Unit study package code: COMS1010

Mode of study: Internal

Tuition pattern summary:
Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 1 Hours Once-only
Tutorial: 1 x 3 Hours Weekly
This unit does not have a fieldwork component.

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: 301066 (v.0) Culture to Cultures 102 or any previous version
AND
COMS1003 (v.1) Culture to Cultures

Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Research, written communication and oral presentation in academic and professional contexts. Develop reflective, critical and evaluative thinking and teamwork skills, and the ability to articulate the practices that lead to successful learning.

Introduction

Welcome to Academic and Professional Communications, a core first-year unit of the Bachelor of Arts, Bachelor of Applied Science (Architecture) and Bachelor of Applied Science (Construction Management and Economics) degrees.

This unit is designed to introduce you to the learning, thinking and communication processes you need in order to succeed in your studies: to research, develop understanding, thinking critically and reflectively, make written and oral presentations at a university level, and communicate effectively in the academic and professional context of your chosen discipline. It is specifically intended for first year students and, as such, aims to help you to make a smooth transition to academic and professional life.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

On successful completion of this unit students can:  

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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<tbody>
<tr>
<td>1 Find, evaluate and synthesize information in specific contexts for scholarly and research purposes</td>
<td>📚💡</td>
</tr>
<tr>
<td>2 Demonstrate critical, logical and reflective thinking skills appropriate to university study</td>
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<tr>
<td>3 Complete a piece of academic writing incorporating the appropriate referencing system</td>
<td>📚💡</td>
</tr>
<tr>
<td>4 Articulate understandings of the language, concepts and practices of the learning context, and of themselves as students</td>
<td>🤝💡</td>
</tr>
<tr>
<td>5 Write and speak in clear, correct language appropriate to the discipline</td>
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Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Apply discipline knowledge</th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th>Information skills (confidence to investigate new ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
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<tr>
<td>International perspective (value the perspectives of others)</td>
<td>Cultural understanding (value the perspectives of others)</td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
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Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)
Learning Activities
This unit is delivered over 12 teaching weeks. You are required to:

- Attend a 1-hour lecture in Week 1, then listen each week to at least one podcast made available through Blackboard.
- Take part in a 3-hour tutorial each week, which will help you to develop your communication skills.
- Complete readings as required, and be prepared to take part in tutorial activities.
- Use the resources available through Blackboard and the Curtin Library to complete assessments and develop your communications.
- Complete a research essay, an oral presentation, a discipline-based project and a reflective journal. The compulsory SUCCESS exercise is also administered through this unit.

Learning Resources

Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:
http://link.library.curtin.edu.au/primo/course?COMS1010

Essential texts
The required textbook(s) for this unit are:


Other resources

Online resources
There are several resources available to you that are essential for this unit.

1. **Blackboard** - Use your Oasis login to access the Blackboard website, the gateway to useful resources for this unit (oasis.curtin.edu.au).
2. **Curtin Library** - The access point to all library resources (library.curtin.edu.au).
Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Academic written assignment   | 40 percent | Week: 4, 8 and 14  
Day: Day of your tutorial  
Time: Before midnight | 1,2,3 |
| Oral Presentation             | 20 percent | Week: 10 - 12  
Day: Day of your tutorial  
Time: Tutorial Hours | 4,5 |
| Discipline-based Project      | 20 percent | Week: 14  
Day: Sunday - R&R Document  
Time: Before midnight | 1,2,4 |
| Reflective Journal            | 20 percent | Week: 13  
Day: Day of your tutorial  
Time: Before midnight | 2,4 |

Detailed information on assessment tasks

1. Academic written assignment

   Worth: 10 Marks  
   Due: Week 4

   PART A: Research Assignment

   Please note: This research assignment is designed to help you prepare for the essay (Assignment 1B). Before you begin this assignment, discuss the essay topic below. You cannot begin to research without having chosen a topic, thought it through carefully and planned your research. Possible topics will be discussed in your first tutorials.

   The instructions below are complex and we urge that you follow them meticulously - the ability to follow a brief exactly is one mark of professional writing.

   Topic: Choose a topic associated with your discipline on which you will research and then later write an essay. It must be in the form of:

   The role of the [discipline professional or relevant issue] in [an aspect of your discipline]

   For example:
   - The role of the journalist or the print media in shaping Australians' responses to asylum seekers
   - The role of fashion designers in promoting unrealistic body images
   - The role of the modern library in shaping teenagers' attitudes to reading
   - The role of the webpage designer in online accessibility issues
   - The role of the designer/planner/construction manager in inner city development
   - The role of building restoration in creating a sustainable environment

   Many more examples will be discussed in your early tutes and available on weekly PowerPoints

   Please note: your discipline is the course you are studying or intend to study (e.g., Digital Design, Professional Writing, Architecture).

Assignment Instructions

1. Find five scholarly texts to help you explore your chosen topic. All of your texts must be recently published, scholarly and appropriate to your topic. At least three must be accessed via a Curtin online journal database. Do not include dictionaries, newspaper articles, Wikipedia entries, Google images, etc. among the texts.

2. Reference your five scholarly texts as a list of references according to the Curtin Chicago author-date (16th edition) referencing style, in alphabetical order with hanging indents.

3. On the next page, copy these five scholarly references. Underneath each one, write and complete the following:
The main argument for this text is: ........... . The following 3 or 4 related ideas support this argument: ........... .

Then add 3 or 4 dot points in which you state the related ideas in full sentences.

Format (standard academic assignment format)

- Download the appropriate template from the Assignments section of Blackboard (Bb), fill in your details on the front page, and add a cross on each scale along with your own comments on how you feel you have worked on this assignment (very important to begin to develop your self-reflexivity). On the page after this you will find the template for the assignment itself - type your title on the first line, then start your assignment below this. (Note: you can only submit ONE file to Turnitin, so you must use this template - you can't submit the front page separately from the rest of your assignment.)
- If, for some reason, you lose the formatting or layout of this template, here are the formats required:
  - 1.5 line spacing, 12 point Times New Roman, and 2.5cm margins;
  - Page numbers on each page.
- Word-process and save as a Word document (.doc or .docx) or a .rtf for Mac users. Do not submit .pdf documents.
- To enable your tutor to identify your file easily, name it this way: lastname_firstname_assignmentname.
- Turnitin will prompt you to give your assignment a title - please use the file name (i.e., last name_firstname_assignmentname).
- Spell-check your work before submission.
- Submit the complete assignment through the Bb Assignments tab before midnight on the day of your tutorial in Week 4. (See calendar at the back of this outline for dates.)

Notes

a. If you have chosen a long text (e.g., a book), then focus on one section or chapter for this exercise.

b. If you cannot identify an argument in the text, then it is very likely to be a descriptive text and, therefore, not scholarly.

c. Make sure you give enough information for your tutor to access the texts you have chosen (i.e., online links or database information) if they need to check your ideas.

d. Please do not use EndNote for this first assignment as the fields that the program introduces into your essay make it impossible for your tutors to give you specific feedback on your referencing mistakes.

e. Sample student assignments are available in the Assignments section of the unit Bb site.

Assignment 1 marking criteria

- Appropriateness, currency and range of texts (see FAQ2 on the Bb sidebar for a discussion of what makes texts current or recent)
- Accuracy and completeness of Chicago author-date (16th edition) referencing
- Understanding of main arguments and related ideas of texts
- Clarity and conciseness of written English
- Fulfilment of assignment brief
- Formatting and online submission of assignment

PART B: Argumentative Essay

Worth: 30 marks

Due: Weeks 8 and 14

You will submit the 1500-word argumentative essay twice. First, you will submit a complete first version during Week 8; then, after feedback from your tutor, you will submit the final version in Week 14.

Topic: as outlined at the beginning of the research assignment

a. First version (30 marks)

Due: Week 8, before midnight on the day of your tutorial (see calendar at the end of this unit outline for dates)

Write a 1500-word essay addressing your topic and arising from your research for the Research Assignment. (Note: you do not have to use all the texts you found for the research assignment, and you are encouraged to add additional texts.)

Incorporate in-text citations to at least five recent scholarly texts to build and support your argument. At least three of these scholarly texts must be scholarly journal articles accessed via Curtin Library's online databases. You are encouraged to use
more scholarly texts, but you must use at least five. Your essay must be a completed first version, written in full sentences and referenced correctly.

b. Revised essay (30 marks - replaces the mark you received on the first version)

Due: Week 14, before midnight on the day of your tutorial (see calendar at the end of this unit outline for dates)

Revise your first version in response to the feedback received from your tutor. Your final version must also be 1500 words.

Referencing

Use Curtin Library Chicago author-date (16th edition) referencing style for both the first version and revised essay.

You can find the Chicago Guide online at the Curtin Library: http://libguides.library.curtin.edu.au/referencing.

Format

Follow the same format instructions as for the Research Assignment (above), downloading the appropriate template from the Assignments page and typing your assignment into this template.

Assignment 1B Marking Criteria

- Currency and appropriateness of scholarly research
- Quality of argument and structure of ideas
- Use of the conventions of the essay
- Accuracy and completeness of Chicago author-date (16th edition) referencing (both in-text and end-of-text referencing)
- Clarity, conciseness and quality of written English
- Fulfilment of assignment brief
- Correct formatting and online submission
- In revised essay: Engagement with feedback through the revision process

2. Oral presentation

Worth: 20 marks (10 for group processes, 10 for individual presentation skills)

Due: In class, Weeks 10 to 12

In a group of 4-6 students, make a presentation to the class on the specified date. The presentation must last no more than 5 minutes per speaker, and your tutor will monitor this closely. Each person will receive a mark out of 20: 10 marks for the team collaboration and 10 marks for personal presentation skills.

Format and organisation

1. Use PowerPoint, or an equivalent, that is consistently formatted for each member of the group.
2. Begin each presentation by acknowledging traditional landowners, using the protocol provided to you. (See the Assignments tab in Blackboard.)
3. Engage your audience through a range of appropriate strategies.
4. Reference all texts on your PowerPoint slides according to the Chicago author-date (16th edition) referencing style. Include all citations where needed, and a reference list on the final slide(s).
5. You must NOT write a script, but speak from notes, so that you can engage more fully with your audience. (If you start to read from a prepared script, your tutor will stop your presentation.) Equally, do NOT read PowerPoint slides aloud to your audience – they can read them for themselves. For those who find this difficult: practise, practise, practise.

Built Environment students

Group topic: Choose an award-winning building. Present this building to your audience, including discussion of what might have led to its being valued within the particular historical and cultural context in which it was designed. Depending on the disciplines of your group members, individual presenters must consider the architecture, interior design, planning and construction issues associated with this building. Your group may also want to compare this building with winning buildings in other times and places. If you choose a local building, you might also visit it, take photographs, and talk to people who use it.

First presenter: make the acknowledgement of country then introduce yourself, the members of your group and the topic being covered, including the building you are discussing. Remaining presenters: link with presenters before and after you. Final presenter: summarise your group’s ideas.

Humanities students

Group topic: Identify a particular assumption that you see represented in the media (e.g., an assumption about young people, refugees, women, men, education, sport, tradespeople, the arts). Each member of the group must show and analyse at least one primary text (e.g., photograph, artwork, news report, advertisement, song, piece of legislation) that allows you to
challenge this representation. **Note:** your complete group must work together to challenge just one representation with a range of primary texts.

First presenter: make the acknowledgement of country then introduce yourself, the members of your group and the representation being challenged. Remaining presenters: link with presenters before and after you. Final presenter: summarise your group’s argument and examples.

**Submission**
You will give your presentation on the scheduled day in class – you MUST be available to give your presentation on this day.

**Marking criteria for oral presentation**

**Group**
- Choice and coverage of topic
- Structure, argument and analysis
- Engagement of the audience and effective use of protocols
- Design and use of visuals
- Evidence of group collaboration: division of topic, cohesion of PowerPoint, links between presenters and material presented

**Individual**
- Engagement of the audience and effective use of protocols (where relevant)
- Content and analysis
- Voice: clarity, pace, volume, modulation
- Fluency of speech
- Non-verbal presentation skills: eye contact, posture, gesture

3. **Discipline-based project**

**Worth:** 20 Marks

**Due:** Week 14

*This project is designed to introduce you to some of the communications processes you will engage in during your professional life. We encourage you, where possible, to approach the project from the point of view of the discipline you are enrolled in.*

**Built Environment students:** Case study: negotiation processes in the Elizabeth Quay development, Perth

In this case study, you will take the role of a professional participant in the Elizabeth Quay development. You will prepare your stakeholder position by researching websites and other documents relevant to your position, and collaborating with other students taking the same role as you in order to develop this position. You will also learn about negotiation strategies. You will then take part in a two-week negotiation process in which you attend meetings with rival stakeholders and negotiate outcomes in the project that will be favourable to your stakeholder position. More information will be provided at the beginning of the project.

*In this project, you will be assessed on your contribution and commitment to the group and on the 500-word R&R document you submit in the final week (see below).*

**Humanities students:** Community Arts project plans

In this disciplinary project, you will work in groups of about 8 students to plan a project that you have selected. Projects must be arts-based and all groups must include students from at least three disciplines who will work together to plan and develop the project. Each group will have a chairperson, but other roles will vary with the project.

The final product of this project will not be the project itself, but detailed plans for the project and samples of the kinds of work you would create if you were to carry this project through.

**Examples of projects:**
- Commemorative projects; for example, an exhibition commemorating a particular event in Perth or elsewhere, that might include historical research, a display of photographs and memorabilia, art work, pamphlets and brochures, a website, a filmed enactment, etc.
- Community engagement projects; for example, an event designed to persuade people about a particular cause. This might include social research, pamphlets and brochures, art work, an event such as a fair or march, a website, etc.
- Projects to support or celebrate a marginalised group; for example, research into the chosen group, examples of their art and culture, displays about their history, plans for a book, website or other publication, activities that members of the group will conduct, etc.
You will collect your planning documents and sample work in a simple webpage provided to you for this purpose. If your group includes digital design students, you are welcome to create a more professional website to demonstrate your project, but you will not be assessed on the quality of this website. In the final week of semester, you will present this project as a member of your group, in your tutorial.

In this project you will not be assessed on the quality of your disciplinary products (art work, photographs, brochures etc.). You will include these only as samples of your project plans. **You will be assessed on your contribution and commitment to the group, and on the 500-word R&R document you submit in the final week (see below).**

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**All students: R&R Document (rationale and reflection) - 500 words**

**Due:** Sunday, Week 14 - before midnight

This document outlines your **rationale** in conducting the case study/project and **reflects** on your communications processes. You must write the R&R document **in your own words** – you must not include sections copied and pasted from websites or other documents. Your focus must be on what you were trying to do and how well you succeeded. In the assignment template for this assignment, you will find a series of questions to guide your writing.

**Assignment 3 Marking criteria**

- Contribution and commitment to the group (as demonstrated in class activities)
- Understanding of communications processes in the project
- Degree to which you reflect on your processes rather than just describing or narrating
- Clarity and conciseness of written English
- Fulfillment of assignment brief
- Correct formatting and online submission

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**4. Reflective journal**

**Worth:** 20 Marks

**Due:** Week 13

This journal is designed to encourage and teach you to think reflectively, critically and creatively about:

- yourself as a learner – what works for you and how you need to adapt to university study
- your discipline and your future professional life
- ideas introduced to you in the rest of your course

Write 6 reflections of at least 300 words each. Write each entry on a different issue, question or idea you feel is significant. Write in complete sentences and paragraphs, although you might also attach mind maps, drawings and other graphics. Each entry must be on a separate issue. **At least 3 of the 6 entries must be reflections on podcasts from Blackboard.** The final reflection (see below) must be included as the last of the six entries. During the semester you will have three opportunities to submit entries to your tutor for formative feedback. You may resubmit any of these entries, or reworked versions of them, as part of your final formal submission, but this is not compulsory.

**The first reflection (submit for comment to your tutor by your tutorial time in Week 2, through your class group folder in the Reflective Writing tab on the sidebar of the unit Blackboard site)**

**i. Reflect on your role as a student**

Read the Student Charter and Curtin’s Graduate Attributes and reflect on your rights and responsibilities as a student, and what you plan to achieve while at Curtin.

- **Student Charter:** [http://students.curtin.edu.au/rights/student_charter.cfm](http://students.curtin.edu.au/rights/student_charter.cfm)
- **Curtin's Graduate Attributes:** [http://otl.curtin.edu.au/learning_teaching/graduate_capabilities.cfm](http://otl.curtin.edu.au/learning_teaching/graduate_capabilities.cfm)

Identify and challenge your own assumptions about learning and the assumptions of other people (in these documents and elsewhere). For example, what do I understand about what will be expected of me as a student and what I can expect from my teachers and from Curtin? What do I already believe about the ways I learn best and the approaches that don’t work well for me? What particular challenges am I likely to experience as a student? What am I prepared to do to in order to succeed in my studies, and what am I not prepared to do? What are my priorities in life, work and study?
Other possible issues (submit any two of these for comment to your tutor by the end of Weeks 5 and 11, through the Reflective Writing tab on the sidebar of the unit Blackboard site)

ii. Reflect on podcasts (at least three entries)

The podcasts are designed to provide you with an overview of key disciplinary approaches in the Humanities, including the Built Environment. Choose any three podcasts and reflect on ideas raised in them (one podcast in each entry). For example, identify and challenge the assumptions of the presenter on this issue. Whose ideas are being expressed and whose silenced? How might these ideas be expressed differently in different contexts? How do they interrelate with other ideas you are exploring, in your course and outside university?

iii. Reflect on one particular issue for yourself as a student

During the semester a particular issue may concern you about your studies (e.g., time management, changing commitment to your goals, groupwork). Use one entry to critically reflect on this issue, considering how you have approached it and how you might change your approaches in response to your reflections. (Do not take it as opportunity to criticise tutors or peers. There is no value for you in doing that in this particular forum – this is your chance to explore your own learning processes.)

iv. Reflect on your oral presentation or research essay (or both, in two separate entries)

Reflect on the feedback you receive from your tutor and/or peers, on what you have learned from it, and on how it will influence your future work.

v. Reflect on your discipline and future professional life

Explore your own and other people’s assumptions about your discipline and your future professional life. What conventions, values and expectations are accepted/rejected? How does your discipline/profession link with others? What roles can it play in society? Whose voices are heard in this discipline and whose silenced? Whose interests are served in the discipline/profession?

vi. Final reflection (compulsory entry)

Reflect back over your work on the unit during the semester: what have you learned, what are you satisfied with, and what would you like to have done better? Then reflect forward on where you would like to take your communications processes in your future studies and professional life: what processes will you build on in your future studies and what will you do differently?

Submission and formatting

Submit individual entries to your tutor for feedback at the end of Weeks 2, 5 and 11 through the Reflective Journal link (the folder for your tutorial group) on the sidebar of Bb. (Do NOT submit these entries to the Bb Assignments section – this section is only for the final submission.)

For the final submission, download the appropriate template from the Assignments section of Blackboard and fill in the front page. Then copy and paste your complete journal (six entries, which might include those you have already submitted, or reworked versions of them) through Blackboard Assignments tab before midnight on the day of your tutorial in Week 13.

Format set up in this template:

1. 1.5 line spacing, 12 point Times New Roman, and 2.5 cm margins
2. Page numbers on each page

Assignment 4 Marking criteria

- Commitment to writing in the journal (regular writing and submission during the semester)
- Degree to which you reflect rather than describe or narrate
- Demonstrated challenging of your own and others’ assumptions
- Engagement with scholarly ideas
- Engagement with feedback
- Fulfilment of brief
- Formatting and online submission

SUCCESS diagnostic exercise

This exercise is compulsory – you must complete it.

Due: Week 1 (before midnight on Friday 6 March), through Blackboard SUCCESS diagnostic exercise link on sidebar. Download the instruction sheet from this link, complete the exercise, then submit it through the same link. This assessment has no marks
attached, but you must complete it.

**SUCCESS program**

The Learning Centre, in conjunction with the unit coordinator and the Humanities English Language Development Coordinator - Trish Dooey - offers a program for those students who require, or would like, additional support to develop their communications. SUCCESS is a free one-hour class running each teaching week from Weeks 3 to 14 of the semester. The class will involve small-group support activities designed to develop your English language skills so that you will be more likely to succeed in this unit and in your future studies. There will be no extra homework from this class.

If the markers decide from your diagnostic exercise that you would benefit from the SUCCESS program, they will require that you enrol in SUCCESS and complete at least 7 of the 10 weekly workshops offered. You will be notified in Week 2 by your Curtin student email and, if you are required to do these classes, you must enrol immediately. More information will be available in the lecture and tutorials.

Students required to complete SUCCESS: You must attend at least 7 of the weekly SUCCESS workshops.

Students who do not qualify for SUCCESS, but who wish to participate, are welcome to join in if there are spaces available. Contact the Humanities English Language Development Coordinator, Trish Dooey, for more information on EnglishHum@curtin.edu.au.

**Submitting Assignments**

Submit written assignments by midnight on the day of your tutorial so that your tutor can return them to you promptly for the next stage of your writing. Submit through the Assignments link in Bb. Be aware that when you submit each assignment to Bb, it will automatically be submitted to Turnitin and you will receive a report describing the similarities between your assignment and all the texts stored in the Turnitin database.

You must submit each assignment using the appropriate template, which includes your personal details, a cross on each scale on the page and a self-critique comment. Templates are available in the Assignments section of Blackboard.

**Pass requirements**

You must complete all assessments and receive a total of at least 50% in order to pass this unit. As this is a core unit, if you fail, you must re-enrol in a future study period.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment
task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

 Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

 Supplementary assessments

Supplementary assessments are not available in this unit.

 Referencing style

The referencing style for this unit is Chicago author-date (16th ed).

More information on this referencing style can be obtained at http://libguides.library.curtin.edu.au/content.php?pid=141214&sid=1604439

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

For more information, including student guidelines for avoiding plagiarism, refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au.

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities website at: students.curtin.edu.au/rights."
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g., mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

We welcome feedback as one way to keep improving this unit. Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system (see evaluate.curtin.edu.au/info/).

To view previous student feedback about this unit, search for the Unit Summary Report at evaluate.curtin.edu.au/student/unit_search.cfm. See evaluate.curtin.edu.au to find out when you can eVALUate this unit.

Recent changes to this unit include:

- Unit outline, assignments and Blackboard site streamlined
- Reflective writing consolidated into an ongoing journal, allowing tutor feedback
- Complete redrafting system introduced for academic essay
- Marking guides included in assignment templates
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<tr>
<th>Week</th>
<th>Tutorials</th>
<th>Formal Assessment</th>
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<tr>
<td>1 2 March</td>
<td>Lecture: Introductory concepts</td>
<td>Chapters 1, 2 and 7</td>
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<td>Tutorial: Introduction to the unit and your tutorial group</td>
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<td>Analysing research topic</td>
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<td>Reflective practice</td>
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<td>2 9 March</td>
<td>Reading scholarly texts</td>
<td>Chapters 3 and 4</td>
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<td>Research in your discipline</td>
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<td><em>Before next tutorial: Submit first journal entry to tutor through your group folder in the Reflective Journal tab by midnight</em></td>
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<tr>
<td>3 16 March</td>
<td>Chicago author-date (16th ed.) referencing</td>
<td>Chapters 5 and 7</td>
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<td></td>
<td>Preparing for research assignment</td>
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<td>More on reflective writing - Reflecting on a podcast</td>
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<td>4 23 March</td>
<td>Essay conventions: thesis statements and introductions; paragraphing; quoting and paraphrasing; academic honesty and plagiarism</td>
<td>Chapter 9</td>
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<td><em>Submit Research Assignment before midnight on the day of your tute</em></td>
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<tr>
<td>5 30 March (Friday 3 April public holiday – no classes)</td>
<td>Workshop on essay writing: synthesising from more than one text; conclusions; integrating graphics</td>
<td>Chapters 6 and 9</td>
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<td><em>Before next tutorial: Submit second journal entry to tutor through your group folder in the Reflective Journal tab</em></td>
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<td>6 &amp; 7 6 &amp; 13 April</td>
<td>Tuition-free weeks</td>
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<td>8 20 April</td>
<td>Introduction to Assignment 2 and to oral presentations</td>
<td>Chapters 14 and 16</td>
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<td>Teamwork</td>
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<td>Intercultural communication</td>
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<td><em>Submit 1500-word essay (first version) before midnight on the day of your tute</em></td>
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<td>Date</td>
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<td>9</td>
<td>Demonstration group oral with feedback</td>
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<td>27 April</td>
<td>Language and culture</td>
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<td>Monday</td>
<td>Primary texts in your discipline</td>
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<tr>
<td>27 April</td>
<td>Introduction to disciplinary project</td>
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<td>10</td>
<td>Group oral presentations</td>
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<td>4 May</td>
<td>Workshop on disciplinary project</td>
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<td>Language in your discipline</td>
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<td>11</td>
<td>Workshop on disciplinary project</td>
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<tr>
<td>11 May</td>
<td>Group oral presentations</td>
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<td>General feedback on essays</td>
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<td>Reflective writing</td>
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<td><em>Before next tutorial: Submit third journal entry to tutor through your group folder in the Reflective Journal tab</em></td>
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<td>12</td>
<td>Group oral presentations</td>
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<td>18 May</td>
<td>Feedback on essays</td>
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<td>Redrafting essays: structure, argument and analysis</td>
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<td>Workshop on disciplinary project</td>
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<td>13</td>
<td>Writing well</td>
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<td>25 May</td>
<td>Redrafting essays: referencing and plagiarism; clear, correct and pleasing English</td>
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<td>Workshop on disciplinary project (Built Environment students: Case Study Week 1)</td>
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<td>Chapters 5, 11 and 12</td>
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<td>Submit complete reflective journal before midnight on the day of your tute (through Assignments section of Bb, NOT through Reflective Journal link)</td>
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<td>14</td>
<td>Presentation of disciplinary project (Built Environment students: Case Study Week 2)</td>
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<td>1 June</td>
<td>Submit final version of essay before midnight on the day of your tute</td>
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<td>Submit disciplinary project R&amp;R document by midnight Sunday 7 June</td>
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