MRES700

Research Communications

S3 Day 2015

University

Contents

General Information

Unit convenor and teaching staff
Convenor
Florence Chiew
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X5B 239
By appointment

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:

present research project in the form of an academic argument, supported by appropriate literature and following discipline conventions,

adapt written and oral presentation of research for non-specialist audiences,

develop research skills and identify different genres of academic writing,

recognise and critically reflect on fundamental issues in research ethics and integrity,

provide constructive feedback on others' writing,

evaluate peer feedback and revise their own writing accordingly.

General Assessment Information

Applying for an extension

To request an extension for an assignment, students should submit a Disruption to Studies Notification within five (5) working days of the commencement of the disruption. The Disruption to Studies Notification must be submitted online through www.ask.mq.edu.au. Information on what constitutes a disruption and how to apply for an extension can be found on the MQ students' Disruption to Studies webpage.

The Disruption to Studies Policy applies only to serious and unavoidable disruptions that arise *after* a study period has commenced. Conditions existing *prior* to commencing a unit of study are covered by other policies, except in the event of deterioration or exacerbation of the condition. The student is responsible for managing their workload in light of any known or anticipated problems. Students with a pre-existing disability/health condition may contact Campus Wellbeing and Support Services for information on available support.

Late submissions

Unless an extension is granted, work that is submitted after the due date 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
Introduction text	15%	5pm, Friday 18 December
Class presentation	30%	11 and 14 Jan 2016
Revised intro & peer review	40%	5pm, Mon 22 Jan 2016
Class participation	15%	Assessed throughout unit

Introduction text

Due: **5pm, Friday 18 December**
Weighting: **15%**

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

On successful completion you will be able to:
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- evaluate peer feedback and revise their own writing accordingly.

Class presentation

Due: **11 and 14 Jan 2016**
Weighting: **30%**

Give a 5 minute presentation (followed by a 5 minute Q&A session) on what research ethics and integrity mean in your proposed study. Use the following questions to help you organise your talk:

- Are there ethical codes of conduct that are specific to your discipline (e.g. working with human subjects)? If so, what are some ethical dilemmas that may arise in your research, and how do you plan to navigate them?

- If you are not working directly with human participants, can you think of other ethical considerations that may arise in your research? How will you navigate these issues?

- Which aspects of your proposed study do you think will involve decisions about ethics and integrity (e.g. methodology, fieldwork, data collection, data interpretation and presentation)

- Why is it important to think about responsibility and integrity in conducting research?

On successful completion you will be able to:
- adapt written and oral presentation of research for non-specialist audiences,
- develop research skills and identify different genres of academic writing,
- recognise and critically reflect on fundamental issues in research ethics and integrity,

Revised intro & peer review

Due: **5pm, Mon 22 Jan 2016**
Weighting: **40%**

In this course, you will participate in a writing group with 2-3 other members from your tutorial. This will involve giving and receiving feedback to/from every member on your Assignment 1 texts. You need to submit three documents for this assignment.

Document 1 - Review Report (5%)

Submit the written feedback you provided to one of your writing group members

Document 2 - Review Response (5%)

Outline how you have responded to the feedback you received on your Assignment 1 text (from your writing group and tutor)

Document 3 (30%)

Submit a revised version of your Assignment Task 1. 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. As a guide, this additional review of literature will need to closely engage with at least 5 relevant research texts.

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- provide constructive feedback on others' writing,
- evaluate peer feedback and revise their own writing accordingly.

Class participation

Due: **Assessed throughout unit**
Weighting: **15%**

Participation marks will be based on level of participation and engagement in class discussions and on the iLearn discussion forum.

On successful completion you will be able to:
- recognise and critically reflect on fundamental issues in research ethics and integrity,

Delivery and Resources

Classes:

- 4 hours face-to-face teaching each week: 2 x 2 hour tutorials

- The classes are held on Mondays and Thursdays 10am-12pm in C5C 240.

- 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

Readings will be available via the iLearn unit and MQ Library catalogue site.

Other recommended readings:

- Boice, Robert. 2000. *Advice for New Faculty Member*, Allyn and Bacon: Boston.
- Pyre, Michael, Rose, Gillian & Whatmore Sarah (Eds.) 2003. *Using Social Theory: Thinking through Research*, Sage & The Open University: London.
- Sword, Helen. 2012. *Stylish Academic Writing*, Harvard University Press: Cambridge.
- Tredinnick, Mark. 2006. *The Little Read Writing Book*, UNSW Press: Sydney.
- Zinsser, William. 1988. *Writing to Learn,* Harper Press: New York.

Unit Schedule

Course Timetable

Dec 7	Transitioning from student to researcher
Dec 10	Pitching your project: Research proposals
Dec 14	Engaging readers: The importance of introductions
Dec 17	Reading as attention and response
	End of year holidays
Jan 4	Ethics and integrity (part 1)
Jan 7	Ethics and integrity (part 2)
Jan 11	Class presentations
Jan 14	Class presentations

Jan 18	Writing groups & peer review
Jan 21	Writing groups & peer review

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 outcomes

- provide constructive feedback on others' writing,
- evaluate peer feedback and revise their own writing accordingly.

Assessment tasks

- Introduction text
- 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

- present research project in the form of an academic argument, supported by appropriate literature and following discipline conventions,
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- develop research skills and identify different genres of academic writing,
- recognise and critically reflect on fundamental issues in research ethics and integrity,
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Assessment tasks

- Introduction text
- Class presentation
- Revised intro & peer review
- 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

- present research project in the form of an academic argument, supported by appropriate literature and following discipline conventions,
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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 outcomes

- recognise and critically reflect on fundamental issues in research ethics and integrity,
- provide constructive feedback on others' writing,
- evaluate peer feedback and revise their own writing accordingly.

Assessment tasks

- Introduction text
- Class presentation
- Revised intro & peer review
- 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

- present research project in the form of an academic argument, supported by appropriate literature and following discipline conventions,
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- develop research skills and identify different genres of academic writing,
- provide constructive feedback on others' writing,
- evaluate peer feedback and revise their own writing accordingly.

Assessment tasks

- Introduction text
- Class presentation
- Revised intro & peer review

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

- recognise and critically reflect on fundamental issues in research ethics and integrity,

Assessment tasks

- Class presentation
- Class participation