ACSC100
Academic Communication in Science
D2 2012
Linguistics

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## General Information

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<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Unit Convenor</td>
<td>Fran Gaynor</td>
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<td></td>
<td><a href="mailto:fran.gaynor@mq.edu.au">fran.gaynor@mq.edu.au</a></td>
</tr>
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<td>Contact via <a href="mailto:fran.gaynor@mq.edu.au">fran.gaynor@mq.edu.au</a></td>
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<table>
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<tr>
<th>Other Staff</th>
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<tr>
<td>Maria Herke</td>
<td><a href="mailto:maria.herke@mq.edu.au">maria.herke@mq.edu.au</a></td>
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<td>Contact via <a href="mailto:maria.herke@mq.edu.au">maria.herke@mq.edu.au</a></td>
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| Credit points | 3 |

| Prerequisites |  |
| Co-requisites |  |

| Co-badged status |  |

| Unit description | This unit is a designated ‘people’ unit. It 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://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

## Learning Outcomes

1. Engage in peer and independent learning
2. Locate and interpret concepts from sources used in the scientific disciplines
3. Identify the language and features of science genres.
4. Evaluate the qualities of sources to use in assignments
5. Research and apply ideas from sources of scientific knowledge to a social context.
6. Use academic style and disciplinary language and structure to share information about science
7. Select and present information using a variety of genres.
8. Develop and sustain an argument or position with logic and evidence in support
9. Use academic referencing style guides and other conventions for incorporating evidence.

**Assessment Tasks**

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<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Assessment 1</td>
<td>10%</td>
<td>Week 3</td>
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<tr>
<td>Assessment 2</td>
<td>30%</td>
<td>Week 7-10</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>30%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>Exam timetable</td>
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</tbody>
</table>

**Assessment 1**

Due: **Week 3**
Weighting: **10%**

Part A Students produce a written text on a nominated topic in a tutorial session. This task will identify the student’s capacity to select, interpret and present information for a specific purpose in a specified format.

Part B Students set and achieve personal goals using the feedback from Part A. This demonstrates a capacity to respond to feedback and a capacity to engage in independent learning.

This Assessment Task relates to the following Learning Outcomes:
- Engage in in peer and independent learning
- Locate and interpret concepts from sources used in the scientific disciplines
- Use academic style and disciplinary language and structure to share information about science

**Assessment 2**

Due: **Week 7-10**
Weighting: **30%**
Students conduct independent research and deliver an 8-10 minute oral presentation contributing to one of the seminar sessions related to the topic ‘The role of science in society’.

Students document their research in the form of an annotated bibliography and poster. The poster may be in an electronic or print format.

Week 7 Annotations
Week 9 Poster
Weeks 9-10 Oral Presentation

This Assessment Task relates to the following Learning Outcomes:

- Engage in peer and independent learning
- Locate and interpret concepts from sources used in the scientific disciplines
- Identify the language and features of science genres.
- Evaluate the qualities of sources to use in assignments
- Research and apply ideas from sources of scientific knowledge to a social context.
- Use academic style and disciplinary language and structure to share information about science

Assessment 3
Due: Week 12
Weighting: 30%

Students produce a report based on their research for the assigned seminar topic. The report draws on a specified range of genres and presents information using academic conventions. Length 1500 words.

This Assessment Task relates to the following Learning Outcomes:

- Locate and interpret concepts from sources used in the scientific disciplines
- Evaluate the qualities of sources to use in assignments
- Research and apply ideas from sources of scientific knowledge to a social context.
- Use academic style and disciplinary language and structure to share information about science
- Select and present information using a variety of genres.
- Develop and sustain an argument or position with logic and evidence in support
- Use academic referencing style guides and other conventions for incorporating evidence.

Final Exam
Due: Exam timetable
Weighting: 30%

Students analyse information from texts supplied to answer one or more short answer questions. Students then plan and write an essay on a topic related to 'The role of science in society.

This Assessment Task relates to the following Learning Outcomes:

- Identify the language and features of science genres.
- Select and present information using a variety of genres.
- Develop and sustain an argument or position with logic and evidence in support
- Use academic referencing style guides and other conventions for incorporating evidence.

Delivery and Resources

1. GENERAL INFORMATION

ACSC100 is delivered in a one hour lecture, a two hour tutorial and workshop activities each week. Students are expected to attend weekly sessions and participate in class activities as well as complete assignments and nominated preparation. A feature of the unit is learning to work collaboratively to complete some tutorial and assessment activities in peer groups. Students will also be guided in becoming more independent and resourceful learners by undertaking independent activities and contributing to their own learning by completing preparation and follow up activities.

Students will have access to ilecture when they are unable to attend in person and will have access to supplementary information and resources via ilearn. It is essential that students log on to ilearn to check regularly for announcements, consult resources and complete online tasks such as discussions, quizzes and review activities. This facility will not only assist students but will provide advice on assessment task.

The unit attracts 3 credit points. This means students are expected to devote 9 hours per week to meet the requirements of the unit. In addition to the face to face lectures and tutorial workshops a further 5 hour per week of independent study is required.

1a. Teaching Staff

Convener: Ms Fran Gaynor
C5A 530, ph. 9850 9607
Email: fran.gaynor@mq.edu.au

Lecturer: Dr Maria Herke and Dr Caroline Henderson-Brookes
C4A416, ph. 9850 4249
Email: maria.herke@mq.edu.au
Email: caroline.henderson-brookes@mq.edu.au
1b. General Enquiries

Linguistics Undergraduate Office C5A 503 between 9am 12 and 2pm to 5pm
ph. 9850 8740

2. ACADEMIC CONTENTS

2a. Unit Description

ACSC100: Academic Communication in Science

This unit has been designated as a ‘People’ unit and is offered by the Department of Linguistics, Faculty of Human Sciences.

To develop academic and disciplinary literacies, and to meet the requirements of a People Unit, students will engage in a diverse range of learning and teaching activities. These utilise resources and tasks designed to provide a three level focus on: 1) the development of academic literacy practices, 2) becoming familiar with discipline specific expression and texts, and 3) an exploration of themes and topics to demonstrate the relationship between science, scientists and scientific knowledge and the concerns of people and groups in contemporary Australian society.

Academic literacy focus: This aspect addresses common concerns expressed by students as they enter university. The learning and teaching activities are designed to assist in the development of attitudes and abilities needed to engage in a broad range of academic tasks, and to engage in both individual and collaborative approaches to learning. Key tasks include learning to analyse academic tasks, to read effectively and critically, to develop and organise texts in both written and oral forms, to construct, develop and organise arguments; and to use ideas and evidence from other sources applying appropriate academic conventions.

Disciplinary focus: This aspect features the recognition of different forms of knowledge valued in academic and discipline contexts. It then supports students to become familiar with disciplinary genres and to approach tasks using critical reading and thinking. In addition, guidance is provided to encourage students to develop their own voice concurrently with learning to incorporate and acknowledge the ideas of others adopting the language, style and genres valued by the discipline.

People focus: The selection of resources, assigned readings and major assessment tasks investigate the role scientists play in creating a more sustainable physical and social environment. This requires students to research an issue, problem or practice relevant to the science or the role of scientists. Students will investigate ways in which science and technology affect the lives of individuals or specific population groups in society.

2b. Unit Rationale

ACSC100 is designed to assist students develop, or improve their approach to academic tasks including understanding assignments, reading and evaluating information in texts, planning and
producing texts to meet specific criteria and becoming familiar with academic conventions. This includes incorporating and acknowledging ideas using correct referencing while developing a capacity to formulate and express your own ideas.

The unit is strongly recommended for students commencing study in programmes offered by the Faculty of Science and who have obtained a Band 4 or less in HSC English (or equivalent) or less than a 7 in IELTS (or the equivalent).

2c. Learning Outcomes

ACSC100 is designed to develop and apply a broad range of skills and knowledge required for undergraduate study. A special emphasis is made on the language and style conventions used in science programs.

3 GRADUATE CAPABILITIES and GENERIC SKILLS

3a. Graduate capabilities

ACSC100 initiates students into the university’s graduate capabilities through learning and teaching activities, modeling academic practice, designing assessments that challenge students to become critical thinkers and active participants in their own and peer learning.

1. **Discipline Specific Knowledge and Skills** – through gaining familiarity with features of language and genres relevant to the physical and natural sciences, and to the application of technology.

2. **Critical, Analytical and Integrative Thinking** – by selecting and evaluating texts, researching and incorporating ideas and evidence to meet a specific purpose.

3. **Problem Solving and Research Capability** – by learning to work collaboratively to plan and produce individual and peer research tasks using library and research resources.

4. **Creative and Innovative** - by locating ideas and information then applying it in the production of new texts, including the synthesising of various published or documented sources. And through students developing a voice as they present their ideas and interpretations.

5. **Effective communication** – The unit has a focus on developing academic literacy through explicit instruction and guidance in reading, writing and speaking in academic contexts. This capacity is facilitated with strategies for reading academic and professional texts, evaluating their qualities and selecting material for assessment tasks. Students also engage in class discussions, oral presentations, and are given guided instruction to produce a range of genre including critical reviews, an annotated bibliography, a seminar presentation, an essays and research report.

6. **Engaged and ethical local and global citizens** – The readings, activities and topics selected in this unit initiate students to the application of ethical and academic values as required in academic tasks. The theme explored in the unit challenges students to consider the role of science in society.

https://unitguides.mq.edu.au/unit_offerings/38489/unit_guide/print
Students complete enquiry based research on a negotiated topic and participate in a seminar presentation and later document the research in a formal report. The topics allow students to explore different perspectives on science and its value in relation to areas of practice. In addition the importance of accuracy, precision and logic is emphasized in the development of texts, and with the application of conventions such as academic referencing.

7. **Socially and environmentally active and responsibility** - The readings and topic selection for this unit address the contribution made through science, and by scientists as they address issues, solve problems and realize opportunities to improve the quality of life for people in contemporary Australian society; for the wider global community; and for future generations.

8. **Capable of Professional and Personal Judgment and Initiative** - by taking responsibility in for participation in group and peer learning tasks, for planning and managing tasks and resources and for meeting professional standards through revision and editing texts against set criteria.

9. **Commitment to Continuous Learning** - by developing research skills, critical thinking skills and by improving performance based on feedback from teachers, peers and own evaluation of performance.

3b. **Generic Skills**

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students’ generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following areas.

- **Problem solving:** Students are provided with assignment tasks which require collaboration and decision making about the best approach to the task and

- **Critical analysis:** Students are given instruction in conducting a critical reading of published texts to ensure they can select and evaluate information to meet the specific purposes of a series of tasks. Students are assisted producing a critical text and then applying these skills. Assessment task 2 the poster presentation and Assessment task 3 the research report both require students to construct an argument, develop it logically and with supporting evidence.

- **Writing skills:** Students are provided with detailed information about how to structure a range of academic texts and how to express ideas in academic and professional texts.

- **Communication skills:** You will develop your communication skills through working with students of different linguistic, cultural and disciplinary backgrounds, and through learning discussion forums and problem solving activities.

4. **DELIVERY AND RESOURCES**

4a. **Teaching and Learning Strategies**

The learning and teaching strategies used in this unit are weekly lecture with iLectures recorded, tutorials and collaborative workshops, in addition students are expected to participate via ilearn discussions and assigned research and reading tasks.
It is expected that students in this unit will participate in collaborative learning working in peer groups.

Students are expected to complete preparation activities each week including gathering current information from the media, reading articles and creating a portfolio of independent work.

4b. Unit Schedule

Lectures are held on Thursday at 4pm and 6pm. Lectures are also available on ilecture via the audio file ECHO.

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

4c. Required textbook and resources

All ACSC100 students are required to have the two unit texts in class each week. These texts are available from the Coop Bookshop on campus.


4d. Unit Webpage

ACSC100 will provide resources via ilearn. Powerpoint presentations used in lectures will be posted on ilearn each week.

You will also find copies of the Unit Guide and Assessment tasks on this site.

The Macquarie University website for students support is @ http://learn.mq.edu.au

4e. Online Resources

There is a range of other resources available to Macquarie students, including:

Department of Linguistics

http://www.ling.mq.edu.au/support/academic_literacy.htm
http://www.ling.mq.edu.au/support/postresources.htm

Macquarie University

http://www.mq.edu.au/studyskillssupport/

Macquarie University Library

http://www.lib.mq.edu.au

5. UNIT ASSESSMENT

5a. Assessment at a Glance
Assessment tasks, assignments and associated information about criteria and submission requirements will be posted on ilearn. Students will need to attend 80% of tutorials and workshops to complete the range of activities necessary for successful completion of the unit.

There are no resubmissions for any assignment task. In cases where special consideration is applied for and granted an alternative assessment task will be provided.

5b. Relationship between assessments and Learning Outcomes

Assessments integrate range of learning outcomes with preparation and practice guided by tutorial activities and discussion of assessment criteria.

5c. Extensions and late work

Students must submit a special consideration form if they are absent for assessment tasks, or miss a number of classes.

Expectations in relation to assessments are set out on ilearn. In the event of an exceptional circumstance such as a major illness or misadventure students should contact the unit convenor and provide adequate documentation with a request for an extension.

5d. Assignment submission

Assessment 1 - Completed in the tutorial in week 3.
Assessment 2 – Seminar delivered in nominated tutorial session between weeks 9 and 10
Annotations submitted to Turn it in via ilearn in week 7 – by 5pm Friday 14 September, 2012.
Poster due in the tutorial session in week 9 in print or electronic format.
Assessment 3 – Research report must be submitted to Turnitin via ilearn in week 12 by Wednesday 31 October, 2012.

Examination - in the exam period as timetables

For each assignment, you must:
· include the completed cover sheet provided on the Linguistics web site: http://www.ling.mq.edu.au/support/coversheet.htm
· add a footer to each page of the assignment, with page numbering, your name and student number, and the unit code in the footer e.g., Robin Brown, 40112333, LING923
· type double-spaced

Please note that assignments will only be accepted if they have the signed coversheet with all details filled in.

Please submit assignments one time only unless specifically requested.

Your assignment will be timecoded by Turnitin and will indicate successful submission.

Please keep a copy of your assignments in case of misadventure.
5e. Return of Marked Assignments

Students’ marked assignments will, in general, be returned to them within 2 weeks of submission. Please note that assignments cannot be accepted after the return of marked materials.

5f. Collection of Marked Assignments (if applicable)

Assignments are available for collection from the undergraduate office for only 6 months.

5g. Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au

There is a range of other resources available for Macquarie students, including:

- electronic access to a variety of book chapters and journal articles
- electronic access to journals
- a mailing/fax service where book chapters and journal articles can be sent to distance students.

Unit Schedule

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<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Orientation</td>
<td>No tutorial in week 1</td>
<td>Module 1</td>
</tr>
<tr>
<td></td>
<td>Developing academic literacy and disciplinary knowledge in science</td>
<td>Open ilearn and register in your tutorial group.</td>
<td>Textbook Brick</td>
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<tr>
<td></td>
<td>Reading/writing relationship</td>
<td></td>
<td>Chapters 1,2 &amp; 7</td>
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<tr>
<td></td>
<td>Learning through familiarity with genres used in science</td>
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<td>Assigned activity</td>
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<td></td>
<td></td>
<td></td>
<td>Chapters 4 Task 1 p.43</td>
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<td></td>
<td></td>
<td></td>
<td>Chapter 5 Task 3 p.57</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Module</td>
<td>Pages</td>
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</tbody>
</table>
| W2   | Sources of knowledge in science                                       | Module 2 | 2 pp. 26-28 | Chapter 2 (pp. 26-28)  
Read Text 3 (Population growth)  
Chapter 19 and  
Chapter 20 Task 1 & 3 (p. 227) |
|      | Features of academic and disciplinary language used in science        |        |       |                                                                                      |
|      | Comparing descriptive, analytical and evaluative information in texts |        |       |                                                                                      |
|      | Identifying and interpreting language used assignment questions and tasks |        |       |                                                                                      |
|      | Creating definitions                                                |        |       |                                                                                      |
| W3   | Reading effectively and critically at university                     | Module 3 |       | Assessment 1 – completed in the first part of the tutorial session.  
Apply 4S reading strategies  
Constructing definitions and paragraphs |
|      | Applying reading to different genres                                 |        |       |                                                                                      |
|      | Assessment 1 – completed in the first part of the tutorial session.  |        |       |                                                                                      |
|      | Apply 4S reading strategies                                          |        |       |                                                                                      |
|      | Constructing definitions and paragraphs                              |        |       |                                                                                      |
| W4   | Developing a research strategy                                       | Module 4 |       | Creating paraphrases and summaries  
Producing annotations                                                             |
|      | Locating, selecting and evaluating information sources               |        |       |                                                                                      |
|      | Academic honesty                                                     |        |       |                                                                                      |
|      | Creating paraphrases and summaries                                   |        |       |                                                                                      |
|      | Producing annotations                                                |        |       |                                                                                      |
| W5 | Exploring genres used to share knowledge in science | Identifying the features of genres | Module 5  
Chapters 14, 15 & 16 |
<table>
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<tbody>
<tr>
<td>Macro level</td>
<td>Journal articles and research reports</td>
<td>Language &amp; structure and Review the elements of an assigned text</td>
<td>Assigned preparation locate resources to annotate for the seminar topic</td>
</tr>
</tbody>
</table>
| W6 | Analysing the way knowledge is presented and discussed in science genres | Identifying the micro elements of texts | Module 5  
Chapters 15 & 16 |
| Micro level | | Analyse and compare elements of assigned texts | Produce annotation for the seminar assessment. |
| | | Sharing knowledge in single and linked paragraphs | |
| W7 | Using evidence | Planning seminar presentations | Module 6  
Chapters 9, 11, 12 |
<p>| Incorporating ideas and information from sources | Identifying the qualities of written and spoken texts | Resources for poster design accessed via ilearn |
| Applying referencing conventions | Designing a poster presentations | Referencing activities via ilearn |
| Avoiding plagiarism | | | |
| Mid semester break | | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Skills/Thesis Statements</th>
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<tbody>
<tr>
<td>W8</td>
<td>Developing a position – thesis statements</td>
<td>Applying referencing conventions</td>
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<tr>
<td></td>
<td>Balancing voices</td>
<td>Intext citations</td>
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<tr>
<td></td>
<td>Developing the writer’s voice</td>
<td>Reference lists</td>
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<td>Data commentary</td>
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<tr>
<td>W9</td>
<td>Planning and structuring texts</td>
<td>Creating thesis statements</td>
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<tr>
<td></td>
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<td>Developing supporting arguments statements</td>
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<td>Seminar poster presentations</td>
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<tr>
<td>W10</td>
<td>Creating coherent &amp; cohesive texts</td>
<td>Developing the quality of argument – logic &amp; reasoning</td>
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<td>Elaboration</td>
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<td>Exemplification</td>
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<td>Explanation</td>
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<td>Seminar poster presentations</td>
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<tr>
<td>W11</td>
<td>Achieving professional standards</td>
<td>Lexical chains</td>
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<tr>
<td></td>
<td>Planning an extended text</td>
<td>Language to connect ideas and evidence</td>
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<td>Apply editing and proofreading skills</td>
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<thead>
<tr>
<th>Module</th>
<th>Chapters</th>
<th>Resources</th>
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<tbody>
<tr>
<td>W8</td>
<td>9, 10, 12</td>
<td>APA Referencing guide and resource accessed via ilearn</td>
</tr>
<tr>
<td>W9</td>
<td>10, 16</td>
<td>Assigned reading activities accessed via ilearn</td>
</tr>
<tr>
<td>W10</td>
<td>13, 17, 18</td>
<td>Complete report planning sheet accessed via ilearn</td>
</tr>
<tr>
<td>W11</td>
<td></td>
<td>No assigned preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report due in week 12</td>
</tr>
</tbody>
</table>

https://unitguides.mq.edu.au/unit_offerings/38489/unit_guide/print
### 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:

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

### 6. POLICIES

#### 6a. University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

The following descriptions apply to assessment grades:

- **HD (85-100) High Distinction**: denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.

- **D (75-84) Distinction**: denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit.

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**Unit guide** ACSC100 Academic Communication in Science

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<tr>
<th>W12</th>
<th>Planning a research essay</th>
<th>Developing academic style</th>
<th>Essay planning and writing</th>
<th>Module 10</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conduct a peer review of the poster presentation</td>
<td>Chapter 1,2,3</td>
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<td></td>
<td>Assignment preparation activities</td>
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<td>Essay preparation activity assigned reading task</td>
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<tr>
<th>W13</th>
<th>Revision</th>
<th>Exam preparation</th>
<th>Exam preparation – model questions and answers</th>
<th>Module 10</th>
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<td>Times activities’</td>
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Cr (65-74) Credit: denotes performance which is substantially better than would normally be expected of competent students in the unit.

P (50-64) Pass: denotes performance which satisfies unit objectives.

F (0-49) Fail: denotes that a candidate has failed to complete a unit satisfactorily.

Please note that

1. The above grades and descriptions apply to undergraduate degrees, postgraduate coursework degrees, diploma and graduate certificate programs

2. Marks assigned in assignments are raw marks. These are subsequently converted into Standard Numerical Grades (SNG) in order to determine letter grades for the unit.

On occasion the SNG which you receive may not be the same as the total of your marks for each assessment item. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

The process of scaling does not change the order of marks among students.

Students in ACSC100 must attempt each assessment, must gain a pass in Assessment 3 the Integrated Writing Task and achieve an overall mark of 50% in order to successfully complete the unit. The result for each assessment will be considered when assigning the overall grade.

GRADE DESCRIPTORS The following generic grade descriptors provide university-wide standards for awarding final grades. The inclusion of a specific reference to unit learning outcome within each descriptor enables these descriptors to be applied to all coursework units of study. It is expected that the learning outcomes will be differentiated across levels of study to reflect an increasing cognitive complexity throughout a program as students work towards attainment of the graduate capabilities.

Although unit conveners may develop criteria and standards for specific assessment tasks, the determination of the final grade must reflect the descriptors given below.

High Distinction Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas
fluently and clearly in terms of the conventions of the discipline.

**Pass** Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

**Fail** Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

6b. Academic Honesty

Academic honesty is an essential quality in the development of ethical practice. Behaviours such as cheating, plagiarism, claiming groupwork participation when you have not made a contribution are examples of dishonesty and are considered to be extremely serious by the Department and the University. Penalties apply and students who submit plagiarised material will most likely receive zero. All assignments may be scanned on a database and/or compared with other assignments (past and present) and with content on the internet.


It is expected that you will be familiar with the department’s policy before you begin work on the assignments.

6c. Appeals Against Grades

If a student has a problem with the mark given for a particular assessment, the student should first speak with the marker to discuss the matter. If difficulties and differences continue, a student can apply for a remark of an assessment by contacting the Unit Convenor directly. A fresh, unmarked copy of the assignment will need to be submitted for the new marker. The request for a remark must be lodged within two weeks of the date of receipt of the assessment.

The Unit Convenor will arrange for the assignment to be marked by another relevant staff member teaching that Unit and the assignment will be returned to the student via the Linguistics Undergraduate. The final mark will be an agreed mark by the first and second marker and the Unit Convenor. The final mark can be sustained, raised or lowered.

If a student wishes to appeal against a final grade for a unit, then the student should see the Unit Convenor first. However, formal appeal must be lodged with the Head of Division by the date stipulated on the Handbook of Undergraduate Studies. Failure to follow these procedures is likely to result in a appeal being disallowed.

6d. Student Email Account

All Macquarie students have been issued with a University email account.
It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently. Email can be automatically forwarded from your Macquarie account to another account but each student is responsible for the information sent to a non-Macquarie account and for managing mailbox size to ensure that account remains active.

- You must check your Macquarie email account
- Messages sent to all students in your unit by the Unit Convenor will only be sent to your University email account.
- Your Macquarie email account can be accessed via the portal, myMQ at https://my.mq.edu.au
- To Sign On to the portal use your Student Number, and your original MQID password (i.e., 2 random characters followed by your date of birth in ddmmyy format).
- Your Email Address can be viewed in portal.
- The student email format will be first.last@students.mq.edu.au e.g., jan.block@students.mq.edu.au (any other students also named Jan Black will be jan.block1@students.mq.edu.au, jan.block2@students.mq.edu.au, etc.)

**Student Support**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/).

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning_skills/](http://www.mq.edu.au/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

**Student Enquiry Service**

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

**Equity Support**

Students with a disability are encouraged to contact the [Disability Support Unit](http://www.mq.edu.au/disability) who can provide appropriate help with any issues that arise during their studies.

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students and it outlines what can be done.
**Graduate Capabilities**

**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**

- Locate and interpret concepts from sources used in the scientific disciplines
- Identify the language and features of science genres.
- Evaluate the qualities of sources to use in assignments
- Research and apply ideas from sources of scientific knowledge to a social context.
- Select and present information using a variety of genres.
- Use academic referencing style guides and other conventions for incorporating evidence.

**Assessment tasks**

- Assessment 2
- Assessment 3

**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**

- Evaluate the qualities of sources to use in assignments
- Research and apply ideas from sources of scientific knowledge to a social context.
- Use academic style and disciplinary language and structure to share information about science
- Use academic referencing style guides and other conventions for incorporating evidence.
Assessment tasks

• Assessment 2
• Assessment 3
• Final Exam

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

• Engage in in peer and independent learning
• Research and apply ideas from sources of scientific knowledge to a social context.
• Use academic style and disciplinary language and structure to share information about science
• Select and present information using a variety of genres.

Assessment tasks

• Assessment 1
• Assessment 2

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

• Identify the language and features of science genres.
• Evaluate the qualities of sources to use in assignments
• Research and apply ideas from sources of scientific knowledge to a social context.
• Use academic style and disciplinary language and structure to share information about
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

- Identify the language and features of science genres.
- Evaluate the qualities of sources to use in assignments
- Research and apply ideas from sources of scientific knowledge to a social context.
- Use academic style and disciplinary language and structure to share information about science
- Select and present information using a variety of genres.
- Develop and sustain an argument or position with logic and evidence in support

Assessment tasks

- Assessment 2
- Assessment 3
- Final Exam

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

- Research and apply ideas from sources of scientific knowledge to a social context.
• Develop and sustain an argument or position with logic and evidence in support

**Assessment task**

• Assessment 2

**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**

• Engage in in peer and independent learning
• Locate and interpret concepts from sources used in the scientific disciplines
• Identify the language and features of science genres.
• Evaluate the qualities of sources to use in assignments
• Research and apply ideas from sources of scientific knowledge to a social context.
• Use academic style and disciplinary language and structure to share information about science
• Select and present information using a variety of genres.
• Develop and sustain an argument or position with logic and evidence in support
• Use academic referencing style guides and other conventions for incorporating evidence.

**Assessment tasks**

• Assessment 1
• Assessment 2
• Assessment 3
• Final Exam

**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

- Research and apply ideas from sources of scientific knowledge to a social context.
- Use academic style and disciplinary language and structure to share information about science
- Select and present information using a variety of genres.

Assessment tasks

- Assessment 2
- Assessment 3

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

- Evaluate the qualities of sources to use in assignments
- Use academic style and disciplinary language and structure to share information about science
- Select and present information using a variety of genres.

Assessment task

- Assessment 2

Changes since First Published

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