon the databases available from the library. This assignment is not marked but will aid the execution of subsequent assignments.

### Reflection

Due: **28 Mar 2014 5:00pm**

Weighting: **0%**

Consider the range of ideas and arguments presented in the various research articles to allow your own views to emerge. This assignment is not marked but will aid the execution of subsequent assignments.

### Annotated Bibliography

Due: **Friday 11 Apr 2014, 5:00pm**

Weighting: **50%**

Assessment task 1 is the preparation of an annotated bibliography. An annotated bibliography is a list of sources of information about a research question which includes a brief description and evaluation of each source. For FOHS302 you will agree a research topic/question with your supervisor and you must prepare an annotated bibliography using the instructions below.

In the submitted work you must

1. State the research question you are researching, and a brief (maximum one page)

outline of why it is an interesting one, provide the names of the data bases that you have used and the search terms (including truncations; if you are searching efficiently, you should need to use only one or two data bases) and why you made the selections that you did

2. Include at least 20 journal articles, books, book chapters or web sites that are of relevance to the research question using the referencing style appropriate to the discipline. These should be the ones you consider the most important, so you will probably have reviewed at least twice this many
3. Annotate 10 of these. The length of the annotation will depend on why it has been included and on the source itself. Typically annotations are between 150 and 200 words, though some may be much longer.

Please complete the cover sheet available at [http://www.humansciences.mq.edu.au/current\\_students/undergraduate/assignment\\_cover\\_sheet](http://www.humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet)

Please lodge your assessment via iLearn..

### **Turnitin Submission for academic honesty and word-count check**

Your work may be submitted to the anti-plagiarism detection software via iLearn. Your work will be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals and book chapters. The results will be sent only to the unit convenor who will analyse them with reference to the University's Policy on Academic Honesty

Note that an annotated bibliography is *not an essay*. You might think of the assignment as preparatory notes which could form the basis for a formal essay.

FOHS302 Marking guide for annotated bibliography

#### Criteria

High Distinction/Distinction

Credit

Pass

Fail

#### Content

All required content is provided in correct format:

- Research Question is clearly presented
- Clear explanation of the question's importance or interest to the student
- All databases used provided

- All search terms used provided along with explanations for their selection
- At least 20 sources listed alphabetically in appropriate format
- Ten annotations provided

All required content is provided in adequate format.

Some of the required content is provided, including at least the research question, the databases used, search terms, 20 sources and ten annotated sources.

Required content is not sufficient. Some or all of the following are missing: research question, the databases used, 20 sources and ten annotated sources.

#### Relevance

There is a brief explanation of why each annotated source was selected and how it is of value for the research topic. Sources chosen are appropriate for the audience. All chosen sources are central to the topic, explicitly connected to the topic and to each other. The authority of the authors of the cited works is established as excellent.

There is a brief explanation of why each annotated source was selected and how it is of value for the research topic. Chosen sources are central to the topic, explicitly connected to the topic and to each other. The authority of the authors of the cited works is established as good.

There is an attempt to describe the relationship between the source and the research topic. All sources are relevant to the topic, but some may not be central or not appropriate for the audience. The authority of most of the authors is established as good.

Many of the sources are not academically credible and the relevance of sources to the topic is poor; little attempt at establishing the authority of the authors or the interconnections of the reviewed studies

#### Annotations

All annotated sources were critically evaluated and the outcome presented in an engaging manner. All key features of an annotation are present. All statements are coherent and relevant, written in your own words. There is evidence of originality, intellectual inventiveness, and deep interpretative understanding

Most sources are critically evaluated and the outcome presented in an engaging manner. All key features of an annotation are found. All statements are coherent and relevant, written in your own words.

There is a description and/or summary of conclusions with an attempt at a critical evaluation. Most statements are coherent and relevant, and written in your own words.

Little or no attempt to include annotations for each source. Statements lack coherency and relevance to the research question/area. Evaluation is poor or not attempted.

On successful completion you will be able to:

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- demonstrate understanding of the essential features of an annotated bibliography
- critically evaluate a research question

## Essay

Due: **Friday 13 Jun 2014, 5:00pm**

Weighting: **50%**

This assessment task is an essay in the form of critical review of the research question that was used for the annotated bibliography. The specific research question for the essay may be modified by agreement with your supervisor, but it is expected that the material in the annotated bibliography will form the basis of the essay. The marking rubric is below.

**Task Description:** The word limit is 2500 words (not including references or title page). The presentation of the essay should conform to the following specifications: double spacing, 12-point font, margins of 2.54 cm. Headings and references should use the referencing style appropriate to the discipline. An abstract is not required.\

Please complete the cover sheet available at [http://www.humansciences.mq.edu.au/current\\_students/undergraduate/assignment\\_cover\\_sheet](http://www.humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet)

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FOHS302 Marking guide for Essay

High Distinction/Distinction

Credit

Pass

Fail

Organisation and presentation

A well structured and coherent argument with evidence of high order analytic skills. Writing is accurate, concise and scholarly.

Presentation is excellent in all respects with excellent referencing and bibliographical skills.

A well structured essay, with a clear introduction, argument with supporting evidence, and conclusion. Writing is scholarly.

A good standard of presentation is maintained, with good referencing and bibliographical skills.

The work is conventional, straightforward, and, on balance, presents a generally acceptable introduction, argument and conclusion

Presentation is generally clear and appropriate with an acceptable range of references. Writing is generally clear and with no serious or sustained miscommunication.

The organisation of the essay may undermine the intelligibility of the argument. There may be errors of expression that hamper communication.

Theoretical Basis

The essay displays in-depth understanding of the theories relevant to the essay topic. Provides evidence-based critical appraisal of the theories and engagement with the conceptual material. The topic chosen is important.

The essay displays evidence of good understanding of the relevant theory. Provides reasonable evidence-based critical appraisal of the theories. The topic chosen is important

There is evidence that a core range of relevant literature has been consulted and used appropriately. Provides some evidence-based critical appraisal of the theories. The topic chosen is important

There is either insufficient coverage of or familiarity with the relevant theory. The topic chosen is not central to the existing literature

Content

A comprehensive and in-depth coverage of the topic. Highly developed research skills shown in the choice of relevant literature reviewed appropriately and critically.

All major aspects of the question are taken into account with no notable omissions. Good choice of relevant literature that is used appropriately.

The essay covers the main issues and demonstrates a reasonably sound grasp of the core/essential knowledge involved to meet the main requirements of the assignment.

The essay may contain varying levels of basic knowledge, understanding and relationships between points in the topic.

### Evidence-based Critique

The strengths and weaknesses of the studies and their bases are identified. There are well developed interconnections between the reviewed studies. The essay demonstrates critical and independent thinking, incisive argument and an appropriate conclusion based on a full analysis of sources. There is evidence of originality, intellectual inventiveness, and deep interpretative understanding.

The strengths and weaknesses of the studies and the bases of these strengths are fairly well identified. There is clear evidence of ability to synthesize ideas, and to produce critically aware material. The interconnections between the reviewed studies are mostly well developed.

Adequate interpretation of question and evidence. Descriptions of studies with attempts to justify conclusions. The strengths and weaknesses of the studies are identified but the bases of these strengths may not be sufficiently identified. There are attempts at interconnections between the reviewed studies.

Contains some obvious and significant inadequacies in terms of content, relevance, logic and critical judgement/argument of the identified studies. These weaknesses reflect insufficient coverage of and familiarity with a range of relevant literature or the drawing of unwarranted conclusions. There are no well developed interconnections between the reviewed studies.

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## Delivery and Resources

**Resources for the assignments:** There are many web resources available to guide the construction of an annotated bibliography. You are advised to consult the following websites



<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#sample>

<http://www.csu.edu.au/division/studserv/learning/annotated/>

<http://owl.english.purdue.edu/owl/resource/614/01/>

[http://www.lc.unsw.edu.au/onlib/annotated\\_bib.html](http://www.lc.unsw.edu.au/onlib/annotated_bib.html)

[http://library.csusm.edu/subject\\_guides/research\\_guides/annotations.pdf](http://library.csusm.edu/subject_guides/research_guides/annotations.pdf)

## Unit Schedule

There are no scheduled classes or end of semester examinations. Students are free to manage their own time for independent research.

Please refer to University Timetable for session dates.

Please refer to Assessment tasks for assignment due dates.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#).

Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.