

Unit Information

Academic Literacies

CUC100

Student Name _____

Unit
Academic Literacies

Unit code
CUC100

Faculty
Common Units

Duration
One semester

Credit
10 credit points

Assessment tasks
Five

For this unit you will need the following:

Unit Information (Online)
Core Readings (Online)
Researching Learning Resource (Online)
2 Textbooks (via Bookshop):
Communicating at University: Skills for
Success
Information Communication Technology at
University: Skills for Success

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IMPORTANT MESSAGE

The information in this Unit Information is essential to your understanding of what to do and how to do it. Please read it through carefully before you do anything else.

Introduction

Welcome

Welcome to *CUC100 Academic Literacies*. This common unit is available each semester in *internal* or *external* mode and is designed to meet the diverse needs of CDU undergraduate students, in particular students studying in the disciplines of the humanities and social sciences. For students in the disciplines of Science, Technology, IT and Business, we recommend our other academic literacy unit CUC106 Design and *Innovation: Communicating Technology*.

What is CUC100 for?

CUC100 aims to help undergraduate students in any area of higher education reflect on the value and requirements of university study and to ensure that they have a good foundation in the various types of “academic literacies” that will help them succeed at university and as graduates.

On completion of this unit you should be able to:

1. Reflect on and evaluate your individual needs and strategies for success in your university study and as a graduate
2. Successfully apply skills in academic writing, critical reading and thinking and oral presentations
3. Apply research skills to identify, access, evaluate, organise and reference information
4. Make use of commonly required computing skills, such as word processing, Internet, email, and the university’s online learning environment, Learnline, and create visual presentations and spreadsheets
5. Understand and apply the different ways of thinking and learning, particularly those favoured by western academia
6. Participate more confidently and actively in the university context (particularly CDU).

Already have these skills? Go to page 9 of this Unit Information booklet to find out your options for recognition of prior learning.

How does CUC100 work?

To accomplish these aims, you are required to work through a range of learning activities and readings which prepare you to successfully complete five assignments. These encapsulate most of the fundamental skills that are necessary to succeed at university and professionally.

The assignments require you to reflect critically on the nature of your university education and to exercise the skills in research, communicating and using computers for your studies, (this is referred to as Information Communication Technology or ICT). The assignments are comprised of a series of assessable steps to provide you with the a chance to check how well you have mastered the ICT and researching skills you have been taught before you put them into practice for your major assignment, the final essay.

The unit begins by giving everyone a chance to master the fundamentals of reading, writing, researching and ICT skills. If you find you have already mastered these fundamental skills, then use this opportunity to refine and perfect these skills before you get to the more challenging tasks later on in the semester.

Another option is that if you feel confident with most of the skills being taught but are not eligible for recognition of prior learning, then you should consider studying externally. This way you can move at your own pace, faster or slower depending on the skills you already have.

Difference between Internal and External Mode

As mentioned before, the course is offered in internal or external mode. The materials and content are exactly the same, so the main difference is that in external mode you don't have to attend tutorial sessions on campus and you don't interact face-to-face with your fellow students or tutors.

External Students work through the learning resources on their own with the option of interaction with their tutor and other students online or through email and/or phone. The unit materials provide you with completely self-contained workshops that match the on-campus tutorials. As an external student you also have the advantage of being able to fast track through the workshops where you are confident with the skills.

Internal Students attend one three hour workshop per week, held in a wireless computer lab where each student will have access to a laptop computer. The first two hours will be team taught by communicating tutors and the final hour will be focussed on ICT skills.

Which mode to choose?

We advise you to study in external mode if you:

- feel you have mastered many of the skills covered in the unit and prefer to move at your own pace
- want the convenience of not having to come into to the university to study
- live outside of Darwin.

Regardless of which mode you choose to complete this unit, you are required to participate in the **Online Discussion Forums** through Learnline which comprise your tasks for Assignment 3. You can also use the *Chat Room for All* group forum which is found under groups for ongoing interaction with other students.

About the teaching staff

Coordinators

For External Students

Elizabeth Foggo

Phone: (08) 8946 6393 or 08 8921 8325

Email: elizabeth.foggo@cdu.edu.au

For Internal Students

Nicola Rolls

Phone: (08) 8946 6142

Email: nicola.rolls@cdu.edu.au

Our job is to make sure everything runs smoothly with your study and to generally make sure you get the best possible support while you study. So do not hesitate to contact us at any time if you are experiencing any general problems and/or if you are having trouble contacting your tutor.

Tutors

This unit is taught by a range of tutors, from different disciplines in the University, all of whom have expertise and experience in academic literacies.

Your tutors are there to provide you with support as you work through the learning resources and assessments for the unit so you should not hesitate to contact them by email or phone whenever you get stuck or want to discuss something you are learning. Their contact details can be found under the Staff button in CUC100 Learnline. Your tutors also mark your assignments.

Unit organisation

This is a 12-week unit that has four different components:

1. Reading & Thinking Critically
2. Communicating
3. Information Communication Technology (ICT)
4. Researching

The first component, ***Reading & Thinking Critically***, “drives” the other components by providing, through readings and related questions, a chance for you to learn and think about what skills are required to succeed as a university student and as a graduate and also to practise reading and critical thinking skills. The readings are also resources for your final assessment.

The other three components: ***Communicating, ICT & Researching*** focus on providing you with information about and practice in the various academic literacy skills that are essential for studying at university.

Learning resources

How they are presented

Your learning resources are presented as a:

- Unit Information Booklet (Online only)
- Weekly Learning Guide (Online only)
- **Textbook:** Rolls, N. & Wignell, P. 2009, *Communicating at University: Skills for Success*, CDU Press, Darwin, Australia.
- **Textbook:** Shaw, G. 2010, *Information Communication Technology at University: Skills for Success*, CDU Press, Darwin, Australia.
- **Researching Skills Workshop** (Online only)
- Core Readings (Online only)

Where you will find them

- The weekly ***Learning Guide*** is provided on Learnline under Learning Materials, and the ***Research Skills Workshop*** is in the Week 4 Learning Guide.
- You purchase the ***textbooks*** from the **bookshop**. To access the **online order option for your texts go to:**
<https://bookweb.cdu.edu.au/>
- ***The Core Readings*** are made available online

What they cover

Unit Information and Weekly Learning Guide

Use this *Unit Information* to check any general information about CUC100, especially the ‘what’ and ‘how’ of the course, assessments, study plan etc. Refer to the Study Plan on page 17 for a quick check of what topics you are covering each week. The *Weekly Learning Guide*, under the **Learning Materials** button online gives you this information in more detail as well as guiding you through your learning activities each week.

Textbook 1: Communicating at University- skills for success

Rolls, N. & Wignell, P. 2009, *Communicating at University: Skills for Success*, CDU Press, Darwin, Australia.

This resource deals with aspects of written and spoken communication at university and provides you with all the skills you need to complete the major essay for the unit and your learning activities for the communicating component.

Textbook 2: Information Communication Technology at University - skills for success

Shaw, G. 2010, *Information Communication Technology at University: Skills for Success*, CDU Press, Darwin, Australia.

This resource deals with the skills you require to use computers for learning at university. It covers general computer knowledge, use of the internet and World Wide Web, and basic applications for word processing, spreadsheets and creating power point presentations. Each week you work through a chapter as indicated in the study plan and weekly learning guide online.

You will need to organise your own access to a computer so you can work through the learning exercises provided in the textbook and produce your assignments for the unit.

Core Readings

These are three **Core Readings** provided in Learnline under the **Readings** button, which you use to complete Assignment 2.

Links to *additional readings* which are optional resources **for your final discursive essay (Assignment 5)**

Online resource for Researching Skills Component

The Researching component is taught by the Liaison Librarians. You will be expected to work through the Researching Skills online tutorials. This online resource can be found on Learnline under the button **Learning Materials** in the left hand menu. Then go to Week 4 Learning guide. The researching skills workshop is in the Week 4 Communicating learning guide

The aim of the researching component is to help students develop the skills in finding and evaluating information (books, journal articles and websites) effectively and efficiently using the library resources and the Internet, at an academic level. These skills are listed as one of core the CDU graduate attributes. This researching component is based on the Information Literacy Guidelines produced by the Council of Australian Law Librarians (CAUL).

Additional support is available from the Liaison Librarians at either:

<http://www.cdu.edu.au/library/how/librarians.html> or

email: library-liaison@cdu.edu.au

Using the CUC100 resources

Internal students

Work through the resources in class.

External students

Each week check your **Study Plan** first to see which section of the resources you should be working on. Then go to the **Weekly Learning Guide** under the *Learning Materials* button for a step by step guide to the learning activities and assessments for the week.

The learning activities utilise the *Online Forums*, *Core Readings*, *Communicating textbook* and *ICT (computing) textbook*, *Research Skills workshop* depending on which of these are scheduled for the week.

Of course, if you are an External Student, you can work through the weekly activities more quickly if you already have the skills.

Learning approaches

Learnline

The logo for Learnline, consisting of the word "learnline" in a lowercase, sans-serif font, enclosed within a rounded rectangular border.

Learnline is CDU's online learning system, which is accessed through the Internet. Instructions about accessing Learnline are found below. If for some reason you can't access a computer or the Internet, contact the CUC100 coordinator so alternative arrangements can be made.

What it is used for

We use Learnline in this unit to provide additional support to your learning. It is particularly useful as a communication tool for external students. Specifically, Learnline is a tool for:

- Information about the unit
- Learning materials and resources
- Links to the readings
- Announcements
- Discussions
- Sharing ideas and emailing
- Assignment Submission
- Accessing grades.

The above information can be found by clicking on the following buttons in the left hand menu of the CUC100 Learnline site:

Announcements keep you up to date with important information about assignments, etc

Learning Materials where you will find the *weekly learning guide* which describes the learning activities you should be working through each week and includes a link to the *Researching* component, provided as online learning modules.

Groups provides the forums for Assignment 3 *Reflections on Learning* as well as access to group email options.

Assessments is where you find a summary of your assessments and due dates and where you submit your assignments. (The details of each assessment are found in your Unit Information)

Readings is where you find quick links to your core & additional readings.

Gradebook is where you access your grades and check that you have submitted your assignments correctly.

Unit Information is where you find general information about the unit, assessment requirements and staff contacts for convenient access.

Accessing Learnline

You access Learnline at <http://learnline.cdu.edu.au> or from the CDU homepage via a Quick link.

On this first page, you will find hints and tips for using Learnline, important announcements regarding the unit and links to the study resources.

If this is your first time using Learnline, go to the Student Support icon and do the tutorials listed.



Includes:

- [Getting started with Learnline](#)
- [Blackboard manuals & video "quick tutes"](#)
- [System requirements](#)
- [Learnline FAQs](#)
- [Wimba](#)
- [Who to call for help](#)

For assistance with login or technical problems, contact:

24 hour Learnline Support For Students

Tel: 1800 55 9347

Email: learnlinesupport@cdu.edu.au

CDU Graduate Attributes

The Charles Darwin University graduate attributes refer to those skills, qualities and understandings that should be acquired by students during their time at the University regardless of their discipline of study. The attributes accord with the University's strategic directions and values, focusing on student-centered learning and supporting the effective construction and application of knowledge.

Refer to the CDU Graduate Attributes in detail at:

<http://www.cdu.edu.au/teachingandlearning/gradattributes.html>

In CUC100 the graduate attributes are aligned to learning objectives, learning activities and assessments in a table on the common unit website:

<http://learnline.cdu.edu.au/commonunits/>

As well, the readings for this unit are linked to the graduate attributes, as is the major assignment.

Already familiar with the skills covered?

Professional assessment

CDU recognises that students acquire skills and knowledge through work and life experiences. If you feel that you have the skills and knowledge to meet the learning outcomes of this unit, discuss the option of professional assessment (PA) with the Unit Coordinator. A result of PA may be given for students who have enrolled in a higher education unit and have been assessed as meeting the requirements of the unit on the basis of their professional background.

The PA grade has the same value as an ungraded pass (PU) when determining university and chancellor's medal eligibility and does not count towards the Grade Point Average for the course.

If having looked through the material you believe you have a case for **Professional Assessment or Credit Transfer** based on previous study and/or experience then don't hesitate to contact the coordinator (before census date).

To check your eligibility for PA or CT and access the application form and details of how to apply go to <http://learnline.cdu.edu.au/commonunits/>

or contact Nicola Rolls on 08 89466142 email: Nicola.rolls@cdu.edu.au

Study resources

Set texts

The set texts for this unit are:

Rolls, N. & Wignell, P. 2009, *Communicating at University: Skills for Success*, CDU Press, Darwin, Australia.

and

Shaw, G. 2010, *Information Communication Technology at University: Skills for Success*, CDU Press, Darwin, Australia.

They are available at the CDU Bookshop. **To access the online order option** for your text books go to: <https://bookweb.cdu.edu.au/>

Additional resources

While you are thinking and learning about Academic Literacies you may like to explore other issues to do with university learning that we don't have time to cover in detail this unit, or example, exam preparation, time management, grammar. These issues are all covered in our *Study Skills online site*: www.learnline.cdu.edu.au/studyskills/

Another excellent site for information about English grammar including punctuation, sentence structure etc is:
www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html

References

If you wish to explore issues in more detail, the following list may be of use:

Clanchy, J. & Ballard, B. 1997, *Essay Writing for Students: A Practical Guide*. (3rd ed.) Longman Cheshire: Melbourne.

Dwyer, J. 2003, *The Business Communication Handbook*. (8th ed.) Pearson Education: NSW.

Knott, D. 2000, *Language and Learning Skills*. Open Learning Institute of TAFE, South Brisbane, Queensland.

Krever, R. 2006, *Mastering Law Studies and Law Exam Techniques*. (6th ed.). LexisNexis Butterworths: Sydney.

Chambers, E. & Northedge A. 2008, *The Arts Good Study Guide*. The Open university: Milton Keynes.

O'Shea, R., Moss, S. & McKenzie, W. 2006, *Writing for Psychology*. (5th ed.) South Melbourne: Thomson Learning.

Trimble, L. 1985, *Writing for Science Technology – A Discourse Approach*. Cambridge University Press: Cambridge, New York.

Support services and resources

External student information

To locate your **online group**, **look on** the left hand menu on CUC100 Learnline. You will notice your group's name and can access it by clicking on this.

Contact details for tutors

Click on the Staff Information button for contact details for your tutor.

Still lost?

Please contact the coordinator if you are unsure who your tutor is. We are all here to help make this experience as stress free as possible so don't hesitate to shout if you need help!

Networked study groups

The ability to make contact with fellow students (either by phone or email) can lessen the feelings of isolation often felt by external students and enable students to share ideas, both academic and social. If you are interested in networking in person with people in your geographic area put a message inviting interested people in the *Chat Room for All* forum under the Groups button.

Students with disabilities

The University is committed to providing an accessible, supportive, safe and inclusive learning environment for students with a disability; ensuring that prospective and current students with a disability are afforded appropriate opportunities to enter and participate fully in the life of the University.

If you have a disability that may impact on your ability to study please contact the Student Facilitator, Disabilities on 8946 6288 or *email equity@cdu.edu.au*

Academic Language and Learning Support

The Academic Language and Learning facilitator in the School of Academic Learning and Literacy (SALL) provides study skills and English Language workshops and/or a one-one tutor for any of you who feel you need additional support with the language requirements of your study (beyond the help provided by your regular CUC100 unit tutor). This is available both for internal and external students via phone and WIMBA.

Contact: Ruth Warwick
Email: *ruth.warwick@cdu.edu.au*
Phone: (08) 8946 6557

Indigenous Tutorial Assistance Scheme (ITAS)

If you are an Aboriginal or Torres Strait Islander student and you need additional help with your studies, the University can find you a tutor for any of the subjects you are studying as part of your formal education or training program, even if you are in a remote area.

View contact details for the Indigenous Academic Support Team.

<http://www.cdu.edu.au/study/indigacadsupport.html>

Student resources

The Charles Darwin University website is home to **StudentNet**. From here, students have quick access to important dates, forms, student policies, support and services information and computer/email account details.

Visit <http://www.cdu.edu.au/studentnet>

Study Skills Online is designed to familiarise you with a range of study skills strategies appropriate for your needs, by providing general advice on the presentation of assessments and strategies for managing your time, studying for exams etc.

DIRECTORY OF ASSISTANCE		
Concern	Contact	Contact details
Matters concerning your unit/module	Lecturer/Tutor	Refer to the Introduction in this <i>Unit Information</i> or the Staff Information section of this unit's Learnline site (if applicable)
General academic issues relating to your course	Course Co-ordinator	Refer to the CDU website at http://www.cdu.edu.au/studentportal & click the link to staff contacts
Assignment submission/return. Please refer to specific unit information. Dispatch of learning materials Open Universities Australia (OUA) External/invigilated end of semester exam period	External Student Support, Flexible Delivery Team	Ph: (08) 8946 6483 Email: ess@cdu.edu.au http://learnline.cdu.edu.au/support/ess/about.html
Learnline difficulties 24 hour / 7 days a week	Learnline Support	Ph: 1800 559 347 Email: learnlinesupport@cdu.edu.au
Difficulties accessing your Student Computer account Technical difficulties in PC Labs	ITMS Helpdesk	Ph: (08) 8946 6600 Email: itms-support@cdu.edu.au
Library services to distance and disabled students Library enquiries Research Support - Help with library databases, Internet searching and Reference queries	CDU Library	Ph: (08) 8946 7016 Email: referencedesk@cdu.edu.au http://www.cdu.edu.au/library/
Liaison Librarians Help with subject specific searches and library databases, Internet searching and reference queries	CDU Library	Email: library-liaison@cdu.edu.au Liaison Librarians contact details: http://www.cdu.edu.au/library/how/librarians.html
Purchasing of text books and stationery	CDU Bookshop	Ph: (08) 8946 6497 Fax: (08) 8946 6656 Email: bookshop@cdu.edu.au Charles Darwin University Bookshop PO Box U476 Casuarina Campus Charles Darwin University DARWIN NT 0815
General administration enquiries e.g. admissions/ enrolments, course information, graduation Obtaining Student cards and Student Computer accounts	Student Administration	Ph: (08) 8946 7766 Freecall: 1800 061 963 Email: uni-info@cdu.edu.au

Getting started

Now we have all the ‘housekeeping’ issues sorted out you should be ready to begin studying. On the following pages you will find your study plan, and assignment details. On Learnline under Learning Materials you’ll find your weekly learning guide. Also don’t forget the Announcements page on Learnline which keeps you up-to-date with any changes.



Note: Please contact your tutor or coordinator if you have any questions. We are here to make this experience as enjoyable and accessible as possible.

Assessment information

There are **FIVE** assignments for this unit. All of the assessments are designed as an opportunity for you to put into practise the skills you are taught in the workshops and obtain feedback.



Note: In order to successfully complete CUC100 you must attempt all five assignments (including each of the 4 discussion forums in Assignment 3) and you must achieve a minimum of a pass standard in Assignment 5.

Overview

Assessment item	Focus	Value	Word Length	Due Sunday of week Indicated below (follow study plan wks)
Assignment 1	Reflections on Learning: online discussion forums	10%	150-200 per forum	Weeks 1,3,5 & 10
Assignment 2	Reflecting for your major essay: three paragraphs	10%	150 - 200 per task	Week 4
Assignment 3	Summarising and critiquing 3 key readings for your essay: annotated bibliography	20%	200 - 300 per reading	Week 7
Assignment 4	Outlining your essay: PowerPoint presentation <ul style="list-style-type: none"> • Internal verbal • External annotated PowerPoint 	10%	8 slides	Week 9
Assignment 5	The final product: your discursive essay	50%	1500	Week 12

Delivery and submission



All assignments apart from the Weekly online discussion forums (Assignment 3) are to be submitted through the 'Assessment' area in Learnline. For instructions on how to submit your assessments online, refer to your Week 4 ICT Support Guide.

Remember to **always** include an **Assignment Cover Sheet** as the **first page** of your assessments with the **relevant tutor's name** on it. We have provided details of what information you should include on your cover sheet on Learnline under the Assessments button (then click General Assessment Information).

Do not send a printed copy of your assignment in the mail or email it to your tutor, but be sure to retain your own copy of the assessment in case of problems with submission.

Your marked assignment will be available online for you to see your grade and written feedback, in the '**Gradebook**' area.

Extensions and late submission



Important!!

You **must** contact the tutor who marks your assignment **before the due date** for **all** assessment extensions. If your assessment is submitted late without prior arrangement with your tutor the maximum grade you can achieve is a pass.

Presentation

You will be shown how to prepare and present your assessments as you work through your *Communicating* and *ICT* textbooks and *Researching Learning Resource (Online)*.

Resubmission

In a situation where your work is assessed as being close to a pass grade, but that standard has not quite been reached, the opportunity to re-submit will be offered to you by your tutor.

University Plagiarism Policy

Plagiarism is the presentation of the work of another without acknowledgement. Collusion is another person assisting in the production of an assessment submission without the express requirement, or consent or knowledge of the assessor. Staff and students may use information and ideas expressed by others, but this use must be identified by appropriate referencing. (*CDU Academic and Scientific Misconduct policy 3.3 v.1*)

For further information on referencing, refer to your communicating textbook and Study Skills Online.

Deliberate plagiarism may result in a Fail and the student may be subject to disciplinary action by the University.

The University policy on academic and scientific misconduct is the overarching CDU policy on plagiarism.

<http://www.cdu.edu.au/governance/documents/3.3academicandscientificmisconduct.pdf>

3.3.01: Student Plagiarism Management Process can be found at:

http://www.cdu.edu.au/governance/documents/StudentPlagiarismManagementProcess_SPMP_000.pdf

Assessment rules

The following links provide information on CDU's assessment rules:

Assessment rules provide for all student assessment to be conducted in a fair and impartial manner.

<http://www.cdu.edu.au/governance/documents/AssessmentRules.pdf>

Student Evaluation of Learning and Teaching (SELT)

Evaluation is part of the university's continual process of assessing and improving the quality of its programs.

Not all units are evaluated every semester, but if this unit is one that is selected, your feedback is important and valuable. SELT is conducted so that the reports a Lecturer receives, after survey responses have been analysed, contain no information to identify an individual student.

Study Plan

Duration	Assessments (due Sunday of week indicated)	Critical Reading, Thinking & Learning	Communicating (Textbook)	ICT (Textbook)
Week 1	Assignment 1: Forum 1 Choices of Successful Students	<p>Introduction: What the unit is about and how it works?</p> <p>Read Unit Information Time management</p> <p>Choices of Successful students: learning metacognitively</p>	<p>Purchase your Communicating text book and read through the Introduction</p>	<p>Purchase your ICT text book and read through the Introduction</p> <ul style="list-style-type: none"> ▪ Self-assess your ICT skills <p>Access CDU Homepage</p> <ul style="list-style-type: none"> ▪ Activate student account. ▪ Update student Info. ▪ Check CDU Email ▪ Email task <p>Familiarise yourself with Learnline.</p> <p>http://learnline.cdu.edu.au/support/learnline/getstarted.html</p> <ul style="list-style-type: none"> ▪ Learnline 1&2 tasks
Week 2			<p>Ch 1: Orientation to Academic culture:</p> <ul style="list-style-type: none"> ▪ Expectations of Uni assignments: analysis vs description ▪ Academic writing style ▪ Common academic genres; reports, essays, critiques 	<p>Learnline:</p> <ul style="list-style-type: none"> ▪ Learnline 3 - Practice submitting an assignment <p>Ch 1: Introduction to the use of computers as a university student</p> <p>Ch 2: Introduction to ICT:</p> <ul style="list-style-type: none"> ▪ File management <p>Ch 3: The Internet and Email:</p> <ul style="list-style-type: none"> ▪ Internet search ▪ Email
Week 3	Assignment 1: Forum 2 What makes students stay	<p>Staying the course: maintaining motivation</p>	<p>Ch 2: Approaching Assignment Tasks:</p> <ul style="list-style-type: none"> ▪ Analysing assignment questions ▪ Brainstorming & taxonomising ideas ▪ Approaching your final essay for CUC100 ▪ Brainstorm tentative essay plan/taxonomy 	<p>Ch 4: Word processing:</p> <ul style="list-style-type: none"> ▪ Basic formatting & editing ▪ Saving a file ▪ Organizing work ▪ Page setup ▪ Paragraph formatting / Page breaks (pp.127-129)

Duration	Assessments (due Sunday of week indicated)	Reading & Thinking Critically (Book of readings)	Communicating (Textbook)	ICT (Textbook)
Week 4	Assignment 2: Reflection for major essay	<u>Core reading 1</u> Hall, D, 1996, 'Protean careers in the 21 st century', <i>Academy of Management Executive</i> , Vol 10, No 4.	Ch 3: Critical Reading Ch 4: Notetaking, Summarising and Paraphrasing	Ch 4: Word processing: <ul style="list-style-type: none"> ▪ Further editing ▪ Indents/layout ▪ Styles ▪ Headers and footers
Week 5	Assignment 1: Forum 3 Using Learning styles to learn strategically	Learning styles and the best way for you to manage the work, study, life balance <u>Core reading 2</u> Smith, R. 1995, 'Guidelines for critical thinking', in <i>Challenging Your Preconceptions: Thinking Critically about Psychology</i> , Brooks/Cole, Pacific Grove, CA, pp. 1-8.	Researching (Using online researching resource): <ul style="list-style-type: none"> ▪ Where to start ▪ Searching thoughtfully Evaluating information	Ch 4: Word processing: <ul style="list-style-type: none"> ▪ Footnotes ▪ Tables ▪ Graphics ▪ Word processing for thinking and writing in a university environment
Mid-semester Break: from 04/04/2011 to 10/04/2011				
Week 6	Compulsory online referencing quiz	<u>Core reading 3</u> Dwyer, J. 2009, 'How Communication Works', in <i>The Business Communication Handbook</i> , Pearson Education, Australia.	Ch 6: Annotated bibliographies Ch 7: Critiques	Ch 5: Spreadsheets: <ul style="list-style-type: none"> ▪ Simple spreadsheets ▪ Creating charts (Optional learning for students who need this skill for other units)
Week 7	Assignment 3 Summarising and critiquing Core Readings		Ch 5: Referencing: <ul style="list-style-type: none"> ▪ Using & documenting evidence 	Ch 6: Packaging your information: <ul style="list-style-type: none"> ▪ Presenting assignments ▪ Zipping files ▪ PowerPoint – generic principles ▪ Slide design ▪ Presentation delivery

Duration	Assessments (due Sunday of week indicated)	Reading & Thinking Critically (Book of readings)	Communicating (Textbook)	ICT (Textbook)
Week 8			Ch 11: Communicating Verbally Final research for your essay: library assisted	Ch 7: Integrating computer applications Ch 8: Web 2.0 and other tools Revise word processing skills
Week 9	Assignment 4: PowerPoint Outlining your essay		Submission of annotated PowerPoint	
Week 10	Assignment 1: Forum 4 Reflecting back on learning	Evaluating and reflecting on your Learning	Ch 8: Writing Academic Essays: <ul style="list-style-type: none"> ▪ Structuring your essays ▪ Using evidence effectively ▪ Being a good persuasive writer ▪ Review original essay plan/taxonomy after feedback from powerpoint 	Read through Assignment 5 Observe skills in the Pre-submission checklist required to complete the assignment
Week 11		Work on final draft of essay (Assignment 5).	Ch 8: Writing Academic Essays: <ul style="list-style-type: none"> ▪ The intro & conclusion ▪ Exam essays 	Prepare cover sheet and document for Assignment 5 essay
Week 12	Assignment 5 Discursive Essay	Work on final draft of essay (Assignment 5).	Ch 10: Editing your writing: <ul style="list-style-type: none"> ▪ Writing in Plain English ▪ Finalise essay for submission via Learnline. 	Complete document formatting to present Assignment 5.

Assignment 1: Reflections on Learning: online discussion forums

Due date: *Weeks 1,3,5 & 10*

(no contributions accepted after Sunday, Week 10)

Length: **Each of your contributions should be approximately 150 – 200 words.**

Value: **10%**

Task:

These forums allow you to build awareness and reflect on who you are as a learner so that you can take a proactive approach to tackling your studies at university and build your self awareness for your performance as a professional

These forums can also be a valuable conversation with other students, so we encourage you to respond to one another's contributions.

You need to demonstrate skills in using electronic communication tools by participating in group discussions. Your contributions should follow standard sentence structure, punctuation and netiquette.

Preparation: You will need to have read and understood the relevant readings in order to make a contribution.

Ensure that you follow the guidelines (in the ICT textbook and weekly Learning Guide) for using the online discussion board, displaying netiquette and structuring email communications.

Presentation: See **Pre-submission Checklist** on the following page for presentation requirements.

Submission: You do not need to submit anything for this assignment as your contributions in the **Group Discussion Board** in **Learnline** will be assessed directly.

Assignment 1: Pre-submission Checklist	
Content	✓
Did the content:	
• stick to the topic of each reflection?	
• show critical evaluation and appropriate reflection in response to the questions?	
• illustrate an understanding of the reading for Forum 2?	
Technicalities / Presentation	
Were online communication tools used competently to:	
• access group discussion forums?	
• 'Add a New Thread' to the appropriate place in forums?	
Did the participant::	
• contribute 150 - 200 words to each forum?	
• write in full sentences?	
• use appropriate punctuation?	
• use appropriate netiquette?	

Assignment 2: Reflection for major essay

Due date:	<i>Sunday, end of Week 4</i>
Length:	3 tasks- 150 – 200 words per task
Value:	10%

Introduction: Employability skills are defined by DEST (2002), as:
'skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions'

When you graduate, you will need to be able to apply and continue to develop a range of skills in the workplace. This assignment asks you to reflect on the skills you will need for the profession you are studying for. It also serves as a preparatory reflection on your final assignment topic (Assignment 5) which asks you to consider employability skills relevant to your chosen profession.

Task: Type in the following search terms for your chosen profession (professional skills for law or nursing or teaching etc) and follow the relevant links to decide which of the employability skills listed below* are required.

Write **one** paragraph for each of the **three** questions listed in the instructions below.

Compile reflection content:

1. What you are studying and how this study will enhance your future career?
2. What are the main duties/roles of this profession (e.g a teacher has to plan lessons, write reports, teach, mark assessment etc)?
3. Which of the employability skills listed below* are most important to successfully fulfil these aspects of your role?

*Employability skills are defined by DEST (2002) as :

communication	self-management
teamwork	learning
problem-solving	technology
initiative and enterprise	planning and organisation

The answer to each of the questions will need to be presented in accordance with the word processing format criteria identified below.

Preparation: Background knowledge and skills:

Examine the list of employability skills* developed by DEST (2002), listed below.

Through the online learning guide for Weeks 2 and 3 or in class (internal students) work through:

Chapter 1 and 2 **Communicating textbook** (Rolls & Wignell 2009)

Chapter 2: *Introduction to ICT*, pp. 24-44, Chapter 4: *Word processing*, pp. 77-111 and Chapter 6: *Packaging your information*, pp. 169-173 in your **ICT textbook** (Shaw, 2010).

Document preparation:

1. Download an assignment cover sheet (provided under General Assessment Information) and fill in the required details under the topic headings. Save using the recommended filename.
2. Apply Presentation formatting identified below.

- Presentation:**
- Unlike most formal academic writing, this is a personal reflection and therefore it is appropriate to refer to yourself in the first person 'I'. **Note:** this is the **only** assignment in this unit in which you can use the first person.
 - Your cover sheet should be the first page of your assignment document – **not** submitted as a separate document file.
 - You must use conventional sentence and paragraph structure with **no bullet points**.
 - Apply the following formatting to your assignment document:
 - Margins: Top & Bottom (3.00cm), Left & Right (2.5cm)
 - Header and Footer – include personal details for this assignment.
 - Text Styles:
 - Body text* – set to Times New Roman, 12pt size, left alignment with 1.5 line spacing. Paragraph spacing – 0pt 'before' and 12pt 'after', with no additional spacing.
 - Complete a spelling and grammar check.
 - Save your document with a concise file name – name, unit code and assignment number.

Submission: Submit this assignment through **Assessments in Learnline**.

Reference: Department of Education, Science and Training, 2002, *Employability skills for the future*, Commonwealth of Australia, Canberra, viewed 30 June 2009,
<http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/es/default.htm>

Assignment 2: Pre-submission Checklist	
Document preparation	✓
<ul style="list-style-type: none"> Are the correct details included on a cover sheet as Page 1 of the assignment document? 	
<ul style="list-style-type: none"> Has a concise file name been used to save the document – name, unit code and assignment number? 	
Content	
<ul style="list-style-type: none"> Are the required topics addressed? 	
<ul style="list-style-type: none"> Are the ideas in the tasks organised logically? 	
<ul style="list-style-type: none"> Have examples been provided to illustrate the points made? 	
<ul style="list-style-type: none"> Do the answers demonstrate an understanding of the requirements of the chosen profession? 	
Presentation	
Does the assignment include:	
<ul style="list-style-type: none"> correct margin settings? 	
<ul style="list-style-type: none"> appropriate information in the header and footer? 	
<ul style="list-style-type: none"> suitable text style applied for Body text? 	
<ul style="list-style-type: none"> correct spelling? 	
<ul style="list-style-type: none"> correct punctuation? 	
<ul style="list-style-type: none"> correct sentence structure? 	
<ul style="list-style-type: none"> the required number of words per task? 	
Submission	
<ul style="list-style-type: none"> Has the assignment been submitted correctly to Learnline? 	

Assignment 3: Summarising the key readings - an annotated bibliography

Due date:	<i>Sunday, end of Week 7</i>
Length:	200- 300 words <u>per</u> reading
Value:	20%

Task: For each of the three core readings, *summarise* the key ideas in one or two paragraphs and then *comment* on how these ideas could be applied to the profession you are studying for.

The core readings are:

1. Hall, D, 1996. "Protean careers in the 21st century", *Academy of Management Executive*, Vol 10, No 4.
2. Smith, R. 1995, 'Guidelines for critical thinking', *Challenging Your Preconceptions: Thinking Critically about Psychology* , Brooks/Cole, Pacific Grove, CA, pp. 1-8.
3. Dwyer, J. 2003, "How Communication Works", *The Business Communication Handbook*, Pearson Education, Australia.

NB You can use these summaries and comment for your final essay if you choose.

Preparation: Through the online learning guide for Weeks 5,6 and 7 or in class (internal students) work through:

Chapters 3, 4 and 6 of your *Communicating textbook*, (Rolls & Wignell 2009), especially the section on annotated bibliographies.

With your final essay in mind, **read and take notes of the key ideas from the assigned readings** for your summary. (These are the three core readings for the unit provided on Learnline under the **Readings button**).

Read Chapter 4: *Word processing*, in your ICT text book, Shaw (2010).

PTO for Presentation

- Presentation:**
- Present your assignment as an Annotated Bibliography.
 - The three readings should appear on **one document** in **alphabetical order according to author's surname**.
 - Each reading should **begin with the full bibliographical details** of the reading concerned
 - **Beneath these details, write the summary and comment** in paragraph/s with continuous prose (i.e. not note form) and in the third person. Begin your summary with the author's name and date of publication eg. Harvey (1999) suggests....
 - Follow Assignment 2 requirements for format of: Margins, Header and Footer, Text Styles: *Body text*.
 - This should be formatted using a hanging indent (with the first line at the margin and the indent set at 1cm) and highlighted 'Bold'. Use 'Italic' formatting for each title – see example over the page.
 - Include a cover sheet as the first page of your assignment.
 - Complete a spell and grammar check and save your document as per Assignment 2.

Submission: Submit this assignment through **Assessments** in **Learnline**.

**Example
Annotated
Bibliography:**

An ex CUC100 student has kindly provided this example annotated bibliography based on previous CUC readings. We have just included the first reading's summary and comment and the beginning of the second reading. Note how it follows straight on from the previous reading.

(You will notice they are not the same readings you need to summarise for this Assignment.)

Example Annotated Bibliography:

Belenky, M.F., Clinchy, N.R. & Tarule, J.M. 1986, 'Constructed Knowledge: Integrating the voices', in *Women's ways of knowing: The Development of Self, Voice, and Mind*, Basic Books, n.p., pp. 131 – 152.

The authors of this book state that there are five ways of knowing; silence, received knowledge, subjective knowledge, procedural knowledge and constructed knowledge. Their main focus in this particular excerpt is 'constructed knowledge, a more integrated way of knowing' (Belenky, Clinchy & Tarule, 1986), discussing some characteristics central to *Constructivist Women*.

Constructed knowledge has been described as more than the need to acquire knowledge, it is also about knowing how and from where the knowledge was/is acquired. It takes self reflection, inquisitiveness, a need to question outside the normal boundaries. Constructivist women display such tendencies as, posing questions and posing problems, examining fundamental assumptions, evaluating experts and an appreciation for complexity and ambiguity. They are committed to a quest for truth and learning and are passionate about caring for people and the moral and spiritual element of their lives and the betterment of the wider community.

In the profession of nursing it is essential to be able to integrate medical knowledge with the all the social and psychological complexities that being a care giver in the community entails. Belenky et al's (1986) description of the characteristics of a constructivist approach suggests an important additional aspect of thinking critically in the nursing profession: consideration for the moral and spiritual elements of themselves and the community of people they work with. In this way the points the authors raise are relevant for a nursing context because they highlight interpersonal skills all nurses should possess.

Lohe, M. 1999, *Logic and rational argument*, unpublished lecture notes for CUC103 Thought and Communication, Northern Territory University, Darwin.

These lecture notes outline logical processes for judging the relevancy and value of ideas and opinions and indicate how

Assignment 3: Pre-submission Checklist	
Text organisation	✓
<ul style="list-style-type: none"> Each individual reading summary has a heading comprised of the bibliographical details? 	
<ul style="list-style-type: none"> Bibliographical details and summaries follow one after the other (as per example). 	
Content In each annotation:	
<ul style="list-style-type: none"> Are the bibliographical details correctly referenced using the Harvard style? 	
<ul style="list-style-type: none"> Are only the main points summarised? 	
<ul style="list-style-type: none"> Does the summary accurately capture the meaning of the original texts? 	
<ul style="list-style-type: none"> Does the comment clearly show critical analysis and synthesis of the ideas in the reading in order to draw connections between the reading and essay topic. 	
<ul style="list-style-type: none"> Have the original ideas been paraphrased and summarized rather than copied or quoted? 	
<ul style="list-style-type: none"> Does the writing express conceptual clarity? 	
<ul style="list-style-type: none"> Is the writing grammatically correct? 	
Presentation	
Assignment 2 has been word-processed and presented with:	
<ul style="list-style-type: none"> a completed cover sheet attached as Page 1 of the document? 	
<ul style="list-style-type: none"> correct margin settings? 	
<ul style="list-style-type: none"> appropriate information in the header and footer? 	
<ul style="list-style-type: none"> suitable text styles for Heading 1 and Body text? 	
Each annotation:	
<ul style="list-style-type: none"> uses formal/academic tone? 	
<ul style="list-style-type: none"> is the required length? 	
<ul style="list-style-type: none"> has been thoroughly edited and proofread for spelling and punctuation? 	
<ul style="list-style-type: none"> contains bibliographical details with correct formatting applied? 	
Submission	
<ul style="list-style-type: none"> The document contains the required file name and has been submitted correctly to Learnline. 	

Assignment 4: Outlining your essay: PowerPoint presentation

Due date: ***Submit your PowerPoint by Sunday Week 9***

Value: **10% (5% PowerPoint / 5% slide notes)**

Task: Create a 5 minute PowerPoint of the key points you intend to cover in your final essay (Assignment 5) and present as annotations in your PowerPoint presentation (external students).

You should present your essay plan/taxonomy as a slide after the introduction which you can then elaborate on in subsequent slides.

Preparation: In the light of your research in Week 4, review the tentative taxonomy you drew up in Week 3 for your major essay.

Through the online learning guide for Week 8 or in class (internal students) work through:

Chapter 11 of your *Communicating textbook* (Rolls & Wignell, 2009) via the online learning guide or in class (internal students).

Chapter 6: *Packaging your information*, in your *ICT text book*, Shaw (2010).

Note: You may wish to re-read Chapter 1 of your Communication text, Rolls & Wignell (2009) especially 1.3.2 pp.23-25 and Chapter 2, from page 41 onwards.

Steps to follow:

Finalise essay plan /taxonomy:

Now that you have had the opportunity to undertake further research on the essay question, review the question for Assignment 5 and add to/refine your initial essay plan /taxonomy (see an example of an effective essay plan/ taxonomy over the page).

Structure PowerPoint:

1. Translate your taxonomy into **no more than 8 PowerPoint slides** to create a PowerPoint presentation. Structure your PowerPoint presentation content in the following way:
 - **Title slide** (include your name and the presentation title).
 - **Introduction/overview slide** (introduce what you will cover in the presentation)
 - **Body slides** (Introduce thesis, taxonomy and elaborate on each key point and supporting arguments of your essay on separate slides.

- **Conclusion/summary slide** (summarise the key idea/s in your presentation).
- **Reference slide** (provide a list of references you intend to use for your final essay).

Format Presentation:

1. Present your PowerPoint in accordance with the ICT skills and PowerPoint design criteria in the Pre-submission Checklist.
2. Complete a cover sheet in a word document with details of this assignment and place it in a folder *with* your presentation file. Ensure the folder is saved with the correct filename.

Submission: Zip the folder (containing both files) and submit it through **Assessments in Learnline**.

PowerPoint Delivery: The assessment will be based on both the information supplied in your PowerPoint and your presentation via slide notes (See Pre-submission Checklist).

External students: You will need to use 'slide notes' as an "oral" script to supplement each slide. This script represents what you would say to the audience if you were presenting the PowerPoint in person.

NB Here is an example of the kind of essay plan we expect you to have made and included in your presentation. You may choose to present the hierarchy down the page with headings and subheadings.

The middle column gives you the main sub-sections of your essay and the right-hand column gives you the topics of the paragraphs of each sub-section the source of evidence you have found and a + or – to show if the evidence supports or contradicts your thesis.

Thesis	Sub topics / arguments	Supporting arguments/evidence
Affects of childcare are positive	Psychologically	Language development (James 2008) + /- Reading ability (Brown 2003) & (Lin 2004) - Emotional effects (Wells 2009) -
	Physiologically	Exercise - playground (Jones 1989) + Fine motor develop - art & craft (Lin 2004) + General physical health (Fin & Sims 2009) _
	Socially	Conflict resolution. & socialising (Wells 2009) + Forming friendships (Reed 2002) + Independence from parents (Lovell 2000) +
	<i>Abstract ideas</i>	

Assignment 4: Pre-submission Checklist	
Mastery of ICT skills	✓
• Are the slides inserted in the correct order?	
• Have design templates been used for a consistent background?	
• Have appropriate text/content layouts been used to organise presentation content?	
• Have promote/demote tools been used correctly to indent sub-headings and body text points to create a hierarchy of headings?	
• Has suitable (consistent) text animation been applied for each bullet point?	
• Has a suitable (consistent) transition been applied to each slide.	
• Has the presentation been saved using the correct filename?	
• Has the presentation file been zipped into a folder with a completed cover sheet and submitted through Assessments in Learnline?	
• Can the presentation be delivered using Slideshow view?	
• Do the slides (and bullet points) in the presentation move at the appropriate pace to allow the reader/speaker to view all the information properly?	
PowerPoint design	
• Has a professional slide design suited to a tertiary environment been used?	
• Has the PowerPoint content been structured according to the instructions above with a Title slide, Body slides, Conclusion/summary and Reference slides?	
• Are headings concise and do they map the content of the presentation?	
• Are body text points succinct (mostly key words/phrases), easy to follow and do they complement/support presentation content?	
• Is text size large enough to be viewed from a distance?	
• Is the Reference slide organised correctly – fully referenced, alphabetically ordered by author?	
• Does the background colour and text contrast and enhance readability?	
• Is formatting consistent throughout the presentation (headings/body text size/style/colour, slide background, text animation and transition)?	
• Are slides well laid out (uncluttered, balanced, with good use of space to enhance readability)?	

Content	
• Does the essay plan show careful preparation and thought?	
• Are all important points covered?	
• Are all the points covered relevant to the essay question?	
• Are real workplace examples provided to illustrate the points clearly	
• Are the key points organised logically?	
• Are the listed references valid and relevant?	
• Is there sufficient detail to provide a comprehensive plan for your essay?	

Practice checklist for Presentation	
• Is the presentation no more than 8 slides in length?	
• Have the key points in each of the slides been elaborated on in your slide notes?	
• Does the presentation avoid the use of unnecessary jargon?	

Assignment 5: The final product - a discursive essay

Due date: *Sunday, end of Week 12*

Length: **At least 1500 words (no more than 2000 words)**

Value: **50%**

Task: ‘Employers seek university graduates who are “employable” through their possession and workplace expression of a host of generic skills in addition to specific professional skills and knowledge’ (Australian Chamber of Commerce and Industry & Business Council of Australia, 2002)

Argue which three employability skills employers would consider to be the most important in your chosen profession when you graduate.

Preparation: Through the online learning guide for Weeks 10, 11 & 12 or in class (internal students) work through:

Chapters 8 and 10 of your *Communicating textbook* (Rolls & Wignell 2009)

Review Chapter 4 *Word processing* and pages 169-173 of Chapter 6 *Packaging your information* in your ICT text book, Shaw (2010).

Through the **Researching** workshops you will have learned how to search for a range of resources and critically select your references.

Through **Chapters 1, 2, 3, 4, 5 of your *Communicating text book*** (Rolls and Wignell, 2009), you will have learned how to plan, write and reference your assignment. Through your other assignments in this unit, you have been critically evaluating ideas that will be useful for this final assignment.

Instructions: **Prepare essay content:**

1. Your discussion should be drawn from academic publications sourced through your own research such as textbooks in your own discipline, academic and professional journals and websites as well as the assigned readings for CUC100.
2. You should write in an **essay format, without headings and in the third person** (not using I, we or you).
3. Your ideas **must** be supported by **at least 6 references**. You can use and reference core readings from the unit readings and also use your textbook from your own discipline if relevant. However, you should also find **at least 5 references** to appropriate publications beyond the unit readings.

Note: These references must be used within your text to support your argument as well as in a final reference list **or your assignment will not be accepted and will be returned unmarked to you so that you can correctly reference your assignment and resubmit it for a maximum of a pass grade.**

Referencing System: You should follow a standard system of referencing (e.g. Harvard, APA, Chicago). We suggest you use the system most commonly used in your area of study. On your cover sheet, you must **state which system** you have chosen to use.

Prepare your document:

Apply more advanced word processing skills to create a cover page for your assignment. Follow specific formatting and layout instructions for the presentation and submission of your whole essay document.

1. Download the *Ass 5 Word processing Instructions* in Learnline under Assessments, in the **Ass 5_Word Processing** file.
2. Follow these instructions carefully to create and prepare your cover sheet and essay.
3. Insert a page break at the end of the last paragraph of your essay, so the reference list sits on a new page. Choose the *Heading 2* style and type the heading **References**

Presentation and Final Checklist:

1. Follow the 'Final Presentation' instructions in *Ass 5 Word processing Instructions*. Check carefully that you have covered all the criteria to ensure your assignment meets the requirements for submission.
2. Use the **Assignment 5 Pre-selection Checklist** on the following pages as a final checklist for what we require from this assignment.

Researching: When researching any assignment, it is important to gain background knowledge of your topic. For example, sometimes it can be useful to get general information from professional associations and websites. (**Note:** Wikipedia is **not** accepted as a credible source in CUC100).

When undertaking your research ensure that you take time to:

- analyse your search topic;
- consider your search terms including synonyms and alternative spelling;
- consider your sources (the library catalogue, relevant databases, internet);

- consider your search statement (use of truncation, Boolean and field searching);
- review and evaluate your results to make sure the resources you have chosen are relevant to your topic.

Submission: Submit this assignment through **Assessments** in **Learnline**.

Important, please note:

1. If your essay does not sufficiently meet the assessment criteria, provided under assessments on Learnline (if for example it does not address the given topic or if your referencing is incorrect) we will treat your assignment as a draft and ask you to resubmit a final version that satisfies the requirements for an academic essay.
2. If your assessment is submitted late without prior arrangement with your tutor, the maximum grade you can achieve is a pass.

Reference: Australian Chamber of Commerce and Industry & Business Council of Australia, 2002, *Employability Skills for the Future*, Department of Education, Science and Training, Canberra.

Assignment 5: Pre-submission Checklist		
Text organisation		✓
Introduction	Does the introduction include: <ul style="list-style-type: none"> • an orientation to the topic? • a clear thesis statement? • an outline of the key ideas to be covered in the essay? 	
Body	Are the ideas organised logically into paragraphs which are arranged in an order that reflects the outline and the thesis?	
Conclusion	Does the conclusion include: <ul style="list-style-type: none"> • the thesis statement? • a summary that is clear, captures the key issues and flows from the body of the paper? 	
Content		
Response to the question	Are the ideas presented relevant and do they provide a comprehensive response to the essay question?	
Critical analysis	Is evidence of critical analysis of the issues reflected in: <ul style="list-style-type: none"> • the presentation of different viewpoints related to the issues? • analysis of these? 	
Language Style	<ul style="list-style-type: none"> • Is the essay written in formal academic style? • Does the essay include persuasive language to reinforce the argument? 	
Sentence Fluency	Is the sentence structure consistently logical and clear with ideas appropriately linked within sentences?	
Word choice	Are formal/technical words relating to the issues used?	
Grammatical conventions	Is the writing is free of grammatical and spelling errors?	
Quality of evidence		
Research	Are the ideas are supported by a minimum of six different credible and relevant sources?	
Referencing	Are in-text references and a reference list provided to support ideas and consistently follow accepted referencing conventions?	
Presentation		
Word processing conventions	Is the essay presented with correct formatting, line-spacing with headers and footers (with student name, student number, and unit code,?)	
University assignment conventions	Does the essay include a cover sheet with the student name, tutor's name, course, unit code, unit title, date, and the CDU Logo?	