



# ACSC100

## Academic Communication in Science

S1 Day 2014

*Linguistics*

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit is designed to support students in their transition to university by enabling them to understand and achieve standards of performance required in an academic environment. The unit provides a three-level focus which is initiated by facilitating the development of academic practices, behaviours and values. Secondly, it fosters a level of familiarity with the disciplinary language, texts and conventions used when studying in programs offered by the Faculty of Science. Finally, it raises an awareness of the impact of scientific knowledge and the role of scientists when they act to solve problems and implement innovations affecting contemporary society. Learning and assessment activities are designed to build the capacity for independent and collaborative approaches to learning. Students are guided to develop their capacity for reading, thinking and expressing ideas effectively and critically.

## 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:

Read efficiently to gather specific information and ideas from discipline-specific sources.  
Demonstrate an ability to interpret and apply concepts from sources used in the discipline.

Analyse the purpose, language and features of academic, disciplinary and professional genres.

Critically evaluate information and ideas from academic, disciplinary and professional sources.

Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.

Apply academic referencing conventions accurately and appropriately.

Apply reasoning to formulate and support a position or argument.

Plan and produce texts to reflect academic and disciplinary standards.

Engage in independent and collaborative learning activities.

## Assessment Tasks

Name	Weighting	Due
<u>Diagnostic</u>	10%	14/03/2014
<u>"Jigsaw" Reading Outlines</u>	10%	17/03/2014
<u>Critical Summaries</u>	15%	09/04/2014
<u>Report</u>	20%	07/05/2014
<u>Group Presentation</u>	15%	19/05/2014
<u>Explanation Texts</u>	30%	18/06/2014

### Diagnostic

Due: **14/03/2014**

Weighting: **10%**

Diagnostic

This 50-question online “exam” evaluates student’s academic language skills and provides a customised learning development and language refinement program that the learner will systematically complete through the duration of the semester. The Diagnostic Assessment is divided into 2 Parts:

### Part 1: On time completion of the online diagnostic exam.

**Part 2:** Students are required to log a minimum of 13 hours of online "active" attendance on the Composition Connect customised learning program. Student progress as of the conclusion of Week 13 will be compared to the individual's initial diagnostic score to produce a "Progress Score".

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Apply academic referencing conventions accurately and appropriately.

## "Jigsaw" Reading Outlines

Due: **17/03/2014**

Weighting: **10%**

The “Jigsaw” reading outlines provide an expert overview of an assigned reading in a presentation format. These outlines will be presented to group members during the tutorial and will provide a concise but thorough understanding of the text’s main tenets and applications. Each student will read and take detailed notes on two assigned texts. He/she will develop an outline that will function as presentation notes and will include: full bibliographic citation, concise definitions of discipline-specific key terms, the central claim and focus of the text, a discussion of what content/evidence was most significant, and an interpretation of how the content impacts the group’s social inclusion topic.

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional

sources.

- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Engage in independent and collaborative learning activities.

## Critical Summaries

Due: **09/04/2014**

Weighting: **15%**

As part of a four-stage portfolio, students will be placed in groups and assigned a topic examining a social inclusion issue. This task requires students to critically read and evaluate discipline-specific texts related to the assigned topic. Each student is required to read three (3) relevant texts and write a critical summary for each, identifying the salient points, key statistics and points of reliability for why the article is a valid resource in the academic community.

When choosing their three texts to critically summarise, students must choose a variety of academically-reliable resources:

1 scholarly journal article,

1 government or NGO report

1 edited book chapter

Note: Students should collaborate with their groups to ensure that each student chooses three distinct resources (i.e. a group of 4 students should have 12 different resources). (750 words)

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.

## Report

Due: **07/05/2014**

Weighting: **20%**

The Report organises critical information collected in the critical summaries to present an informative report written for an academic audience. This report will effectively integrate figures and graphs to illustrate salient information and statistics.

Students are required to reference at least six (6) sources outside of the course materials (note: resources summarised in the critical summary can comprise three of the six) and the prescribed format will replicate the reports examined in class. (1200 words)

On successful completion you will be able to:

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- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## Group Presentation

Due: **19/05/2014**

Weighting: **15%**

The Oral Presentation builds on the information synthesised both in the Critical Summaries and the Report. Students organise information related to their topics and collaborate to produce a coherent, multi-dimensional informative report on the topic, evaluating the situation and presenting insightful recommendations to respond to a salient issue within the topic area.

Student Poster Presentations will demonstrate an ability to collaborate effectively to identify issues and problem-solve solutions. Each group member will deliver a 5-minute portion of the presentation followed by a 5-10 minute Q&A session in which the presenters will actively respond to audience enquiry. Students who are functioning as the “audience” of a given presentation will be required to complete a “Question Development Worksheet” and will be assessed on their ability to formulate probing questions relevant to their peer’s presentations.

Note: Presentations will include illustrative Tables and/or Figures to support the content of the presentation. Each presentation must include at least one *original* data diagram (Figure or

Table) and at least one *borrowed* data diagram. Each data diagram will be presented with a coherent data commentary to explain the content and its relevance to the issue being presented.

The group's Poster presentation will be submitted with each individual's contributions clearly identified. At the conclusion of the presentations, each individual student will also submit their Question Development Worksheet.

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
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- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
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## Explanation Texts

Due: **18/06/2014**

Weighting: **30%**

The Explanation texts assignment involves two critical parts: (1) A formal academic essay and (2) a persuasive brochure written for a professional, non-academic audience. Both parts will focus on identical content and arguments; however, the essay will be written for a specialist, academic audience and the brochure will be written for a professional, non-academic audience.

These explanation texts elaborate on and explain the ethical issue or phenomenon that is the focus of the portfolio project. This explanation concisely defines and describes the topic issue, discussing relevant data and information from at least eight (8) sources outside of the course materials (note: resources included in the critical summaries and resources reviewed in the group "jigsaw" presentations may be included) and demonstrate the ability to synthesise information and views from a variety of perspectives to produce a coherent, well-supported explanation.

**Note:** The persuasive brochure should include a data commentary to support the recommendations/arguments. (1800 words; i.e. 1200 for the essay; 600 for the brochure)

On successful completion you will be able to:

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- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
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- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## Delivery and Resources

The learning and teaching strategies used for ACSC100 incorporate weekly lectures and collaborative tutorials. In addition, students are expected to participate via iLearn discussions and assigned research and reading tasks. The ACSC100 iLearn page is accessible via <https://ilearn.mq.edu.au>

Organisation of the unit is in two parts:

- The lectures will explore the aspects of language use and the types of texts integral to developing an academic style of communicating. Lectures are held on Monday at 4:00pm. Students will also have access to recordings of the lectures via Echo360, which is available on iLearn
- The tutorials will allow students to explore the topics covered in lectures, using a variety approaches to familiarise themselves with various aspects of academic literacy. Tutorials commence in Week 1.

A copy of the Unit Outline, along with the relevant lecture notes, assignment instructions, and any notices requiring urgent attention about the unit will be posted on the ACSC100 iLearn website.

## Unit Schedule

Week	Lecture Topic	Tutorial Focus	Submission Timeline
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			"Soft" Due Date	"Formal" Due Date
1	<b>Introduction to ACSC100 &amp; Academic Literacy</b> <ul style="list-style-type: none"> <li>* Defining "The Sciences"</li> <li>* Defining Academic Communication/Literacy</li> <li>* Defining the "People Unit"</li> <li>* Course Overview &amp; Expectations</li> </ul> <b>University Knowledge &amp; Learning</b> <ul style="list-style-type: none"> <li>* Sources of Knowledge</li> <li>* Reading &amp; Research in the University</li> </ul>	Jigsaw Reading Outline: Assignment Introduction & Overview  Composition Connect 2.0 Introduction & Diagnostic Instructions		Diagnostic (Online)
2	<b>Sources of Knowledge &amp; Critical Thinking</b> <ul style="list-style-type: none"> <li>* Reading for Academic Purposes (4S System)</li> <li>* Keeping a Record of text content</li> <li>* Academic Reliability</li> <li>* Research &amp; Reading Development</li> <li>* Critical Reading</li> <li>* Applying a Critical Thinking Approach to academic texts</li> </ul>	Jigsaw Reading Outline Joint Construction  Portfolio Project Overview & Introduction	Critical Reading & Note-Taking Worksheet #1	
3	<b>Academic Integrity &amp; Referencing</b> <ul style="list-style-type: none"> <li>* Defining Academic Honesty</li> <li>* Referencing Evidence</li> <li>* References &amp; Citations</li> <li>* Reporting Verbs &amp; Situating Evidence</li> <li>* Voice: writer/others (direct, indirect, external)</li> </ul>	Jigsaw Presentations Part 1  Reference Practice & Development		Jigsaw Reading Outline #1  (hard copy in tutorial)

4	<p><b>Academic Voice Introduction</b></p> <ul style="list-style-type: none"> <li>* Mapping Academic Expression</li> <li>* Grammatical Intricacy vs. Lexical Density</li> </ul> <p><b>Critical Summaries Assignment</b></p> <ul style="list-style-type: none"> <li>* Overview &amp; Structure</li> <li>* Critical Summary: Joint Deconstruction</li> </ul>	<p>Jigsaw Presentations Part 2</p> <p>Critical Summary Joint Construction</p>	<p>Jigsaw Reading Outline #2</p> <p>(hard copy in tutorial)</p>	
5	<p><b>Integrating Evidence &amp; Synthesising Voices</b></p> <ul style="list-style-type: none"> <li>* Approaches to Writing</li> <li>* Interpreting University Assignments</li> <li>* Direct, Indirect &amp; External Voice integration</li> </ul> <p><b>Academic Voice Part 2</b></p> <ul style="list-style-type: none"> <li>* Cause &amp; Effect Networks</li> <li>* Conjunction Practice</li> </ul>	<p>Critical Summary Analysis &amp; Revision</p> <p>Lexical Density &amp; Conjunction analysis &amp; revision</p>	Critical Summaries	
6	<p><b>Academic Voice Part 3</b></p> <ul style="list-style-type: none"> <li>* Modality &amp; Evaluation in Academic Texts</li> <li>* Objective Evaluation</li> </ul> <p><b>Academic Genres</b></p> <ul style="list-style-type: none"> <li>* Texts and Genres</li> <li>* Genre Stages &amp; Phases</li> </ul> <p><b>Report</b></p> <ul style="list-style-type: none"> <li>* Purpose &amp; Overview</li> <li>* Structure</li> <li>* Joint Deconstruction</li> </ul>	<p>Mapping Academic Expression</p> <p>Report Joint Construction</p>		Critical Summaries

7	<b>Academic Registers</b> <ul style="list-style-type: none"> <li>* Register Patterns: Field, Tenor &amp; Mode</li> <li>* Assignment Interpretation &amp; Expectations</li> </ul> <b>Academic Voice Part 4</b> <ul style="list-style-type: none"> <li>* Grammatical metaphor</li> </ul>	Report Analysis & Revision  Academic Expression Analysis & Revision	Report	
8	<b>Data Commentary</b> <ul style="list-style-type: none"> <li>* Data Commentary Overview &amp; Structure</li> <li>* Data Commentary Joint Deconstruction</li> </ul> <b>Group Presentation</b> <ul style="list-style-type: none"> <li>* Purpose &amp; Overview</li> <li>* Staging &amp; Structure</li> <li>* Group Presentation Joint Deconstruction</li> </ul>	Data Commentary: Joint Construction      Group Presentation: Joint Construction		Report
9	<b>Developing a Persuasive Position</b> <ul style="list-style-type: none"> <li>* Thesis Statement Development</li> <li>* Inductive vs. Deductive Rationale</li> <li>* Developing “academic” positions</li> <li>* Presenting Data Persuasively</li> </ul> <b>Questioning &amp; Defending Persuasive Positions</b> <ul style="list-style-type: none"> <li>* Academic Enquiry &amp; Rebuttal</li> <li>* Types of Questions &amp; Response</li> </ul>	Probing a position: Enquiry practice & application   Group Oral Presentation “Dress Rehearsal”	Group Oral Presentations	

10	<p><b>Explanation Language</b></p> <ul style="list-style-type: none"> <li>* Informed &amp; substantiated information</li> <li>* Cohesive arguments</li> <li>* Enriched vocabulary and expression</li> </ul> <p><b>Presentation Notes</b></p>	Group Oral Presentations		
11	<p><b>Developing Explanation Texts</b></p> <ul style="list-style-type: none"> <li>* Deductive &amp; Inductive Approaches</li> <li>* Scaffolding Information</li> </ul> <p><b>Explanation Essay</b></p> <ul style="list-style-type: none"> <li>* Purpose &amp; Overview</li> <li>* Structure &amp; Staging</li> <li>* Model Essay Joint Deconstruction</li> </ul>	<p>Group Presentations</p> <p>Explanation Essay Joint Construction</p>		
12	<p><b>Refining Academic Expression: Part 1</b></p> <ul style="list-style-type: none"> <li>* Foundational Language</li> <li>* Academic Voice</li> </ul> <p><b>Adapting to the Audience</b></p> <ul style="list-style-type: none"> <li>* Audience &amp; Register adaptation</li> <li>* Literary Devices for persuasion</li> </ul> <p><b>Explanation Brochure</b></p> <ul style="list-style-type: none"> <li>* Purpose &amp; Overview</li> <li>* Structure &amp; Staging</li> <li>* Model Brochure Joint Deconstruction</li> </ul>	<p>Explanation Essay Analysis &amp; Revision</p> <p>Explanation Brochure Joint Construction</p>	Explanation Essay	

13	<b>Refining Academic Expression: Part 2</b> <ul style="list-style-type: none"> <li>* Depth of Analysis &amp; Depth of Argument</li> <li>* The Critical Approach &amp; Logic Development</li> <li>* Evidence Integration &amp; Voice Synthesis</li> <li>* Register &amp; Genre Alignment</li> </ul>	Explanation Brochure Analysis & Revision	Explanation Brochure	
Exam Period				Explanation Texts

## 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.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional

purposes in written and/or oral texts.

- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## **Assessment tasks**

- Critical Summaries
- Report
- Group Presentation
- Explanation Texts

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## **Assessment tasks**

- Diagnostic
- "Jigsaw" Reading Outlines

- Critical Summaries
- Report
- Group Presentation
- Explanation Texts

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

### Assessment tasks

- "Jigsaw" Reading Outlines
- Critical Summaries
- Report
- Group Presentation
- Explanation Texts



## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
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- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

### Assessment tasks

- Diagnostic
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- Critical Summaries
- Report
- Group Presentation
- Explanation Texts

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
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- Engage in independent and collaborative learning activities.

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- Diagnostic
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- Critical Summaries
- Report
- Group Presentation
- Explanation Texts

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## Assessment tasks

- "Jigsaw" Reading Outlines
- Report
- Group Presentation
- Explanation Texts

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## Assessment tasks

- Diagnostic
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## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

## **Assessment tasks**

- "Jigsaw" Reading Outlines
- Report
- Group Presentation
- Explanation Texts

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Engage in independent and collaborative learning activities.

## **Assessment tasks**

- "Jigsaw" Reading Outlines
- Critical Summaries
- Report
- Group Presentation
- Explanation Texts