



# WACS100

## Academic Communication in Science

MUIC Term 2 2016

*Macquarie University International College*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Teacher

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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 facilitating 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 Science. Finally, it raises an awareness of the impact of scientific knowledge and the role of scientists when they act to solve problems and implement innovations affecting 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

In order to pass a unit a student must:

- 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](#).

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
Information Report	30%	Friday of Week 2
Research Report	40%	Saturday of Week 4
Brochure	15%	Friday of Week 5
Group presentation	15%	Thursday of Week 6

### Attendance and draft submissions

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 web portal with supporting documentation.

Assignments 1, 2, and 3 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”.

### **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 report 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, WACS100

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

### **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.

### **Turnitin**

Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other papers that have been submitted into the system to identify matching text. It then produces an Originality Report which identifies text taken from other sources, and generates a similarity percentage to judge whether plagiarism has occurred (see Academic Honesty section below).

Multiple submissions may be possible via Turnitin prior to the due date of an assessment and originality reports may be made available to students. In such cases they should be used to check work for plagiarism prior to a final submission. As a general guideline, a similarity percentage of below 15% will probably indicate that plagiarism has not occurred. However, if there is a matching block of text then this could be considered plagiarism unless it has been correctly referenced.

Where there is a requirement for assessment tasks to be submitted through Turnitin, it is the student's responsibility to ensure that work is submitted correctly prior to the due date. Hard copies will not be accepted unless indicated otherwise by a teaching staff member. Records in Turnitin will be taken as records of submission. For assistance submitting through Turnitin, you may approach your teacher, lodge a [OneHelp](#) Ticket, refer to the [IT help page](#) or seek assistance from [Student Connect](#).

Students should note that for a first time submission the Originality Report will be available immediately post submission but for any subsequent submissions it will take 24 hours for the report to be generated. This may be after the due date so students should plan their submission carefully.

### **Missed Assessments**

The University recognises that students may experience unexpected events and circumstances that adversely affect their academic performance in assessment activities, for example illness. In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as special consideration.

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](#).

**Serious and Unavoidable Disruption** The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

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.

### **Extensions & Late Submissions**

To apply for an extension of time for submission of an assessment item, students must submit a Disruptions to Studies notification via [ask.mq.edu.au](http://ask.mq.edu.au).

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.

Please also make sure you email your teacher advising them you have applied for an extension.

### **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="#">Information report</a>	30%	11.3.2016
<a href="#">Research report</a>	40%	26.3.2016
<a href="#">Brochure</a>	15%	1.4.2016
<a href="#">Group Oral Presentation</a>	15%	Week 6

### Information report

Due: **11.3.2016**

Weighting: **30%**

An information report for an academic audience outlining a major issue with regard to a topic of social concern, indicating potential areas of further research

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.

## Research report

Due: **26.3.2016**

Weighting: **40%**

A formal report on research related to your topic

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.

## Brochure

Due: **1.4.2016**

Weighting: **15%**

An informative brochure presenting information from the report to a popular audience

On successful completion you will be able to:

- 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.

## Group Oral Presentation

Due: **Week 6**

Weighting: **15%**

Group oral presentation on scientific information regarding a social 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.

## Delivery and Resources

### Delivery

#### DELIVERY & RESOURCES

##### Scheduled Class Time & Timetables

Weekly face to face contact for this unit will be 8 hours consisting of 4 x 2 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](#) within 5 working days and

supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that 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](#).

## **Resources**

Course content will be supplemented with course readings. Students are responsible for accessing and printing all assigned reading materials. WACS100 will provide resources via iLearn including lecture and tutorial materials and follow-up activities.

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

### **Prescribed Text(s):**

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

### **Recommended Texts:**

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)

## Unit Schedule

**WACS100**

<i><b>Week/ Lesson</b></i>	<i><b>Topic/Content Covered</b></i>	<i><b>Required Reading</b></i>	<i><b>Associated Tasks</b></i>	<i><b>Assessment Task</b></i>
1.1	Introduction <ul style="list-style-type: none"> <li>• Course overview</li> <li>• University knowledge</li> <li>• Is there a language of science?</li> <li>• Reading for Academic Purposes (4S System)</li> </ul>	Brick (2011), Chapters 1 & 8	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Assign topics &amp; research groups</li> <li>• Using the 4S System</li> </ul> <p><b>Tasks to be completed before next class:</b> Read assigned topic material.</p>	Complete the academic integrity module.  Copy and paste link, enrol and complete:  <a href="http://www.students.mq.edu.au/support/learning_skills/academic_integrity_module_for_students/">http://www.students.mq.edu.au/support/learning_skills/academic_integrity_module_for_students/</a>
1.2	Effective reading skills and Note taking <ul style="list-style-type: none"> <li>• Language: nouns, verbs</li> <li>• Reading for Academic Purposes (4S System)</li> <li>• Critical reading</li> <li>• Taking effective notes</li> <li>• Role of Summaries</li> </ul>	Brick (2011), Chapters 2 & 11	<ul style="list-style-type: none"> <li>• Using the 4S System</li> <li>• Critical notetaking</li> </ul> <p><b>Tasks to be completed before next class:</b> Re-read assigned topic material and make notes.</p>	
1.3	Critical thinking and summarising <ul style="list-style-type: none"> <li>• Review 4S System</li> <li>• Purpose and audience of a summary</li> <li>• Critical summary deconstruction</li> <li>• Introduction to Harvard</li> </ul>	Brick (2011), Chapter 2 & 3	<ul style="list-style-type: none"> <li>• Constructing a summary from your notes</li> <li>• Writing citations &amp; references using Harvard style</li> </ul> <p><b>Tasks to be completed before next class:</b> Write a summary on your topic.</p>	

<i><b>Week/ Lesson</b></i>	<i><b>Topic/Content Covered</b></i>	<i><b>Required Reading</b></i>	<i><b>Associated Tasks</b></i>	<i><b>Assessment Task</b></i>
1.4	<p>The language of science</p> <ul style="list-style-type: none"> <li>Identifying features of the language of science</li> <li>Writing effective summaries</li> <li>Understanding academic questions</li> <li>Defining Academic Honesty</li> </ul>		<ul style="list-style-type: none"> <li>Peer and Teacher review of completed summary</li> </ul> <p><b>Tasks to be completed before next class:</b> Read next two assigned readings for your topic.</p>	
2.1	<p>Academic Voice - giving evidence</p> <ul style="list-style-type: none"> <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>Choosing appropriate readings</li> </ul>	Brick (2011), Chapters 9 & 10	<ul style="list-style-type: none"> <li>Referencing practice using Harvard style guide</li> <li>Using reporting verbs</li> <li>Locating appropriate readings</li> </ul> <p><b>Tasks to be completed before next class:</b> Select and summarise fourth reading for Assignment 1.</p>	

<i><b>Week/ Lesson</b></i>	<i><b>Topic/Content Covered</b></i>	<i><b>Required Reading</b></i>	<i><b>Associated Tasks</b></i>	<i><b>Assessment Task</b></i>
2.2	Summarising multiple sources, & integrating evidence <ul style="list-style-type: none"> <li>• Referencing evidence</li> <li>• Descriptive versus evaluative language</li> <li>• Synthesising information</li> <li>• Understanding Turnitin</li> </ul>	Brick (2011), Chapter 15	<ul style="list-style-type: none"> <li>• Deconstructing model report</li> <li>• Understanding Similarity Reports</li> </ul> <p><b>Tasks to be completed before next class:</b> Draft Information Report.</p>	
2.3	Writing reports <ul style="list-style-type: none"> <li>• Purpose and audience of information reports</li> <li>• Report structure</li> <li>• Integrating tabular evidence</li> <li>• Writing data commentaries</li> </ul>	Brick (2011), Chapters 6 & 11	<ul style="list-style-type: none"> <li>• Draft a data commentary</li> <li>• Peer-review of individual Information Reports</li> <li>• Teacher feedback on Information Reports</li> </ul> <p><b>Tasks to be completed before next class:</b> Complete draft Information Report.</p>	
2.4	Expressing your voice <ul style="list-style-type: none"> <li>• Distinguishing between your voice and the voice of others</li> <li>• Using citation effectively</li> <li>• Marking rubric</li> </ul>		<ul style="list-style-type: none"> <li>• Peer-review of individual Information Reports</li> <li>• Teacher feedback on Information Reports</li> </ul> <p><b>Tasks to be completed before next class:</b> Select a different peer-reviewed journal and article relating to your topic.</p>	<p><b>Assignment 1:</b></p> <p><b>Information Report</b></p> <p>Formal submission</p> <p><b>Friday March 11, 3.00pm</b></p>

<b>Week/ Lesson</b>	<b>Topic/Content Covered</b>	<b>Required Reading</b>	<b>Associated Tasks</b>	<b>Assessment Task</b>
3.1	Science & expressing judgement <ul style="list-style-type: none"> <li>• Exploring technical language</li> <li>• Reporting in academic journals</li> <li>• Using hedging</li> <li>• Expressing attitudes</li> <li>• Expressing identity and using pronouns</li> </ul>	Brick (2011), Chapter 13	<ul style="list-style-type: none"> <li>• Distinguishing between main ideas, opinions and supporting detail</li> <li>• Review using citations</li> <li>• Identifying verbs and hedging statements</li> <li>• </li> </ul> <p>Tasks to be completed before next class: Mark hedging and main ideas in selected article.</p>	
3.2	Describing science <ul style="list-style-type: none"> <li>• The mighty nominal group</li> <li>• Academic voice: lexical density</li> <li>• Data and writing up data analysis</li> <li>• Giving information: Clause complex structures (simple, compound and complex)</li> </ul>	Brick (2011), Chapter 18	<ul style="list-style-type: none"> <li>• Review nominal groups</li> <li>• Making verb tense consistent.</li> <li>• Sentence fragments and run-on sentences</li> </ul> <p>Tasks to be completed before next class: Review data set in Assignment 2 and draft data analysis commentaries.</p>	



<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
3.3	Developing an effective argument <ul style="list-style-type: none"> <li>• Topic sentences</li> <li>• Paragraph structure</li> <li>• Thematic progression</li> <li>• Developing a cohesive and coherent argument</li> </ul>	Brick (2011), Chapter 17	<ul style="list-style-type: none"> <li>• Using topic sentences effectively</li> <li>• Developing effective paragraphs</li> <li>• Review cohesion in draft data commentaries</li> </ul> <p>Tasks to be completed before next class: Mark verbs in abstracts of two articles (Assignment 2).</p>	
3.4	Writing Abstracts <ul style="list-style-type: none"> <li>• Introducing topic</li> <li>• Structure of abstract</li> </ul>		<ul style="list-style-type: none"> <li>• Deconstructing model abstract</li> <li>• Reviewing nouns and verbs related to topics</li> <li>• Making verb tense consistent.</li> </ul> <p>Tasks to be completed before next class: Research five academic sources for Assignment 2.</p>	
4.1	Writing Research Reports <ul style="list-style-type: none"> <li>• Purpose and audience of research reports</li> <li>• Report structures</li> <li>• Deconstructing model research report</li> </ul>	Brick (2011), Chapter 16	<ul style="list-style-type: none"> <li>• Examining thesis statements</li> <li>• Theme practice: writing clear sentences</li> </ul> <p><b>Tasks to be completed before next class:</b> Plan research report with headings and draft reference list (Assignment 2).</p>	

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
4.2	Developing a position <ul style="list-style-type: none"> <li>• Carving out a research space (CARS)</li> <li>• Writing effective introductions</li> <li>• Developing an authoritative voice</li> </ul>	Brick (2011), Chapters 10 & 15	<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>• Teacher feedback on essay structure</li> </ul> <p><b>Tasks to be completed before next class:</b> Draft abstract, report Introduction and Results section.</p>	
4.3	Discussing findings <ul style="list-style-type: none"> <li>• Role of topic sentences</li> <li>• Revisiting hedging</li> <li>• Relation to other research</li> <li>• Review synthesising information</li> <li>• Identifying features creating coherent argument</li> <li>• Describing limitations</li> </ul>	Brick (2011), Chapters 9 & 17	<ul style="list-style-type: none"> <li>• Peer-review of individual introductions</li> <li>• Teacher feedback on report structure</li> </ul> <p><b>Tasks to be completed before next class:</b> Complete draft research report (Assignment 2).</p>	

<i><b>Week/ Lesson</b></i>	<i><b>Topic/Content Covered</b></i>	<i><b>Required Reading</b></i>	<i><b>Associated Tasks</b></i>	<i><b>Assessment Task</b></i>
4.4	Reviewing your report <ul style="list-style-type: none"> <li>Distinguishing between your voice and the voice of others</li> <li>Checking citations</li> <li>Marking rubric</li> </ul>		<ul style="list-style-type: none"> <li>Peer-review of individual research reports</li> <li>Teacher feedback on research reports</li> </ul> <p>Tasks to be completed before next class: Read instructions for Assignment 3.</p>	<b>Assignment 2:</b> <b>Research Report</b> Formal submission <b>Saturday March 26, 5.00pm</b>
5.1	Understanding text types <ul style="list-style-type: none"> <li>Exploring nominal groups and verbal groups in different text types</li> <li>Review information and data sources</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>Reviewing paragraph and information structures</li> </ul> <p><b>Tasks to be completed before next class:</b> Plan information for brochure and source images (Assignment 3).</p>	
5.2	Writing for a popular audience <ul style="list-style-type: none"> <li>Differences between popular and academic writing in science</li> <li>Purpose and audience of brochures</li> <li>Structure and language of brochures</li> </ul>	Brick (2011), Chapters 10, 12 & 13.	<ul style="list-style-type: none"> <li>Identifying hedging, expressions of judgment, and author identity in different text types</li> <li>Persuasive language in brochures</li> </ul> <p><b>Tasks to be completed before next class:</b> Draft information in dot points for brochure (Assignment 3).</p>	

<i><b>Week/ Lesson</b></i>	<i><b>Topic/Content Covered</b></i>	<i><b>Required Reading</b></i>	<i><b>Associated Tasks</b></i>	<i><b>Assessment Task</b></i>
5.3	<p>Writing for a popular audience (2)</p> <ul style="list-style-type: none"> <li>• Structure and language of brochures (2)</li> <li>• Deconstructing a brochure</li> <li>• Using visuals effectively</li> </ul>	Brick (2011), Chapter 18.	<ul style="list-style-type: none"> <li>• Organising information to persuade an audience</li> <li>• Peer-review of information in dot points and use of images</li> </ul> <p>Tasks to be completed before next class: complete draft brochure (Assignment 3).</p>	
5.4	<p>Writing and presenting</p> <ul style="list-style-type: none"> <li>• Information to persuade your audience</li> <li>• Review sentence structure</li> </ul>		<ul style="list-style-type: none"> <li>• Peer-review of individual brochures</li> <li>• Teacher feedback on draft brochures</li> </ul> <p>Tasks to be completed before next class: Meet with your group members to plan presentation (Assignment 4).</p>	<p><b>Assignment 3:</b></p> <p><b>Brochure</b></p> <p>Formal submission</p> <p><b>Friday April 1, 5.00pm</b></p>
6.1	<p>Presenting data on a screen</p> <ul style="list-style-type: none"> <li>• Different visual styles</li> <li>• Purpose of presentations</li> <li>• Structure of a slide presentation</li> </ul>	Brick (2011), Chapter 20.	<ul style="list-style-type: none"> <li>• Review integrating evidence using appropriate format</li> <li>• Identify structure and expression for presentation slides</li> </ul> <p><b>Tasks to be completed before next class:</b> Draft group presentation slides (Assignment 4).</p>	

<i>Week/ Lesson</i>	<i>Topic/Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task</i>
6.2	Academic presentations <ul style="list-style-type: none"> <li>Differences between speaking and writing</li> <li>Effective academic speaking</li> <li>Review lexical density</li> </ul>		<ul style="list-style-type: none"> <li>Peer-review of presentation slides</li> <li>Teacher feedback on presentation slides</li> </ul> <p>Tasks to be completed before next class: Complete and practise group presentation (Assignment 4).</p>	
6.3	Academic and professional voice <ul style="list-style-type: none"> <li>Using appropriate voice</li> <li>Critical thinking and forming questions</li> </ul>		<ul style="list-style-type: none"> <li>First group presentations</li> <li>Question and answer sessions on presented topics</li> </ul>	<b>Assignment 4:</b> <b>Group Oral Presentation</b> In class <b>Wednesday April 6</b>
6.4	Unit Summary <ul style="list-style-type: none"> <li>Reviewing the language of science</li> <li>Writing for your audience</li> </ul>		<ul style="list-style-type: none"> <li>Final group presentations</li> <li>Question and answer sessions on presented topics</li> </ul>	<b>Assignment 4:</b> <b>Group Oral Presentation</b> In class <b>Thursday April 7</b>

## 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

- Brochure
- Group Oral Presentation

### 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.
- 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 task**

- Information report

## **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.
- 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 task**

- Information report

## **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.
- 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**

- Information report
- Research report
- Group Oral Presentation

## **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.
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit.
- Engage in independent and collaborative learning activities.

## **Assessment tasks**

- Information report
- Research report

- Group Oral Presentation

## 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

- Information report
- Research report

## 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.
- 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**

- Information report
- Research report
- Brochure
- Group Oral Presentation

## **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.
- 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**

- Information report
- Research report
- Brochure
- Group Oral Presentation

## **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.
- Critically evaluate information and ideas from academic, disciplinary and professional sources and apply reasoning to formulate 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

- Information report
- Research report
- Brochure
- Group Oral Presentation

## Changes since First Published

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