MMCS115

Modes of Development and Communication

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit explores methods of communication in higher education. Students engage in written and formative tasks that include analyses and discipline-specific content, ways to approach research, assessment briefs, and evidenced argument. Critical thinking, effective reading, modes of listening and academic conventions are covered in unit content. Reflection is incorporated in ways to engage students in modes of individual development. The unit is streamed to cater to students in a range of disciplines including Media, Dance and Performance, Music, International Communication, Society and Culture, Interactivity and Games, and Arts Industries and Management. Seminar attendance is a requirement for this unit.

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflection	10%	No	Week 3, 15/3 by 9pm
Academic Argument	25%	No	Week 6, 5/4 by 9pm
Learning Development Project	30%	No	Week 8, 3/5 at 9pm
Video Essay	35%	No	Week 11, 23/5 seminar by 5pm

Reflection

Due: **Week 3, 15/3 by 9pm**
Weighting: **10%**

W*rite a 250 word reflection on your learning preferences.*

The reflection should be no more than 250 words (excluding the references). A minimum of one academic source should be referenced.

You are to reference sources cited using APA referencing style.

Submission of this assessment is via Turnitin on iLearn.

The task will be assessed on the following criteria:

1. Level of reflection
2. Clarity of written expression
3. Ability to relate ideas to unit content and readings
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
- 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
- Engage in modes of development

Academic Argument

Due: **Week 6, 5/4 by 9pm**
Weighting: **25%**

W*rite a 750 word essay on a current issue relevant to your discipline.*

Essay topics will be discussed in the Week 3 seminar. You are to choose one of those topics and write an academic argument on one of those topics. The essay should be no more than 750 words (excluding the references). The essay should contain a statement of the issue/topic and your view of the issue (either written in the first person or using a passive voice), evidence for your argument and a conclusion. A minimum of three academic sources should be referenced.

You are to reference sources cited using APA referencing style.

Submission of this assessment is via Turnitin on iLearn.

The task will be assessed on the following criteria:

1. Level of argument
2. Clarity of written expression
3. Ability to relate ideas to unit content, 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
- Reflect on learning in ways that inform the development of academic conventions and communication
- Engage in modes of development

Learning Development Project

Due: **Week 8, 3/5 at 9pm**
Weighting: **30%**

For a period of 7 weeks, you are to 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 7 entries, 1 entry per week commencing in week 2 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 150 words.

You are to reference sources cited using APA referencing style.

Submission of this assessment is via Turnitin on iLearn.

The 7 weekly entries should be submitted as one document to Turnitin on 3/5 by 9 pm.

The task will be assessed on the following criteria:

1. Clarity of written expression
2. Level of individual reflection

3. Substantiated argument as appropriate

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: **Week 11, 23/5 seminar 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 previous assessment tasks.**

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 23/5. 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 23/5. Each group needs to submit their video presentation on a labeled USB memory stick in person in the seminar time on 23/5 (Week 11).

Of the 35% assessment weighting, 5% is a group mark for the essay structure and overall presentation, and 30% is allocated for an individual mark.

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.

You are to reference sources cited using APA referencing style.

Each individual section will be assessed on the following criteria:

1. Presentation structure
2. Substantiated argument
3. Clarity of expression
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

Due to the interactive nature of this unit and seminar delivery, students are encouraged to attend and participate in _all_ seminars.

Seminars begin in Week 1

2019 MMCS115 Required Readings and Resources

Unit readings are available through the library databases unless otherwise indicated. Suggested additional resources may be provided in seminars.

Week 1 Academic Conventions, Resources and Reflection

https://libguides.mq.edu.au/referencing/APA

* Reflection in Learning - The Macquarie student perspective: What are the benefits? Available at https://www.youtube.com/watch?v=6iMWjjCKQG4

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

Lepp, G., & Fierke, K. (2017). Expanding student perspectives in an authentic learning environment. _Transformative Dialogues: Teaching & Learning Journal, 10_(3): 1-11. Available at http://www.kpu.ca/sites/default/files/Transformative%20Dialogues/TD.10.3.8_Lepp%26Fierke_%20Expanding_Student_Perspectives.pdf

Week 2 Career Narratives and Modes of Development

* The Foundation for Young Australians (2017). *The New Work Smarts: Thriving in the New Work Order.* Available at https://www.fya.org.au/wp-content/uploads/2017/07/FYA_TheNewWork Smarts_July2017.pdf

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

Week 3 The Effective Learner

* https://www.monash.edu/rlo/research-writing-assignments

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

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.

Sosulski, M.J. (2013). From Broadway to Berlin: Transformative learning through German hip-hop. *Die Unterrichtspraxis/Teaching German, 46*(1), 91-105.

Week 4 Description versus Argument

* http://www.flinders.edu.au/slc_files/Documents/Blue%20Guides/Writing%20an%20Argument.p df

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

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.

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

Week 5 Groups and Topics

No set readings as time this week is allocated to reaching your group topic and findings relevant academic sources.

Week 6 Applications of Critical Thinking and Career Trajectories

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 Action Planning

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 8 Effective Communication

* https://www.uu.edu/dept/music/library/safety/VocalHealthInformation.pdf

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

Week 9 Academic and Digital Presentations

Examples:

https://www.youtube.com/watch?v=XQYjPCe48ps

https://www.ucc.ie/en/filmstudies/studentvideos/videoessays/

Recommended:

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 10 and week 11.

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.

RECOMMENDED READINGS

Recommended readings/sources will be progressively listed at MMCS115 iLearn.

Unit Schedule

Week	Topic
1	**Academic Conventions, Resources and Reflection**

2	Career Narratives and Modes of Development
3	The Effective Learner
4	Description versus Argument
5	Groups and Topics
6	Applications of Critical Thinking
7	Action Planning
8	Effective Communication
9	Academic and Digital Presentations
10	Group Consultations
11	Consultations/Video Essay Submissions
12	N/A
13	N/A

MMCS115/S1/Day/Seminar_1/01	Thursday	3:00pm	5:00pm	29 Wallys Walk - T1 Theatre

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 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact 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/.

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

- Academic Argument
- 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
- Engage in modes of development

Assessment tasks

- Academic Argument
- 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:

Learning outcomes

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

Assessment tasks

- Reflection
- 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
- Engage in modes of development

Assessment tasks

- Reflection

- Academic Argument
- 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
- Engage in modes of development

Assessment tasks

- Reflection
- Academic Argument
- 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

- Academic Argument
- 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
- Engage in modes of development

Assessment tasks

- Reflection
- Academic Argument
- 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

- Academic Argument
- 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
28/02/2019	Video essay assessment weightings have been clarified.