



# WACH100

## Academic Communication in Social Sciences and Humanities

MUIC Term 2 2016

*Macquarie University International College*

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#### Disclaimer

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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 supporting 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 Arts and Faculty of Human Sciences. Finally, it raises an awareness of the diverse perspectives offered by disciplines and the different contributions they can make to solving problems and addressing issues of concern in 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:

Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.

Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.

Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.

Apply academic referencing conventions accurately and appropriately.

Use discipline specific terminology to communicate concepts and ideas relevant to this unit

Engage in independent and collaborative learning activities.

## General Assessment Information

### Requirements to Pass

There are **four** assignment tasks for this unit. Students **must** submit each assignment to pass the class. There are **no resubmissions** for any assignment task after marked papers have been returned. In cases where special consideration is applied for, and granted after an assignment has been returned to the students, an alternative assessment task will be provided.

Assessment Name	Weighting	Submission Due Date
Integrative Summary	25%	Friday of Week 2
Grammar Task	20%	Friday of Week 3
Persuasive Essay	40%	Friday of Week 5
News Page	15%	Thursday of Week 6

In order to pass a unit a student must also:

- pass the final examination or final assessment tasks
- achieve a Standard Numerical Grade (SNG) of 50 or more in the unit

- attend at least 80% of scheduled classes.

For further details about grading, please refer to the [Grading Policy](#).

### Submission of Assessment Tasks

Assessments must be submitted following instructions provided in class. Assessment tasks which have not been submitted as required will not be marked. They will be considered a non-submission and zero marks will be awarded.

Students are expected to attend and participate in all classes, and must attend 80% of all classes in order to satisfy unit requirements. Students should advise their teacher if they miss a class. **Formal requests for missed attendance** should also be submitted through the [ask.mq.edu.au](http://ask.mq.edu.au) web portal with supporting documentation.

Assignments 1, 3, and 4 all have a draft submission requirement. This means that you must bring a hard copy draft to the class in the week the formal submission for the assignment is due. Failure to do so may result in a 20% deduction from your assignment mark.

**Note:** Attendance requires respectful student participation in class. If the teacher identifies a student who is physically present but who is not respectfully contributing to the class, the teacher may mark the student as “Absent”.

The [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and [Support Services](#).

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

In submitting a Disruption to Studies notification, a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required.

Please refer to the [Disruption to Studies Policy](#) for further details.

### Extension policy

Extensions may be granted on the grounds of illness or misadventure, and appropriate supporting documentation must be submitted. We will lend a sympathetic ear and we will help where we can.

You may apply for an extension to the due date for an assignment by placing a Disruption to Studies notification via [ask.mq.edu.au](http://ask.mq.edu.au). Please also make sure you email your teacher advising them you have applied for an extension.

## **Late submissions**

Late submissions without an approved extension are possible but will be penalised at 20% per day up to 4 days (weekend inclusive). If a student submits an assessment task 5 or more days after the due date without grounds for special consideration (See [Disruptions to Studies Policy](#)) a record or submission will be made but the student will receive zero marks for the assessment task.

## **Assignment submission**

Students are expected to submit their final *revised* electronic version of the assignment to the iLearn “Turnitin” site by the submission due date.

Turnitin will mark the assignment with submission time and date. Any assignment received after the set time will be considered late and the appropriate penalties apply.

Note: Turnitin “Originality” Scores of **10% or above** *may* require resubmission. Please ensure you check your similarity report carefully to avoid this situation.

## **Formatting of assignments**

All assignments are to be word-processed, double-spaced and uploaded to Turnitin using black ink.

Add a footer to each page of the assignment, with page numbering, student name and student number, and the unit code in the footer, for example:

Mark Brown, 46112333, WACH100

Please keep a copy of all assignments in case of misadventure.

## **Final Examinations and Final Assessment Tasks**

Final exams and final assessments will typically take place in Week 6 or Monday of Week 7. All students enrolled in a teaching session are expected to ensure they are available up until and including Monday of Week 7 to undertake examinations. Passing the final exam or final assessment task is a requirement to pass this unit.

Details of teaching session dates can be found on the [Important Dates](#) calendar. Due dated for assessments will be available in the unit guide and final examination timetables will be released to students prior to Week 5.

Planning for an exam is very important. All students should be familiar with the [Exam Rules](#). In addition, students should refer to the below links for other important examination related information.

- [Talk to your lecturer](#)
- [Revision tips](#)
- [What to bring with you](#)
- [What not to bring with you](#)
- [Where to get help](#)

- [Tips for Success](#)

It is not uncommon for students to have two examinations in one day.

### **Conduct During Assessments and Examinations**

Students must adhere to the [Student Code of Conduct](#) and [Academic Honesty Policy](#) at all times.

Students will be provided with instructions relating to conduct during in-class assessment tasks. For all examinations, students will be required to:

- provide photographic proof of identity for the duration of the examination. This must be visible at all times during the examination.
- leave mobile phones, electronic devices, bags, computers, notes, books and similar items outside a final examination venue or in a designated space
- ensure any water brought into the examination room is in a clear and unmarked bottle
- obey all instructions provided by an Examination Supervisor
- refrain from communicating in any way with another student once they have entered the examination venue.

Students are NOT permitted:

- into an examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- to leave an examination venue *before* one hour from the time of commencement (excluding any reading time) has elapsed
- to be readmitted to an examination venue unless they were under approved supervision during the full period of their absence
- to obtain or attempt to obtain assistance in undertaking or completing the examination script
- to receive or attempt to receive assistance in undertaking or completing the examination script.

Students should also ensure they follow all requirements of the [Final Examination Policy](#).

### **Supplementary Examinations**

Supplementary final examinations are held during the scheduled Supplementary Final exam Period. This may fall in Week 7 or within the first week of the subsequent teaching term. Results for supplementary exams may not be available for up to two weeks following the supplementary examination. Students in their final term of study who undertake supplementary final exams should note that formal completion of their Diploma Program will not be possible until supplementary results are released and this may impact on their ability to enrol in subsequent programs of study on time.

## Retention of Originals

It is the responsibility of the student to retain a copy of any work submitted and produce another copy of all work submitted if requested. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

The University may request and retain the originals of any documentation or evidence submitted to support notifications of disruptions to studies. Requests for original documentation will be sent to the applicant's student email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

## Contacting Teaching Staff and Obtaining Help and Feedback

Students may contact teaching staff at any time during the term by using the contact details provided in this guide.

For all university related correspondence, students are required to use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

Students may seek additional feedback at any time during the term and general feedback about their performance in a unit up to 6 months following results release.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Integrative Summary</a>	25%	Week 2
<a href="#">Grammar Assessment</a>	20%	Week 3
<a href="#">Persuasive Essay</a>	40%	Week 5
<a href="#">News Page</a>	15%	Week 6

### Integrative Summary

Due: **Week 2**

Weighting: **25%**

The *Integrative Summary* will describe and discuss two sources relevant to the assigned social issue. It will summarise and integrate the salient arguments and supporting evidence to present the key knowledge relevant to the issue.

On successful completion you will be able to:

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

## Grammar Assessment

Due: **Week 3**

Weighting: **20%**

The *Grammar assessment* will assess students' understanding of the basic grammatical resources required to package ideas as clauses and connect them logically to one another in order to soundly construct texts. The assessment will require students to analyse a series of clauses, breaking them down into their functional constituents.

On successful completion you will be able to:

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Engage in independent and collaborative learning activities.

## Persuasive Essay

Due: **Week 5**

Weighting: **40%**

The Persuasive essay will identify a recommendation in response to the social issue and develop a thesis to argue for this recommendation. The essay outlines the key arguments supporting a central thesis, referencing relevant evidence to support each argument before reiterating and reinforcing the thesis through a summary of salient arguments. In the essay students are required to reference at least five (5) sources and demonstrate the ability to synthesise information and views from a variety of perspectives to produce a coherent, well-supported recommendation.

On successful completion you will be able to:

- Express ideas using appropriate language, grammar and text structure for academic and



professional purposes in written and/or oral texts.

- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

## News Page

Due: **Week 6**

Weighting: **15%**

The *News Page* assessment will require students to rewrite some aspects of the research issue that were written up in the essay into a News Page for a public audience. The News Page, while still formal and making reference to the literature, will use more reporting style language than the essay (which was written for an academic audience).

On successful completion you will be able to:

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

## Delivery and Resources

### Scheduled Class Time & Timetables

The learning and teaching strategies used in this Unit are two weekly classes that combine lecture and tutorial type activities, online quizzes (accessed through the unit's iLearn site on request), discussions and assigned research and reading tasks.

It is expected that students in this unit will participate in individual and collaborative learning tasks such as working in groups and completing assigned preparation tasks. Students are also

expected to complete preparation activities prior to class.

There are two scheduled classes for this unit per week. You are required to attend 80% of the classes.

For current updates, lecture times and classrooms, please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

Weekly face to face contact for this unit will be 8 hours consisting of 2 x 4 hour lessons (48 hours per term).

Students will be able to enrol in their classes and view their personal timetable via eStudent and may also view general timetable information via Macquarie University's [Timetable page](#).

If any scheduled class falls on a public holiday a make-up lesson may be scheduled. Where appropriate, the instructor may instead organise an online make-up lesson which would require students to access online learning materials and/or complete activities outside of class rather than attending a make-up lesson. Scheduled make-up days will be announced in class and attendance will be taken for both face to face and online make-up lessons.

### **Attendance Requirements - All students**

All students are required to attend at least 80% of scheduled class time to pass this unit.

Attendance will be monitored in each lesson & students will be able to see their attendance records for a unit via iLearn.

Where a student is present for a part of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a student absent for that part of the lesson.

**Because of the intensive nature of this program, students should be aware that their attendance in this unit may fall below 80% relatively quickly.**

In cases of unavoidable non-attendance due to illness or circumstances beyond control, students should lodge a [Disruption to Studies](#) Notification via [ask.mq.edu.au](http://ask.mq.edu.au) within 5 working days and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that appropriate records of unavoidable absences can be made.

For further information on attendance, please refer to the [Attendance and Study Load Policy](#).

### **iLearn**

[iLearn](#) is Macquarie's online learning management system and a principal resource which will be used throughout the term. Students should access iLearn at least 3 times per week as it will contain important information including:

- Announcements - Teaching staff will communicate to the class using iLearn announcements.
- A link to the unit guide for the unit and staff contact details
- Lecture notes and recordings where available

- Learning and teaching activities and resources
- Assessment information
- Tutorial questions and solutions
- Assessment submission tools such as Turnitin
- Other relevant material

For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

## **Required and Recommended Texts and Materials**

### **Prescribed Texts(s)**

Prescribed Text:

Brick, J, 2011, Academic culture: A student's guide to studying at university, 2nd ed., MacMillan, Sydney.

Recommended Texts:

Butt, D., Fahey, R., Feez, S., & Spinks S. 2012, Using Functional Grammar: an Explorer's Guide, Palgrave Macmillan, (third edition).

iGE Grammar App for iPhone, iPad and Android (Available from the App store).

Collins COBUILD English Grammar HarperCollins, 2011.

Additional reading materials will be provided to the students throughout the semester. This will be provided in hard copy or placed on iLearn.

### **Technology Used and Required**

- Access to internet (Available on Campus using Macquarie [OneNet](#))
- Access to [iLearn](#)
- Access to Macquarie University [Library catalogue](#)
- Access to Microsoft Office Word and Excel (available in Labs)

### **Resources**

Course content will be supplemented with course readings. Students are responsible for accessing and printing all assigned reading materials. WACH100 will provide resources via iLearn including lecture and tutorial materials and follow-up activities.

## Unit Schedule

Week/ Lesson	Topic/Content Covered	Required Reading	Associated Tasks	Assessment Task
1.1	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• University knowledge</li> <li>• Language, audience and packaging ideas</li> <li>• Reading for Academic Purposes (4S System)</li> <li>• Taking effective notes</li> <li>• Role of Annotations and Summaries</li> <li>• Grammar focus: Identifying participants and processes</li> </ul>	Brick (2011), Chapters 1, 2 & 8.	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Assign topics</li> <li>• Identifying key points</li> <li>• Using the 4S System</li> <li>• Critical notetaking</li> </ul> <p>Tasks to be completed before next class: Read assigned topic material and make notes.</p>	<p>Complete the academic</p> <p>Copy and paste link, en</p> <p><a href="http://www.students.mq.edu.au/learning_skills/academic_integrity_model">http://www.students.mq.edu.au/learning_skills/academic_integrity_model</a></p>

1.2	<p><b>Developing effective reading skills</b></p> <ul style="list-style-type: none"> <li>• Choosing appropriate readings</li> <li>• Review 4S System</li> <li>• Critical reading</li> <li>• Introduction to APA</li> <li>• Annotation deconstruction</li> <li>• Understanding academic questions</li> <li>• Grammar focus: Independent and dependent clauses</li> </ul>	Brick (2011), Chapters 8, 9 & 11.	<ul style="list-style-type: none"> <li>• Writing a citation using APA style</li> <li>• Constructing an annotation from your notes</li> <li>• Peer and Tutor review of complete annotation</li> </ul> <p>Tasks to be completed before next class: Read second article for your topic.</p>	<p>Online practice quiz:</p> <ul style="list-style-type: none"> <li>• Constituency</li> <li>• Identifying independent and dependent clauses</li> </ul>
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2.1	<p><b>Academic Integrity and Voice - Integrating evidence</b></p> <ul style="list-style-type: none"> <li>• Defining Academic Honesty</li> <li>• What is voice?</li> <li>• Packaging the ideas of others: Voice (direct, indirect, external)</li> <li>• References &amp; citation – intext &amp; reference lists</li> <li>• Grammar focus: Identifying and using reporting verbs (processes)</li> <li>• Writing effective summaries</li> <li>• Understanding Turnitin</li> </ul>	Brick (2011), Chapters 3 & 6.	<ul style="list-style-type: none"> <li>• Referencing practice using APA style guide</li> <li>• Using reporting verbs</li> <li>• Grammar tasks: identifying verbs and producing dependent and independent clauses</li> </ul> <p>Tasks to be completed before next class: Draft Integrative Summary (Assignment 1).</p>	<p>Online practice quiz:</p> <ul style="list-style-type: none"> <li>• Identifying verbal noun groups</li> </ul>
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2.2	<p><b>Summarising multiple sources, Integrating evidence</b></p> <ul style="list-style-type: none"> <li>• Referencing evidence</li> <li>• Descriptive versus evaluative language</li> <li>• Synthesising information - Integrative Summary deconstruction</li> <li>• Grammar focus: Clause structures</li> </ul>	<p>Butt et al. (2012). Using Functional Grammar, Chapters 1, 2 &amp; 3.</p>	<ul style="list-style-type: none"> <li>• Evaluating integrating evidence and using a variety of voices.</li> <li>• Understanding Similarity Reports</li> <li>• Peer-review of individual Integrative summaries</li> <li>• Tutor feedback on Integrative summary</li> </ul> <p>Tasks to be completed before next class: Complete practice quizzes.</p>	<p>Online practice quiz:</p> <ul style="list-style-type: none"> <li>• Identifying clauses</li> </ul> <p>Assignment 1: Integrative summary</p> <p>Formal submission</p> <p>Friday March 11, 3.00pm</p>
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3.1	<p><b>Expressing your voice and Grammar to empower</b></p> <ul style="list-style-type: none"> <li>• Distinguishing between your voice and the voice of others</li> <li>• Writing data commentaries</li> <li>• Grammar focus: Clause complex structures (simple, compound and complex)</li> </ul>	<p>Butt et al. (2012). Using Functional Grammar, Chapters 1, 2 &amp; 3.</p>	<ul style="list-style-type: none"> <li>• Draft a data commentary</li> <li>• Review identifying verbs and producing dependent and independent clauses</li> <li>•</li> <li>• Tasks to be completed before next class: Complete/ revisit all practice quizzes.</li> </ul>	<p>Online practice quiz:</p> <ul style="list-style-type: none"> <li>• Identifying claus</li> </ul>
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3.2	<p><b>Grammar to empower</b></p> <ul style="list-style-type: none"> <li>• Constituency (complete clauses versus sentence fragments and run-on sentences)</li> <li>• Participants, processes and constituency</li> <li>• Academic writing and the mighty nominal group</li> </ul>	<p>Butt et al. (2012). Using Functional Grammar, Chapters 1, 2 &amp; 3.</p>	<ul style="list-style-type: none"> <li>• Review constituency</li> <li>• Making verb tense consistent.</li> <li>• Sentence fragments and run-on sentences</li> </ul> <p>Tasks to be completed before next class: Research and summarise two academic sources for your topic.</p>	<p>Online practice quiz:</p> <ul style="list-style-type: none"> <li>• Identifying claus</li> </ul> <p>Assignment 2: Grammar task Formal submission Friday March 18, 10.00p</p>
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4.1	<p><b>Writing Essays</b></p> <ul style="list-style-type: none"><li>• Purpose and audience of essays</li><li>• Essay structure</li><li>• Deconstructing model essay</li><li>• Writing effective introductions</li><li>• Topic sentences</li><li>• Thematic progression</li></ul>	Brick (2011), Chapters 10 & 14.	<ul style="list-style-type: none"><li>• Examining thesis statements</li><li>• Developing effective paragraphs</li><li>• Theme practice: writing clear sentences</li></ul> <p>Tasks to be completed before next class: Draft essay introduction and essay argument (Assignment 3); Research and summarise the fifth academic source for your topic.</p>	
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4.2	<p><b>Developing an effective argument</b></p> <ul style="list-style-type: none"> <li>• Paragraph structure</li> <li>• Theme choices</li> <li>• Thematic progression</li> <li>• Linking strategies, transition sentences (conjunctions etc)</li> <li>• Academic Voice: Theme construction</li> <li>• Linking strategies, transition sentences (conjunctions etc)</li> </ul>	Brick (2011), Chapters 10 & 14.	<ul style="list-style-type: none"> <li>• Structuring effective introductions</li> <li>• Theme practice: writing clear sentences (2)</li> <li>• Peer-review of individual introductions</li> <li>• Tutor feedback on essay structure</li> </ul> <p>Tasks to be completed before next class: Draft essay paragraphs.</p>	
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5.1	<p><b>Developing an authoritative voice</b></p> <ul style="list-style-type: none"><li>• Developing a cohesive and coherent argument</li><li>• Exploring nominal groups and 'academic' types of verbs</li><li>• Review synthesising information</li></ul>	Brick (2011), Chapters 17 & 18.	<ul style="list-style-type: none"><li>• Identifying differences in nominal groups in different text types</li><li>• Identifying features creating coherent argument</li><li>• Reviewing essay paragraph structures</li></ul> <p>Tasks to be completed before next class: Draft final essay (Assignment 3).</p>	
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5.2	<p><b>Expressing judgement</b></p> <ul style="list-style-type: none"> <li>• Using hedging</li> <li>• Expressing attitudes</li> <li>• Expressing identity and using pronouns</li> <li>• Developing an objective voice</li> <li>• Differences between essays and reports</li> </ul>	Brick (2011), Chapters 10, 13 & 18.	<ul style="list-style-type: none"> <li>• Identifying hedging, expressions of judgment, and author identity in different text types</li> <li>• Peer-review of individual essays</li> <li>• Tutor feedback on draft essays</li> </ul>	<p><b>Assignment 3:</b></p> <p><b>Essay</b></p> <p><b>Formal submission</b></p> <p><b>Friday April 1, 3.00pm</b></p>
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6.1	<p><b>Writing for a popular audience</b></p> <ul style="list-style-type: none"><li>• Different writing styles for different audiences</li><li>• Purpose and audience of news report pages</li><li>• Structure and language of news report pages</li><li>• Deconstructing news reports</li></ul>	Brick (2011), Chapters 12 & 16.	<ul style="list-style-type: none"><li>• Review of integrating evidence using appropriate format</li><li>• Identify discourse markers and expression choice for research News Page</li></ul> <p>Tasks to be completed before next class: Draft research News Page (Assignment 4).</p>	
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6.2	<b>Academic presentations &amp; Unit Summary</b> <ul style="list-style-type: none"> <li>• Differences between speaking and writing</li> <li>• Effective academic speaking</li> <li>• Review sentence structure</li> <li>• Academic voice: lexical density</li> </ul>		<ul style="list-style-type: none"> <li>• Draft a presentation slide of information in research News Page</li> <li>• Peer-review of individual research News Page</li> <li>• Tutor feedback on research News Page</li> </ul>	<b>Assignment 4:</b> <b>News Page</b> <b>Formal submission</b> <b>Fri Thursday April 7, 11.</b>
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## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](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/](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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Engage in independent and collaborative learning activities.

#### Assessment tasks

- Persuasive Essay
- News Page

### 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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Engage in independent and collaborative learning activities.

#### Assessment tasks

- Integrative Summary

- Persuasive Essay
- News Page

## 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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

### Assessment tasks

- Grammar Assessment
- Persuasive Essay
- News Page

## 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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.

- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

## **Assessment tasks**

- Integrative Summary
- Grammar Assessment
- Persuasive Essay
- News Page

## **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**

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.

## **Assessment tasks**

- Integrative Summary
- Persuasive Essay
- News Page

## **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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

## Assessment tasks

- Integrative Summary
- Persuasive 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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

## Assessment tasks

- Integrative Summary

- Grammar Assessment
- Persuasive Essay
- News Page

## 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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

### Assessment tasks

- Integrative Summary
- Grammar Assessment
- Persuasive Essay
- News Page

## 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

- Express ideas using appropriate language, grammar and text structure for academic and professional purposes in written and/or oral texts.
- Read efficiently to gather specific information and ideas from discipline-specific sources and apply reasoning to support a position or argument.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate a position or argument.
- Apply academic referencing conventions accurately and appropriately.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit
- Engage in independent and collaborative learning activities.

## Assessment tasks

- Integrative Summary
- Persuasive Essay
- News Page

## Changes since First Published

Date	Description
29/02/2016	Contact details of teachers are updated.