



ACSC100

Academic Communication in Science

S2 Day 2014

Linguistics

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General Information

Unit convenor and teaching staff

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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>Critical Summary</u>	15%	5/9/14
<u>Group Oral Presentation</u>	15%	Week 7 tutorial
<u>Report and brochure</u>	35%	24/10/14
<u>Argumentative essay</u>	35%	21/11/14

Critical Summary

Due: **5/9/14**

Weighting: **15%**

Summary of an article

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.

Group Oral Presentation

Due: **Week 7 tutorial**

Weighting: **15%**

Group oral presentation on scientific information regarding a social issue.

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.
- 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.

Report and brochure

Due: **24/10/14**

Weighting: **35%**

This assignment has two parts:

a) An information report for an academic audience outlining a major issue with regard to a topic of social concern and indicating potential areas of further research

Weighting: 20%

b) An informative brochure presenting the same information to a popular audience

Weighting: 15%

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.
- 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.

Argumentative essay

Due: **21/11/14**

Weighting: **35%**

Formal academic essay

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.
- 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

Attendance: ACSC100 incorporates weekly 2 hour lectures and 2 hour tutorials. Students need to attend a minimum of 80% of tutorials, and are strongly encouraged to attend all lectures, as these incorporate extensive student participation.

Expectations: Students are expected to carry out extensive reading and to bring draft copies of assignments to tutorials for evaluation, editing and feedback.

Text book: Brick, J. (2011). *Academic Culture: A student's guide to studying at university*. Melbourne: Macmillan

iLearn and Echo: Power point slides and lecture and tutorial worksheets will be posted on the iLearn site for ACSC100 (<https://ilearn.mq.edu.au>)

Lectures will be recorded on Echo.

Unit Schedule

Week	Lecture Topic	Tutorial Focus	Submission Timeline	
			"Soft" Due Date	"Formal" Due Date
1	<p>Introduction to ACSC100 & Academic Literacy</p> <ul style="list-style-type: none"> * Defining "The Sciences" * Defining Academic Communication/Literacy * Defining the "People Unit" * Course Overview & Expectations <p>University Knowledge & Learning</p> <ul style="list-style-type: none"> * Sources of Knowledge * Reading & Research in the University 	<p>Jigsaw Reading Outline: Assignment Introduction & Overview</p> <p>Composition Connect 2.0 Introduction & Diagnostic Instructions</p>		Diagnostic (Online)

<p>2</p>	<p>Sources of Knowledge & Critical Thinking</p> <ul style="list-style-type: none"> * Reading for Academic Purposes (4S System) * Keeping a Record of text content * Academic Reliability * Research & Reading Development * Critical Reading * Applying a Critical Thinking Approach to academic texts 	<p>Jigsaw Reading Outline Joint Construction</p> <p>Portfolio Project Overview & Introduction</p>	<p>Critical Reading & Note-Taking Worksheet #1</p>	
<p>3</p>	<p>Academic Integrity & Referencing</p> <ul style="list-style-type: none"> * Defining Academic Honesty * Referencing Evidence * References & Citations * Reporting Verbs & Situating Evidence * Voice: writer/others (direct, indirect, external) 	<p>Jigsaw Presentations Part 1</p> <p>Reference Practice & Development</p>		<p>Jigsaw Reading Outline #1 (hard copy in tutorial)</p>
<p>4</p>	<p>Academic Voice Introduction</p> <ul style="list-style-type: none"> * Mapping Academic Expression * Grammatical Intricacy vs. Lexical Density <p>Critical Summaries Assignment</p> <ul style="list-style-type: none"> * Overview & Structure * Critical Summary: Joint Deconstruction 	<p>Jigsaw Presentations Part 2</p> <p>Critical Summary Joint Construction</p>	<p>Jigsaw Reading Outline #2 (hard copy in tutorial)</p>	
<p>5</p>	<p>Integrating Evidence & Synthesising Voices</p> <ul style="list-style-type: none"> * Approaches to Writing * Interpreting University Assignments * Direct, Indirect & External Voice integration <p>Academic Voice Part 2</p> <ul style="list-style-type: none"> * Cause & Effect Networks * Conjunction Practice 	<p>Critical Summary Analysis & Revision</p> <p>Lexical Density & Conjunction analysis & revision</p>	<p>Critical Summaries</p>	

6	<p>Academic Voice Part 3</p> <ul style="list-style-type: none"> * Modality & Evaluation in Academic Texts * Objective Evaluation <p>Academic Genres</p> <ul style="list-style-type: none"> * Texts and Genres * Genre Stages & Phases <p>Report</p> <ul style="list-style-type: none"> * Purpose & Overview * Structure * Joint Deconstruction 	<p>Mapping Academic Expression</p> <p>Report Joint Construction</p>		Critical Summaries
7	<p>Academic Registers</p> <ul style="list-style-type: none"> * Register Patterns: Field, Tenor & Mode * Assignment Interpretation & Expectations <p>Academic Voice Part 4</p> <ul style="list-style-type: none"> * Grammatical metaphor 	<p>Report Analysis & Revision</p> <p>Academic Expression Analysis & Revision</p>	Report	
8	<p>Data Commentary</p> <ul style="list-style-type: none"> * Data Commentary Overview & Structure * Data Commentary Joint Deconstruction <p>Group Presentation</p> <ul style="list-style-type: none"> * Purpose & Overview * Staging & Structure * Group Presentation Joint Deconstruction 	<p>Data Commentary: Joint Construction</p> <p>Group Presentation: Joint Construction</p>		Report
9	<p>Developing a Persuasive Position</p> <ul style="list-style-type: none"> * Thesis Statement Development * Inductive vs. Deductive Rationale * Developing “academic” positions * Presenting Data Persuasively <p>Questioning & Defending Persuasive Positions</p> <ul style="list-style-type: none"> * Academic Enquiry & Rebuttal * Types of Questions & Response 	<p>Probing a position: Enquiry practice & application</p> <p>Group Oral Presentation “Dress Rehearsal”</p>	Group Oral Presentations	

10	<p>Explanation Language</p> <ul style="list-style-type: none"> * Informed & substantiated information * Cohesive arguments * Enriched vocabulary and expression <p>Presentation Notes</p>	Group Oral Presentations		
11	<p>Developing Explanation Texts</p> <ul style="list-style-type: none"> * Deductive & Inductive Approaches * Scaffolding Information <p>Explanation Essay</p> <ul style="list-style-type: none"> * Purpose & Overview * Structure & Staging * Model Essay Joint Deconstruction 	<p>Group Presentations</p> <p>Explanation Essay Joint Construction</p>		
12	<p>Refining Academic Expression: Part 1</p> <ul style="list-style-type: none"> * Foundational Language * Academic Voice <p>Adapting to the Audience</p> <ul style="list-style-type: none"> * Audience & Register adaptation * Literary Devices for persuasion <p>Explanation Brochure</p> <ul style="list-style-type: none"> * Purpose & Overview * Structure & Staging * Model Brochure Joint Deconstruction 	<p>Explanation Essay Analysis & Revision</p> <p>Explanation Brochure Joint Construction</p>	Explanation Essay	
13	<p>Refining Academic Expression: Part 2</p> <ul style="list-style-type: none"> * Depth of Analysis & Depth of Argument * The Critical Approach & Logic Development * Evidence Integration & Voice Synthesis * Register & Genre Alignment 	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

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

Disruption to Studies Policy 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/

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) 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

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 Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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.
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- Engage in independent and collaborative learning activities.

Assessment tasks

- Critical Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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

- Critical Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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.

- 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 Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

Assessment tasks

- Critical Summary

- Group Oral Presentation
- Report and brochure
- Argumentative essay

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

- Critical Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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

- Critical Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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

- Critical Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay

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

- Critical Summary
- Group Oral Presentation
- Report and brochure
- Argumentative essay