



FOHS302

Special Interest Unit 2

S2 External 2016

Human Sciences Faculty level units

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General Information

Unit convenor and teaching staff

Convenor

Mitch Parsell

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Contact via email

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
Annotated Bibliography	50%	Friday 5:00PM Week 6
Essay	50%	Friday 5:00PM Week 12

Annotated Bibliography

Due: **Friday 5:00PM Week 6**

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.

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:

- 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
- critically evaluate a research question

Essay

Due: **Friday 5:00PM Week 12**

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

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

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.

On successful completion 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
- structure an essay
- critically evaluate a research question

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://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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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

- structure an essay
- critically evaluate a research question

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 outcome

- structure an essay

Assessment tasks

- Annotated Bibliography
- 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

- perform basic IT related research tasks including accessing and searching electronic data bases

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

Assessment tasks

- Annotated Bibliography
- 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

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

Assessment tasks

- Annotated Bibliography
- 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

- 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

- Annotated Bibliography
- 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 outcome

- structure an essay

Assessment task

- Essay