



# MRES700

## Research Communications

S3 Day 2014

*Deputy Vice-Chancellor (Research) - Office*

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## General Information

Unit convenor and teaching staff

Convenor

Florence Chiew

[florence.chiew@mq.edu.au](mailto:florence.chiew@mq.edu.au)

Contact via 9850 9834

X5B 239

By appointment

Credit points

4

Prerequisites

Admission to MRes

Corequisites

4cp at 700 level

Co-badged status

Unit description

This unit aims to help students develop skills appropriate to the effective communication of academic research and appreciate the relationship between research communications and disciplinary knowledge creation. Students will analyse and practise different academic genres in a variety of modes (written, oral and visual), across disciplines and for both specialised and general audiences.

## 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:

Better understand the academic, linguistic, disciplinary and cultural conventions of research

Appreciate the relationship between research communications and knowledge creation

Refine your academic writing and presenting skills

Hone your critical thinking skills

Know how to acknowledge other sources and have established a referencing system

Understand what is involved in writing a research proposal, journal article and doctoral thesis

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Initial written task</u></a>	20%	5pm, 19/12/2014
<a href="#"><u>Oral or Visual presentation</u></a>	25%	12/01/2015 and 15/01/2015
<a href="#"><u>Revised Written Task</u></a>	40%	5pm, 23/01/2015
<a href="#"><u>Class Participation</u></a>	15%	Assessed throughout the unit

### Initial written task

Due: **5pm, 19/12/2014**

Weighting: **20%**

Write the introduction section for a research proposal for a higher degree research project. You will be expected to explain the problem/question and make explicit the aim of the research. Give your project a title. Use the referencing style commonly used in your discipline. **Length:** 800-1000 words

On successful completion you will be able to:

- Better understand the academic, linguistic, disciplinary and cultural conventions of research
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- Know how to acknowledge other sources and have established a referencing system

### Oral or Visual presentation

Due: **12/01/2015 and 15/01/2015**

Weighting: **25%**

Present a 5 minute talk OR produce an A2-sized conference poster on completed research in your field. Your talk/poster may report on a research project you were involved in, or be based on a research article you have read. Be prepared to answer questions about the research project from your tutor/class mates.

On successful completion you will be able to:

- Better understand the academic, linguistic, disciplinary and cultural conventions of research
- Refine your academic writing and presenting skills

## Revised Written Task

Due: **5pm, 23/01/2015**

Weighting: **40%**

Submit a revised version of the text you submitted as Assessment Task 1, incorporating the feedback you received from your tutor and a classmate. In addition to introducing the topic, problem and aim, you will need to situate your proposed research in the field by relating it to existing research (cite *at least 5* related research texts). **Length:** 1500 words

You will also need to submit two other documents:

(a) the written feedback you provided on a classmate's Assessment Task 1,

(b) a copy of the review you received from a classmate on your Assessment Task 1. Outline how you have responded to the suggestions made by your reviewers. Refer to the tutor as "Reviewer A" and your classmate as "Reviewer B".

On successful completion you will be able to:

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- Hone your critical thinking skills
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- Understand what is involved in writing a research proposal, journal article and doctoral thesis

## Class Participation

Due: **Assessed throughout the unit**

Weighting: **15%**

Mark based on attendance at tutorials and participation in online discussion forum.

On successful completion you will be able to:

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- Refine your academic writing and presenting skills
- Hone your critical thinking skills
- Understand what is involved in writing a research proposal, journal article and doctoral thesis

## Delivery and Resources

### Classes:

- 4 hours face-to-face teaching each week: 2 x 2 hour tutorials
- The tutorials are held on Mondays 11am-1pm in W6B 282 and Thursdays 11am-1pm in E5A 150
- The lectures are available as Echo360 recordings via the MRES700 ilearn site.
- Library training videos covering research search skills will be available for viewing via the MRES700 ilearn site

### Required and Recommended Reading:

Required text: A course reader has been prepared for this unit, which can be purchased at the Macquarie University Co-Op Bookshop. It is the same unit reader used in MRES700 Session 2.

Recommended texts (available in the Macquarie Library):

- Cargill, M. and O'Connor, P. 2009. *Writing Scientific Research Articles*, Wiley-Blackwell
- Carter, S., Kelly, F. and Brailsford, I. 2012, *Structuring Your Research Thesis*, Hampshire/NY: Palgrave Macmillan
- Dunleavy, P. 2003. *Authoring a PhD: How to plan, draft, write & finish a doctoral thesis or dissertation*. Hampshire/NY: Palgrave, Macmillan
- Evans, D. and Gruba, P. 2002. *How to Write a Better Thesis*. (2<sup>nd</sup> edn.) Melbourne: Melbourne Univ. Press
- Grix, J. 2004. *The Foundations of Research*. Hampshire/NY: Palgrave, Macmillan
- Hyland, K. 2000. *Disciplinary Discourses: Social Interactions in Academic Writing*. Pearson Education, Essex
- Lewin, B.A. 2010. *Writing Readable Research: A Guide for Students of Social Science*. London, Equinox
- Paltridge, B. and Starfield, S. 2007. *Thesis and Dissertation Writing in a Second Language: a handbook for supervisors*. Oxon/NY:Routledge
- Swales, J.M. and Feak, C. B. 2012. *Academic writing for graduate students: essential tasks and skills* (3<sup>rd</sup> edn.), University of Michigan Press, Ann Arbor
- Turabian, K. L. (2013). *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press editorial staff (8<sup>th</sup> Edn), Chicago: University of Chicago Press.
- Zeiger, M. 2000. *Essentials of Writing Biomedical Research Papers* (2nd Edn), NY: McGraw-Hill

### Technology used and required:

As an MRES700 student, you will be enrolled in the iLearn unit “MRES700: Research Communications.” Login [here](#). The MRES700 iLearn unit enables you to download and submit assignments; access lecture recordings and slides, library training videos and tutorial handouts; and participate in online discussion forums.

Readings for the unit other than those from the course reader will be held on Macquarie University’s [eReserve](#) under the unit code MRES700

## Unit Schedule

Week	TOPIC
1	Variation in research communications; knowledge creation in the disciplines
2	Written research genres
3	Research Proposals & your research problem: defining your project
4	Critical reading and citing previous literature: joining the conversation
5	Introductions: contextualising your research
6	Communicating research orally
7	Communicating research visually
8	Writing readable texts: making your text flow
9	Writing readable texts: sounding “academic”
10	Argumentation and expressing your voice

## 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/p](http://www.mq.edu.au/policy/docs/disruption_studies/p)

[olicy.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

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- Better understand the academic, linguistic, disciplinary and cultural conventions of research
- Appreciate the relationship between research communications and knowledge creation
- Understand what is involved in writing a research proposal, journal article and doctoral thesis

## Assessment tasks

- Initial written task
- Oral or Visual presentation
- Revised Written Task
- Class Participation

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Appreciate the relationship between research communications and knowledge creation
- Hone your critical thinking skills

## Assessment tasks

- Oral or Visual presentation
- Revised Written Task
- Class Participation

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcome

- Appreciate the relationship between research communications and knowledge creation



## Assessment tasks

- Initial written task
- Revised Written Task
- Class Participation

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Better understand the academic, linguistic, disciplinary and cultural conventions of research
- Refine your academic writing and presenting skills
- Know how to acknowledge other sources and have established a referencing system
- Understand what is involved in writing a research proposal, journal article and doctoral thesis

## Assessment tasks

- Initial written task
- Oral or Visual presentation
- Revised Written Task
- Class Participation

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcome

- Know how to acknowledge other sources and have established a referencing system

## Assessment tasks

- Initial written task

- Revised Written Task
- Class Participation

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcomes**

- Appreciate the relationship between research communications and knowledge creation
- Hone your critical thinking skills

### **Assessment task**

- Revised Written Task