



# ACSH100

## Academic Communication in the Social Sciences and Humanities

S1 External 2019

*Dept of Linguistics*

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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                 |
|-------------------------------------|-----------|--------|---------------------|
| <u>E-portfolio and online tasks</u> | 30%       | No     | Week 1-13           |
| <u>Integrative Summary</u>          | 20%       | No     | April 7, 11.55pm    |
| <u>Grammar Quiz</u>                 | 15%       | No     | Week 8              |
| <u>Persuasive texts</u>             | 35%       | No     | A: May 26, B: Jun 9 |

### E-portfolio and online tasks

Due: **Week 1-13**

Weighting: **30%**

The *E-portfolio and online tasks* consist of three components which students will complete online. These include practice quizzes, 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: **April 7, 11.55pm**

Weighting: **20%**

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 least two (2) sources and demonstrate the ability to synthesise information and varying perspectives on a certain aspect of the social inclusion issue. (800 words)

This assessment will also require students to write a reflective blog once feedback for the integrative summary has been received.

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.

## Grammar Quiz

Due: **Week 8**

Weighting: **15%**

The grammar quiz is an online randomised grammar quiz that tests student's knowledge of basic grammatical constituency. The quiz will be open for 1 week and will take 1 hour to complete once it has been begun.

To prepare for this quiz, students should participate in the online practice quizzes provided on the learn site. These practice quizzes can be attempted as many times as the student feels is necessary with no marks penalty.

On successful completion you will be able to:

- 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.

## Persuasive texts

Due: **A: May 26, B: Jun 9**

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)

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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. .

In order to compensate for the weekly tutorials enjoyed by the on-campus cohort, external students, are provided with a number of opportunities to interact with the unit convenor and your dedicate3d online tutors:

1. You will have your own learn discussion group where you can post thoughts, questions

etc.

2. From time to time, you will be required to participate in online discussions guided by your tutors.
3. You have 2 on-campus days where you will participate in face to face tutorial activities with your tutors. While each of these days is optional, you are strongly urged to try to attend at least some part of the day.

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** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the **Student Policy Gateway** (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit **Policy Central** (<http://policycentral.mq.edu.au>)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation

### Late Assignment Submission

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](https://ask.mq.edu.au) and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment

Policy.

- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 tasks

- E-portfolio and online tasks
- Integrative Summary
- 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.
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## Assessment tasks

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- 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
- Integrative Summary
- 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
- Grammar Quiz
- 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.
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## **Assessment tasks**

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- Grammar Quiz
- 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.
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- Understand the basic grammatical foundations of clear academic and professional communication.
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## **Assessment tasks**

- E-portfolio and online tasks
- Integrative Summary
- Grammar Quiz

- 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

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## 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