MRES700

Research Communications

S1 External 2015

University

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Juliet Lum
juliet.lum@mq.edu.au
Contact via 9850 4196
C5C 314
Mondays 2-3pm

Credit points
4

Prerequisites
Admission to MRes and 4cp at 700 level

Corequisites

Co-badged status

Unit description
MRES700 aims to enable students: to communicate research effectively in different modes for different audiences; to understand what it means to conduct and report research responsibly in their discipline; to participate in academic peer review practices; and to appreciate the uses and relative merits of traditional and contemporary research communication practices.

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

General Assessment Information

Applying for an extension

Requests for an extension can be made by emailing the Unit Convenor at least one week prior to the due date. The email should outline the reason for the extension, and suggest a new submission date. The extension is granted once the convenor has responded to the request by email and a new submission date has been agreed on. Requests for an extension made within one week of the due date will only be granted if warranted by the circumstances and supported by appropriate documentation (e.g. medical certificate).

Late submissions

Work that is submitted after the due date (without an extension) will attract a penalty of 10% of the total marks for each week it is overdue (i.e. -10% for 1-6 days late; -20% for 7-13 days late; -30% for 14-20 days late). Work submitted more than 20 days late will not be accepted.

Assessment Tasks

Name	Weighting	Due
Initial written task	15%	5pm, 27/03/2015
Article Analysis & Rewrite	25%	5pm, 01/05/15
Conference presentation	20%	5pm, 22/5/15
Revised Intro & Peer Review	30%	5pm, 12/06/15
Weekly Participation	10%	Assessed throughout the unit

Initial written task

Due: **5pm, 27/03/2015**
Weighting: **15%**

Write the opening section for a research proposal for a higher degree research project. Explain the problem/question and make explicit the aim of the research project. Give your project a title. Use the referencing style commonly used in your discipline.

Length: 700 - 1500 words (typed, double spaced)

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Article Analysis & Rewrite

Due: **5pm, 01/05/15**
Weighting: **25%**

Part A (out of 15): Select (and upload) a published research article in your own field and answer the following questions:

1. How is the article structured? How closely does it conform to the standard IMRD structure? Briefly summarise what is covered in each Section & Subsection (1 sentence each section). (4 marks)

2. In a couple of sentences, summarise the message of the article: What was its thesis? Or what was the research question and what answer did it give?   (4 marks)

3. How do the authors present the topic as important? What is the motivation for their research? (Focus particularly on the introduction section.) (3 marks)

4. Citation practices (4 marks)

   1. What sort of referencing style is used in this paper?
   2. List the different text-types (genres) represented in the list of References, providing an example of each.
   3. Which citation format is preferred: author-prominent or content-prominent? Why is that type preferred? Give an example of each type that is represented.

Part B (out of 10): Imagine you are the author of that research article. Your head of department is encouraging all academic staff to increase their "community engagement" by sharing their research beyond traditional academic outlets such as journals and conferences.

Identify an appropriate context (outside academia) where this research could be communicated.

- Audience:
- Genre (text-type):

 Write a text of approximately 500 words, giving it a catchy title and illustrating it with a photo or appropriate other graphic

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Conference presentation

Due: **5pm, 22/5/15**
Weighting: **20%**

Choose **one** of the following:

a) Oral Presentation

Film yourself presenting a 5 minute talk on a piece of completed research in your field.

Your talk may report on a research project in which you were involved, or it may be based on a research article you have read (if the latter, submit the article). Present and submit at least one slide (in addition to a title slide) to accompany your talk.

OR

b) Poster
Produce a conference poster on completed research in your field. Your poster may report on a research project in which you were involved, or it may be based on a research article you have read (if the latter, submit the article with your poster).

Imagine your poster will be printed on **A2** sized paper (either portrait or landscape orientation).

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Revised Intro & Peer Review

Due: **5pm, 12/06/15**
Weighting: **30%**

You need to submit four documents for this assignment.

Document 1 (5%)

Submit the written feedback *you* provided on a class-mate's Assessment 1 text.

Document 2: (20%)
Length: 900-2000 words (typed, double spaced)

Submit a revised version of the text you submitted as Assessment Task 1, incorporating the

feedback you received from your tutor and your class mate. 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 (*at least* 5 related research texts).

Documents 3 & 4: (5%)

Document 3: Submit the review you received from your classmate on your Assessment 1 text.

Document 4: Outline in a table how you have responded to each of the suggestions made by your "reviewers". Refer to the tutor as "Reviewer A" and your class mates as "Reviewer B."

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Weekly Participation

Due: **Assessed throughout the unit**
Weighting: **10%**

For most weeks you will be asked to listen to the lecture, read at least one text and respond to some questions. You need to upload your response to the ilearn Discussion Forum in that week.

The weekly participation mark will be based on the extent of your engagement with the unit, as indicated by the timely & comprehensive completion of these activities. You need to complete at least 10 weeks of activities to pass the unit.

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Delivery and Resources

The unit is delivered externally through ilearn (MRES700_FHFYR_2015_ALL_U|Ext). Students

need to complete the weekly activities in the week they are designed for, ie Week 1's activities should be done in Week 1 of Semester 1 (23-28 February, 2015), Week 2's activities should be done in Week 2 (2-7 March), and so on

Required and Recommended Reading:

Readings for each week will be available via MultiSearch, the MQ Library catalogue site. In MultiSearch, click on Unit Readings, and enter MRES700.

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*. (2nd 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* (3rd 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* (8th 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.

Unit Schedule

Week	Topic
1	Becoming a researcher
2	The structure of theses and academic papers
3	Developing a research problem
4	The research proposal
5	Critical reading and Literature Reviews
6	Citation practices
7	Communicating research to wider audiences
8	Introductions
9	Presenting at conferences (oral and poster presentations)
10	Writing readable texts
11	Writing readable texts
12	Argumentation
13	Publishing in academic outlets

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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

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 outcome

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

Assessment task

- Revised Intro & Peer Review

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

Assessment tasks

- Initial written task
- Conference presentation
- Revised Intro & Peer Review

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

- Article Analysis & Rewrite

- Revised Intro & Peer Review
- Weekly 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

- Hone your critical thinking skills

Assessment task

- Initial written task

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
- Appreciate the relationship between research communications and knowledge creation
- 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
- Article Analysis & Rewrite
- Conference presentation
- Revised Intro & Peer Review
- Weekly 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

- Article Analysis & Rewrite

- Revised Intro & Peer Review

- Weekly Participation

Changes from Previous Offering

There is no longer an examination for the unit.