MMCS115

Academic Cultures and Communication

S1 Day 2018

Department of Media, Music, Communication and Cultural Studies

Contents

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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 methods of communication in higher education

Analyse academic contexts and discipline-specific content

Communicate academic practice in referencing sources in a range of literacies

Demonstrate a practical understanding of methods of communication

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

Engage in modes of development

General Assessment Information

Assessment standards in this unit align with the University's grade descriptors, available at: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment

Assessment Tasks

Name	Weighting	Hurdle	Due
Critical Analysis	25%	No	Week 5, Wed. 28/03/18 at 5pm

Name	Weighting	Hurdle	Due
Learning Development Project	40%	No	Week 9, 11/05/18 at 9pm
Video Essay	35%	No	1/06/18 by 5pm

Critical Analysis

Due: **Week 5, Wed. 28/03/18 at 5pm**

Weighting: **25%**

W*rite a 1000 word critical analysis on a current issue relevant to your discipline.*

Write a detailed critical analysis on a current issue specific to your discipline. The analysis should be no more than 1000 words (excluding the references). The report should contain a statement of the issue, a critical analysis of the issue (for example, impact, relevance and implications) and a conclusion. A minimum of three academic sources should be referenced.

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 critical analysis and argument
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 methods of communication in higher education

• Analyse academic contexts and discipline-specific content

• Communicate academic practice in referencing sources in a range of literacies

• Demonstrate a practical understanding of methods of communication

• Engage in modes of development

Learning Development Project

Due: **Week 9, 11/05/18 at 9pm**

Weighting: **40%**

For a period of 8 weeks answer the weekly questions provided in the seminar. The weekly question/s will relate to the topics covered in the seminar.

The project will consist of 8 entries, 1 entry per week commencing in week 1 and ending in week 8. Each entry will answer the weekly question/s that will be given at the seminar. Each weekly response should be a maximum of 250 words for week 1 - week 7. There is no word limit for

week 8. Each weekly entry should include at least one academic reference.

Students are to reference in APA style.

Submission of this assessment is via Turnitin on iLearn. The 8 weekly entries should be submitted as one document to Turnitin on 11/05/18 (week 9) by 9 pm.

The task will be assessed on the following criteria:

1. Clarity of expression
2. Level of individual reflection
3. Substantiated argument
4. Ability to relate ideas to individual development
5. Appropriate academic sources and referencing

On successful completion you will be able to:
- Demonstrate a critical understanding of methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies
- Demonstrate a practical understanding of methods of communication
- Reflect on learning in ways that inform the development of academic conventions and communication
- Engage in modes of development

Video Essay

Due: **1/06/18 by 5pm**
Weighting: **35%**

Students are to record a presentation in small discipline/topic specific groups. Each student is to devise, research and answer their own question related to the group topic, and present this in their own section of the video essay. The video essay must also contain an introduction and conclusion devised by the entire group. Each section of the video 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 topic cannot be the same as any of the group members' critical analysis (assessment 1) topic.**

The time limit of the video is:

- 30 seconds for the group introduction
- 1 minute per person for their individual section
- 1 minute for the group conclusion.

The video essay must include an academic argument and appropriate references.

Each group member must provide a written script (including references) for their individual

section and upload it to Turnitin by 5pm on the 01/06/18. A written outline of each member's contribution to the group (including student names and numbers) needs to be uploaded to the Group iLearn Forum by 5pm on the 01/06/18. Each group needs to submit their video presentation on a labeled USB memory stick in person in the seminar time on 1/06/18 (Week 12).

Each group will be provided with a group forum in iLearn. This forum needs to be used for all written discussions related to the assessment. Please do not use social media for this assessment task.

Students are to reference using APA style.

Each individual section will be assessed on the following criteria:

1. Clarity of expression
2. Presentation structure
3. Substantiated 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 methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies
- Demonstrate a practical understanding of methods of communication

Delivery and Resources

Friday	3:00pm	5:00pm	2:00	27 Wallys Walk (W6D) Lotus Theatre

Seminar attendance is a unit requirement

Seminars begin in Week 1

2018 MMCS115 Required/Set Readings

Unit readings are available through the library databases unless otherwise indicated.

Week 1 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.

Week 2 Career Narratives

1. The Foundation for Young Australians (2017). *The New Work Smarts: Thriving in the New Work Order.* Retrieved from https://www.fya.org.au/wp-content/uploads/2017/07/FYA_TheNewWorkSmarts_July2017.pdf

* This reading is available only through the above URL address.

Week 3 Critical Thinking 1

1. Davies, M. (2013). Critical thinking and the disciplines reconsidered, *Higher Education Research & Development, 32*(4), 529-544.
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.

Week 4 Academic integrity, writing and critical analysis

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

* The above reading is available only through the provided URL address.

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

Week 5 No seminar (public holiday)

Week 6 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.

Week 7 Critical Thinking 2

1. Hughes, D., Evans, M., Morrow, G., & Keith, S. (2016). The New Business of Music. The New Music Industries: *Disruption and Discovery* (pp.17-35). Retrieved from https://ebookcentral-proquest-com.simsrad.net.ocs.mq.edu.au

Week 8 Action Planning

1. Lawson, T., Harrison, J., & Cavendish, S. (2004). Individual action planning: a case of self-surveillance? *British Journal of Sociology of Education, 25* (1), 81-94.

Week 9 The Effective Learner

1. McQueen, H., & Webber, J. (2013). What is an Effective Learner? A Comparison of Further Education Students' Views with a Theoretical Construction of Effective Learners. *Journal of Further and Higher Education, 37*(5), 715-735.

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.

There are no recommended readings for week 11 and week 12.

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.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for

assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Marks may be deducted for going over the word count. Similarly, marks may 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 Sources and Resources**
2	**Career Narratives**
3	**Critical Thinking 1**
4	**Academic Integrity, Writing and Critical Analysis**
5	**No Seminar**
6	**Reflection for learning**
7	**Critical Thinking 2**
8	**Action Planning**
9	**The Effective Learner**
10	**Academic and Digital Presentations**
11	**Consultations**
12	**Consultations / Video Essay Submissions**
13	**Video Essay Showcase** **Venue TBA**

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 (https://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 (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 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

- Critical Analysis
- 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
- Reflect on learning in ways that inform the development of academic conventions and communication

Assessment tasks

- Critical Analysis
- 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 methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies
- Demonstrate a practical understanding of methods of communication

Assessment tasks

- Critical Analysis
- Learning Development Project
- 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 methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Demonstrate a practical understanding of methods of communication
- Reflect on learning in ways that inform the development of academic conventions and communication

Assessment tasks

- Critical Analysis
- Learning Development Project
- 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 methods of communication in higher education
- Communicate academic practice in referencing sources in a range of literacies
- Demonstrate a practical understanding of methods of communication

Assessment tasks

- Critical Analysis
- Learning Development Project
- 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 methods of communication in higher education
- Analyse academic contexts and discipline-specific content
- Communicate academic practice in referencing sources in a range of literacies
- Demonstrate a practical understanding of methods of communication

Assessment tasks

- Critical Analysis
- Learning Development Project
- 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 methods of communication

Assessment task

- Learning Development Project

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

Assessment tasks

- Critical Analysis
- Learning Development Project
- Video Essay

Changes from Previous Offering

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

Changes since First Published

Date	Description
14/ 02/ 2018	The venue for this unit has changed since the first publication of the unit guide. The seminar will now be held in the Lotus Theatre, 27WW.