MMCS115

Academic Cultures and Communication

S1 Day 2017

Department of Media, Music, Communication and Cultural Studies

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit introduces students to the academic skills required for university studies. Particular attention is given to effective communication in the academic environment. Students engage in practical tasks designed to progressively develop key skills including: how to approach research; how to find, evaluate and use library and online resources; how to acknowledge sources; how to analyse an assessment brief; how to structure and substantiate an argument; how to write in a range of academic and non-academic genres and contexts. Four areas are the main focus of the unit's content: critical thinking, effective reading, modes of listening and academic writing. This unit is streamed to cater to all students in the Department of Media, Music, Communication and Cultural Studies, including: Media; Media, Communication and Culture; Music; International Communication; Society and Culture; Interactivity and Games; Dance and Performance; and Arts Industries and Management. The assessment tasks for this unit are based on discipline-specific content related to students' study programs. Formative assessment throughout the unit will develop students' academic skills.

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:

Demonstrate a critical understanding of cultures and methods of communication in higher education

Analyse academic contexts and discipline-specific content

Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism

Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy

Reflect on learning in ways that inform the development of academic cultures and communication

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflection on Learning	25%	No	Week 5, 31/03/17 at 5pm
Essay	40%	No	Week 9, 12/05/17 at 5pm

Name	Weighting	Hurdle	Due
Video Essay	35%	No	Week 12, 31/05/17 at 5pm

Reflection on Learning

Due: **Week 5, 31/03/17 at 5pm**
Weighting: **25%**

1. *Reflect on why you have chosen to study your discipline at university. Does reflection influence your ability to think critically?*

Reflect and detail why you have chosen to study your discipline at university, then answer the question. The word count for this part of the assessment is a maximum 750 words (including the reference list, headings etc). You are to include at least four (4) references in your writing. All references need to be academic sources. You may include three set readings as references, however, at least one reference needs to be a source you have researched (found) on one of the library databases (that is, one reference that is not a set reading).

2. Annotate one of the four references (to a maximum of 250 words) that you cite in this assessment. Your annotation should contain a brief summary (in your own words), a critique (your opinion on the content) and discussion of the usefulness of this reference to your reflection.

Students are to reference using APA style.

Submission of this assessment is via Turnitin on iLearn.

The task will be assessed on the following criteria:

1. Clarity of expression
2. Level of reflection
3. Ability to relate ideas to readings and independent research
4. Appropriate academic sources and referencing

On successful completion you will be able to:

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy
- Reflect on learning in ways that inform the development of academic cultures and

communication

Essay

Due: **Week 9, 12/05/17 at 5pm**
Weighting: **40%**

Write a 1500 word essay (word count includes the reference list, headings etc) that answers one of the following discipline specific questions:

Media; Media, Communication and Culture; Interactivity and Games:

How have global media flows changed our understanding of cultures in other parts of the world? Examples of global media flows include content such as news and entertainment television, blogs and social media.

International Communications; Society and Culture

Do non-government organisations (NGO's e.g. Oxfam, Action Aid, Greenpeace) make effective use of social media as a communication tool for development strategy to gain support for their campaigns?

Music; Dance and Performance; Arts Practice and Industries

Is social media relevant to contemporary arts practices?

Students are to reference in Harvard style.

Submission of this assessment is via Turnitin on iLearn.

The task will be assessed on the following criteria:

1. Clarity of expression
2. Essay structure
3. Appropriate argument
4. Ability to relate ideas to readings and independent research
5. Appropriate academic sources and referencing

On successful completion you will be able to:

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy

Video Essay

Due: **Week 12, 31/05/17 at 5pm**
Weighting: **35%**

Students are to record a presentation in small discipline/topic specific groups (each student is to develop and present a section) on their own chosen (and researched) topic. Each section must be labelled with the student's name. Group topics will be discussed during seminars and should be relevant to seminar themes, disciplines and readings. The video is to be no longer than 5 minutes. It must include an academic argument and appropriate references, and conclude with a breakdown/summary of each student's respective contribution. A written group outline and script of the group's presentation, complete with section labels and attributions (student names and numbers) must be uploaded to iLearn by 5pm on 31/05/17.

Students are to reference using Chicago style.

Each group needs to submit their video presentation on a labeled USB memory stick in person in the seminar time on 31/05/17.

Each individual section will be assessed on the following criteria:

1. Clarity of expression
2. Presentation structure
3. Appropriate argument
4. Ability to relate ideas to independent research
5. Appropriate academic sources and referencing

On successful completion you will be able to:

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy

Delivery and Resources

Wednesday	3:00pm	5:00pm	2:00		17 Wallys Walk (C5C) T1 Theatre

Seminar attendance is a unit requirement

Seminars begin in Week 1

2017 MMCS115 Required/Set Readings

Unit readings are available through the library databases (D) and unit readings tab (T) on the library website.

Week 1 Academic cultures and communication

1. Gardner, H. (2005) Multiple Lenses on The Mind. Paper presented at the *ExpoGestion Conference*, Bogota, Colombia, May 25, 2005. (T)
2. Mezirow, J. (1997). Transformative learning: Theory to practice*. New Directions for Adult and Continuing Education*, 74, 5-12. (D)

Week 2 Academic Sources and Resources

1. Sosulski, M.J. (2013). From Broadway to Berlin: Transformative learning through German hip-hop. *Die Unterrichtspraxis/Teaching German, 46*(1), 91-105. (D)
2. Davies, M. (2013). Critical thinking and the disciplines reconsidered, *Higher Education Research & Development, 32*(4), 529-544. (D)

Week 3 Critical Thinking 1

1. Song-Turner, H. (2008). Plagiarism: Academic dishonesty or 'blind spot' of multicultural education? *Australian Universities' Review,* 50(*2*), 39-50. (D)
2. Lawrence, R.L. & Cranton, P. (2009). What you see depends upon how you look: A photographic journey of transformative learning, *Journal of Transformative Education, 7*(4), 312-331. (D)

Week 4 Reflection for Learning

1. Hesmondhalgh, D. & Baker, S. (2011). Creative careers, self realization and sociality, in *Creative Labour: Media Work in Three Cultural Industries* (pp. 139-158), London: Routledge. (T)

Week 5 Academic Writing

Required:

http://www.monash.edu.au/lls/llonline/writing/general/essay/index.xml

Recommended:

1. Brick, J. (2011). Voices in Academic Texts. *Academic Culture* (pp . 91-102). South Yarra, Victoria: Macmillan Publishing.

2. Ricketson, M. (2004). *Writing Feature Stories: How to research and write magazine articles* (extract). Sydney: Allen and Unwin.

Week 6 Authorial Voice

1. O'Donnell, P., Lloyd, J. & Dreher, T. (2009). Listening, pathbuilding and continuations: A research agenda for the analysis of listening, *Continuum: Journal of Media & Cultural Studies, 23*(4), 423-439. (D)

Week 7 Critical Thinking 2

1. Rossmanith, K. (2012). Learning the Lunge: Motility in Crocodile Country. *About Performance*, *11*, 1-12. (D)

Week 8 Academic Argument 1

1. Gyenes, T. & Wilks, J. (2014). Is the Essay Dead? Revitalising Argument in the Era of Multiliteracies. *English in Australia, 49*(*1*), 7-15. (D)

Week 9 Academic Integrity

1. Brabazon, T. (2008). BA (Google): graduating to information literacy. *The University of Google* (pp. 15-49), Aldershot: Ashgate. (T)

Week 10 Academic and Video Presentations

Required:

https://learning.nd.edu/remix/projects/VideoEssay.html

Recommended:

1. Meyers, E., Erickson, I. & Small, R. (2013). Digital Literacy and informal learning environments: An introduction. *Learning, Media and Technology*, *38*(4), 355-367. (T)

Please note that there will be a list of additional recommended and discipline specific readings/ sources posted on iLearn.

In addition, students are expected to research discipline-specific topic areas for related assessment tasks as outlined in the Unit Guide. This will require discipline-specific additional

readings.

With the exception of Week 1, Students are expected to read the required reading/s for each week **before attending the seminar.**

Students are asked to bring laptops or tablets to each seminar. Please contact the convenor if this is not an option.

Students are required to participate on iLearn. Please do not use Facebook for group work.

For all written work, students are required to use the stipulated referencing system for all in-text referencing and reference lists. If students refer to recorded material, then a discography must also be included.

Late penalties for assessment submissions received after the due dates are 10% per day, including weekends. Disruption to studies can only be considered when applied for online and supported with appropriate documentation.

Marks will be deducted for going over the word count. Similarly, marks will be deducted for assessments that are significantly under the word count.

RECOMMENDED READINGS

Recommended readings will be progressively listed at MMCS115 iLearn.

Unit Schedule

Week	Topic
1	**Academic cultures and communication** A/Prof. Di Hughes
2	**Academic Sources and Resources**
3	**Critical Thinking 1**
4	**Reflection for learning**
5	**Academic Writing**
6	**Authorial Voice**
7	**Critical Thinking 2**
8	**Academic Argument**
9	**Academic Integrity**

10	**Academic and Digital Presentations**
11	**Consultations**
12	**Consultations**
13	**Video Essay Showcase** **Venue TBA**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_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/

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.

Additional information MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/ department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914 Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Analyse academic contexts and discipline-specific content

Assessment tasks

- Reflection on Learning
- Video Essay

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

- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Reflect on learning in ways that inform the development of academic cultures and communication

Assessment tasks

- Reflection on Learning
- Video Essay

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:

Assessment task

- Video Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy

Assessment tasks

- Reflection on Learning
- Essay
- Video Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy
- Reflect on learning in ways that inform the development of academic cultures and communication

Assessment tasks

- Reflection on Learning
- Essay
- Video Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy

Assessment tasks

- Reflection on Learning
- Essay
- Video 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

- Demonstrate a critical understanding of cultures and methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism
- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and

writing, and digital literacy

Assessment tasks

- Reflection on Learning
- Essay
- Video Essay

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 outcome

- Demonstrate a practical understanding of academic cultures and modes of communication including critical thinking and listening, authorial voice, research and writing, and digital literacy

Assessment task

- Essay

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 outcome

- Communicate academic practice in referencing sources in a range of literacies in ways that address ethical and practical objections to plagiarism

Assessment tasks

- Reflection on Learning
- Essay
- Video Essay

Changes from Previous Offering

The assessment tasks have been amended in accordance with the assessment policy introduced in S2 2016.