



# ACSH100

## Academic Communication in the Social Sciences and Humanities

S1 Day 2017

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

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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:

Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.

Critically evaluate information and ideas relevant to social science and arts related disciplines.

- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Understand the basic grammatical foundations of clear academic and professional communication.
- Carry out directed reflection on the learning experience of the unit.
- Apply academic referencing conventions accurately and appropriately.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">E-portfolio and online tasks</a>	50%	No	Week 2-14
<a href="#">Integrative Summary</a>	15%	No	Week 6
<a href="#">Persuasive texts</a>	35%	No	Weeks 12 & 14

### E-portfolio and online tasks

Due: **Week 2-14**

Weighting: **50%**

The *E-portfolio and online tasks* consist of five components which students will complete online. These include practice quizzes, a grammar assessment, a reflection on the integrative summary, a set of blogs and one final reflection. The assessment aims to test students' understanding of and engagement with the concepts of the unit. It will run over the entire semester, culminating in each student publishing an e-portfolio.

On successful completion you will be able to:

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Critically evaluate information and ideas relevant to social science and arts related disciplines.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Understand the basic grammatical foundations of clear academic and professional communication.
- Carry out directed reflection on the learning experience of the unit.
- Apply academic referencing conventions accurately and appropriately.

## Integrative Summary

Due: **Week 6**

Weighting: **15%**

The Integrative Summary builds on the information from an annotation completed in an earlier tutorial class. The *Integrative Summary* will describe and discuss two sources relevant to the assigned social inclusion issue. It will summarise and integrate the salient arguments and supporting evidence to present the key knowledge relevant to the issue. Such knowledge may include descriptions, statistics, perspectives (e.g. opposing theories for approaching the issue), related programs (and their impact) and general discussion of the core issue. Students are required to reference at the two (2) sources and demonstrate the ability to synthesise information and varying perspectives on a certain aspect of the social inclusion issue. (800 words)

On successful completion you will be able to:

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- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Apply academic referencing conventions accurately and appropriately.

## Persuasive texts

Due: **Weeks 12 & 14**

Weighting: **35%**

This assessment consists of 2 parts, Part A and Part B. Part A will require students to produce 2 different texts about the same content. The Persuasive essay will require students to develop a thesis and argue a response to a given quote related to their social inclusion topic. Students need to correctly reference relevant evidence to support each argument before reiterating and reinforcing the thesis through a summary of salient arguments. 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. (1200 words)

Part B requires students to rewrite some aspects of the research that were written up in Integrative Summary into a News Page for a public audience. The News Page, while still formal and making reference to the literature will use more relaxed language than the Integrative Summary, which was written for an academic audience. Three (3) sources to be used. (500 words)

On successful completion you will be able to:

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
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- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Apply academic referencing conventions accurately and appropriately.

## Delivery and Resources

Lecture content will be delivered to you online via your ilearn site in the form of screencast videos with associated online activities which will be available through the ACSH100 ilearn site. There are no face to face lectures.

Tutorials are 2 hours every week and students are expected to attend these valuable classes.

The **prescribed text book** is

Brick, J., Herke, M. & Wong, D. (2016). *Academic Culture: A student's guide to studying at university*. (3rd ed). South Yarra, Vic: Palgrave Macmillan

You can order it online from the co-op bookshop online site: <http://www.coop.com.au> or make the trip into uni and buy it in person at the Co-op Bookshop on campus. The uni map is here a: <http://www.mq.edu.au/campus-map>

**Recommended texts and apps** you may find useful:

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.

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): <http://www.mq.edu.au/policy/docs/disr>

[ption\\_studies/policy.html](#)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- Critically evaluate information and ideas relevant to social science and arts related disciplines.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Carry out directed reflection on the learning experience of the unit.

#### Assessment task

- Persuasive texts

### 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

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Understand the basic grammatical foundations of clear academic and professional communication.
- Carry out directed reflection on the learning experience of the unit.

#### Assessment tasks

- E-portfolio and online tasks
- Integrative Summary

- Persuasive texts

## 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

- Critically evaluate information and ideas relevant to social science and arts related disciplines.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Carry out directed reflection on the learning experience of the unit.

### Assessment tasks

- E-portfolio and online tasks
- Persuasive texts

## 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

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Critically evaluate information and ideas relevant to social science and arts related disciplines.
- Analyse the purpose and language strategies of disciplinary and professional texts.
- Understand the basic grammatical foundations of clear academic and professional communication.
- Apply academic referencing conventions accurately and appropriately.



## Assessment tasks

- E-portfolio and online tasks
- Integrative Summary
- Persuasive texts

## 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

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Critically evaluate information and ideas relevant to social science and arts related disciplines.
- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Understand the basic grammatical foundations of clear academic and professional communication.

## Assessment tasks

- E-portfolio and online tasks
- Integrative Summary
- Persuasive texts

## 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

- Critically evaluate information and ideas relevant to social science and arts related

disciplines.

- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Understand the basic grammatical foundations of clear academic and professional communication.
- Apply academic referencing conventions accurately and appropriately.

## **Assessment tasks**

- E-portfolio and online tasks
- Integrative Summary
- Persuasive texts

## **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**

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Critically evaluate information and ideas relevant to social science and arts related disciplines.
- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Understand the basic grammatical foundations of clear academic and professional communication.
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- Apply academic referencing conventions accurately and appropriately.

## **Assessment tasks**

- E-portfolio and online tasks
- Integrative Summary
- Persuasive texts

## 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

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Carry out directed reflection on the learning experience of the unit.

### Assessment tasks

- E-portfolio and online tasks
- Integrative Summary
- Persuasive texts

## 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

- Read efficiently to gather, interpret, synthesise and apply concepts from discipline-specific sources.
- Analyse the purpose and language strategies of disciplinary and professional texts.
- Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- Carry out directed reflection on the learning experience of the unit.

### Assessment tasks

- E-portfolio and online tasks

- Integrative Summary
- Persuasive texts