CUC100 Academic Literacies through Exploring Sustainability

Credit points:	10	**Mode:**	Internal/External
Assumed knowledge:	NA	**Location:**	Internal/External
Pre-requisite(s):	NA	**Learning method:**	Online Reliant (OLR)
Year:	2016		
Semester:	1	**Unit coordinators:**	Internal: Clare McVeity External: Dr Adelle Sefton-Rowston
School:	School of Academic Language & Learning	**Phone:**	Clare: (08) 8946 6854 Adelle: (08) 8946 6753
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Unit Description

This unit focusses on developing students' academic literacies. Through this unit, students will begin to develop the skills and confidence in thinking critically, researching, reading, writing and presenting ideas in a range of modes. This is achieved through the articulation of an academically credible understanding of a central theme, sustainability, which significantly impacts all our lives in the 21st century. As part of the development of students' academic literacies, students will build on their awareness of the skills and requirements for success at university.

Learning Outcomes

On completion of this unit a student should be able to:

1. Apply skills for learning and communicating at university

2. Read, critically analyse, and discuss ideas and issues presented in spoken and written texts across a range of academic genres

3. Identify, access and effectively utilise relevant and credible research

4. Organise and present convincing written arguments which are well substantiated and take into account a variety of perspectives regarding sustainability

5. Present written and verbal assessments according to academic conventions, including; correct structure, academic voice, referencing and a professional layout

6. Explore and analyse fundamental concepts and issues relating to sustainability and sustainable development

Teaching and Learning Strategies

This unit's learning activities and assessments are designed to develop your literacies in key academic genres and build your reading, note taking, summarising, paraphrasing and referencing and ICT skills. This will also assist your skills and understanding regarding academic integrity and plagiarism. If you find you have already mastered these fundamental skills, please use this opportunity to refine and perfect your skills before you get to the more challenging tasks later in the semester.

These academic literacies will be developed through an experiential and enquiry-based approach and augmented through an investigation of the topic of sustainability. Your enquiry will involve a four stage process where literacies are developed as you explore the topic of sustainability. This learning is consolidated through the assessments which culminate in a final assessment of a persuasive essay.

Please refer to the section; Recognition of Prior Learning on page 4, if you feel you have already acquired these skills through previous study or through work experience. Alternatively, if you feel confident with most of the skills being taught but are not eligible for recognition of prior learning (RPL), then you may like to consider studying externally. This way you can progress at your own pace, depending on the skills you have already consolidated.

Participation

Semester 1 2016: This unit is offered internally at the following campus locations; Casuarina, Waterfront, Alice Springs, Batchelor, CDU Sydney and ATMC Melbourne and also externally.

Internal classes: Students are expected to attend the week 1 lecture which includes the sign-up to a **Learning Group**. You are expected to participate in a face-to-face workshop of up to four hours per week, including three hours for work-shopping the issues and building the requisite literacies. An additional hour is provided to assist with further application of skills (especially ICT) for the students who require extra support in developing their academic literacies. In addition, all students are expected to contribute up to 6 hours private study per week. All of your learning is centered on helping you master and complete the four assessments in the unit. Part of this is learning the ICT skills necessary to use *Learnline* and present professional word processed assessments. There is an 80% expected attendance rate.

Specific details of available class times can be obtained by accessing the class timetable at: http://www.cdu.edu.au/timetable

External classes: External students are allocated an online **Learning Group** when enrolled in CUC100. Each learning group is managed by an experienced tutor who will be your main point of contact and the person who marks your work. You are expected to commit to 10 hours a week for your learning, including accessing and working through online learning materials via *Learnline*, participating in online discussion forums (set questions are provided), online collaborate classrooms, and preparing and submitting assessments online. You are also welcome to supplement your online learning by attending the face-to-face workshops. Tutors will establish and maintain weekly email contact, and everyone is encouraged to maintain regular communication with their lecturer/tutor about their learning needs and any special circumstances that may lead them to require additional and/or tailored support.

By following the study plan and the weekly learning materials provided on *Learnline*, each week you are led through the same learning activities the internal classes cover. The online weekly 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. However, it is a good idea not to submit assessments ahead of time, for there are always extra online collaborate classes just before an assessment is due and you could miss important tips.

Overview of Assessment

All of the assessments are designed as an opportunity for you to put into practice the skills you are taught in the CUC100 workshops, and then obtain feedback. Each assessment also represents a stage in preparing and writing a more comprehensive academic assessment: reflecting, note taking and summarising readings, planning the persuasive essay structure and researching.

Item	Description/Focus	Value	Relates to learning outcomes
1.	Online learning reflections on key perspectives	15%	1, 3, 4, 6
2.	Critique/Summary/Annotated bibliography of core readings	20%	1, 2, 3, 4, 6
3.	Visual PowerPoint presentation of essay plan	15%	1, 2, 4, 5, 6
4.	Discursive/Persuasive essay	50%	1, 2, 3, 4, 5, 6

Resources

Required textbook

Rolls, N. & Wignell, P. (2015). *Communicating at University: Skills for Success* (3rd ed). Darwin, Australia: Charles Darwin University Press.

Required textbooks can be ordered from the CDU Bookshop through their website at
http://www.cdu.edu.au/bookshop

Core Readings

All three are located in the 'Core Readings" folder found in the "Readings" link under "Learning Materials" on the CUC100 *Learnline* site

Supplementary Readings

A list is located in the 'Supplementary Readings" link found in the "Readings" link under "Learning Materials" on the CUC100 *Learnline* site.

Learnline **(Online Learning System)**

Learnline is Charles Darwin University's on-line learning system and can be accessed at https://online.cdu.edu.au/

In this unit, *Learnline* provides all learning materials including:

- Important announcements about the unit
- Study plan and learning activities
- Readings, video clips and additional multimedia resources
- Assessment details
- ICT support guides and links to additional information
- A communication point where you contribute to discussions as part of your assessment, and interact with other students in the unit.

If you need "offline" support and help with login or technical problems relating to Learnline, you can access the 24 hour Student Support via phone or the online support portal.

Telephone: 1800 559 347 (FREE CALL)

IMPORTANT: Access to a computer and the Internet are compulsory for this unit. For whatever reason, if you do not have reliable computer and Internet access, please contact the external co-ordinator

Please note: Access to the unit on *Learnline* may not be available until the first day of semester.

Recognition of Prior Learning

CDU recognises that students acquire skills and knowledge through work, life experiences and other study. Check the rules for eligibility for "Professional Assessment" (PA) or "Credit Transfer" (CT) from Common Units on: http://*Learnline*.cdu.edu.au/commonunits - "Exemption from Common Units". If you feel that you already have official proof to show you have the skills and knowledge which correspond to the learning outcomes of this unit, then you can access the application form provided on this website and send it, with supporting documents, to the address on the HE113 form.

 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 a student's Grade Point Average (GPA) for the course.

Study Plan

Week & Topic	Learning Outcomes	Assessments Due Monday, 5pm (CST)
Week 1 Introduction to unit, purpose and rationale	- What CUC100 is for and how it is organised - Getting to know the Learning Materials - How to use *Learnline* - Getting to know your textbook - What it means to be a university student - Strategies for success at university: time management & systems - What does sustainability mean to you?	
Week 2 Introducing the academic approach and your major assessment	- An academic approach to thinking and writing - Approaching your major assessment - Completing Assessment 1, LR1	
Week 3 Reading and note-making for the underpinnings of sustainability	- Introducing the fundamental underpinnings of sustainability - Relating these understandings to the sustainability issue chosen for your essay - Creating a tentative essay plan/taxonomy - Skills for critical and effective reading, notetaking and summarising - Understanding Core Reading 1	14th March 2016 **Monday, 5pm CST Assessment 1, LR 1:** Identify and explore a sustainability issue
Week 4 Reading and note-making for the three pillars of sustainability	- Understanding the three pillars of sustainability and their interrelationship - Identifying the three pillars in your issue - Understanding Core Reading 2 - Completing Assessment 1, LR2	
EASTER BREAK – Good Friday 25th – Easter Monday 28th of March		
Week 5 Reading and note-making for knowledge in understanding different perspectives of sustainability	- Understanding the different stakeholders perspectives on achieving sustainability - Identifying the different perspectives in your sustainability issue - Scoping ways of addressing your chosen sustainability issue - Understanding Core Reading 3	28th March 2016 **Monday, 5pm CST Assessment 1, LR 2:** Relate the 3 pillars of sustainability to a chosen issue
MID-SEMESTER BREAK – Monday 4th April – Sunday 10th April (NO CLASSES ALL WEEK)		
Week 6 Exploring the principles and devising sustainable solutions and actions	- Writing an Annotated Bibliography (A2) - Principles, solutions and actions for achieving sustainability - Paragraph writing - ICT skills for setting up a professional word document for assessments - Completing Assessment 1, LR3	

Week & Topic	Learning Outcomes	Assessments Due Monday, 5pm (CST)
Week 7 Researching and referencing to build your essay ideas	• Using your essay plan/ taxonomy for research • How to research effectively (for your essay) • How to reference, quote, paraphrase, & avoid plagiarism • Finding additional evidence for your essay • Completing Assessment 2	18th April 2016 **Monday, 5pm CST** **Assessment 1, LR3:** Critically reflecting on principles, solutions and actions for achieving sustainability
Week 8 Developing your thesis statement/main argument for your Persuasive Essay	• Presenting statements of argument/thesis • Planning your oral presentation (A3) • Understanding the Do's and Don'ts of academic/ formal oral presentations • Being an active listener • ICT skills for oral presentation • Completing Assessment 3	25th April 2016 **Monday, 5pm CST** **Assessment 2:** Annotated bibliography
Week 9 Presenting your Persuasive Essay plan for critical feedback	• Presenting your PowerPoint essay plan • Finalising and submitting PowerPoint of essay plan • Self-reflection and feedback on sustainability processes and solutions for persuasive essay	In-class presentations 3rd -5th May
Week 10 Turning your plan into a clear written and persuasive essay	• Structuring your ideas logically and using evidence • Writing introductions, conclusions and topic sentences • Being a good persuasive writer: strength of argument, well integrating evidence and persuasive language	9th May 2016 **Monday, 5pm CST** **Assessment 3:** PowerPoint Presentation of essay plan

Week 11
Utilising feedback from presentation to finalise essay
	• Reflecting on presentation feedback to:
	  o Check your essay structure
	  o Expand on evidence and ideas
	  o Final researching for essay
	• Working off your taxonomy to:
	  o Build paragraphs
	  o Integrate your evidence effectively	

Week 12 Editing your final draft and reflecting back	• Understanding writing as a process • Editing your final essay • Reviewing yours or peer essay against the assessment criteria • Providing feedback on CUC100 • Completing Assessment 4	
Week 13	• Submitting your Persuasive Essay by Monday, 5pm (CST)	30th May 2016 **Monday, 5pm CST** **Assessment 4:** Persuasive Essay

Assessments

Copying and plagiarism

Plagiarism is the presentation of someone else's work without acknowledgement. This may happen if you copy another student's work or if you use the words and ideas of an author from a book or article and do not correctly cite and reference these.

One of the focuses of CUC100 is to teach you to correctly cite and reference the sources that you use in your writing and in your assessments. Acknowledging other people's ideas and written work is a key part of successful study at university, so you should make the most of your opportunity in CUC100 to learn as much as you can about correct methods of citing and referencing for your study area in order to avoid plagiarism.

Collusion is getting another person to help or assist you in writing and producing the final version of an assessment without the expressed requirement, permission or knowledge of the assessor (your tutor or the unit coordinators). Staff and students may use information and ideas expressed by others, but this use must be identified with appropriate referencing (CDU Academic and Scientific Misconduct policy 3.3 v.1).

IMPORTANT: Plagiarism and collusion are very serious matters. If you are caught deliberately plagiarising in any of your assessments, you may fail the assessment and even the unit. You may also be penalised by the University with further disciplinary action.

For further information on referencing, refer to Study Skills Online:

The Charles Darwin University policy on plagiarism is called the "Academic and Scientific Misconduct Policy" and can be viewed or downloaded here

Assessment Extensions

Time management is a key skill to learning at university and it is important for you to make every attempt meeting the assessment due dates so that you do not fall behind with your study.

If you require an extension it is important to apply for one before the assessment is due and include any required documentation.

If you do not request an extension before the assessment due date, 5% a day is deducted to a minimum of a pass grade. After 7 days, the assessment is eligible only for a pass/fail grade. Assessment submissions will not be accepted beyond 2 weeks after the due date unless arrangements have been made with your tutor and coordinator.

Resubmission

Resubmission of assessments will be offered to students where they have not met the standard for a pass. The resubmission is allowed on the proviso that you can achieve only a maximum pass grade and must resubmit within an agreed time frame.

Assessment Guidelines

Assessment Item 1

Description/Focus:	Online Learning Reflections
Value:	3 x 5% entries for a total of 15%
Due date:	Monday, 5pm (CST), Weeks 3, 5, 7
Length:	Approximately 250 words per reflection
Task:	Refer to Assessment Tasks link on *Learnline*
Presentation:	Post in Journal on *Learnline*
Assessment criteria:	Refer to 'Assessment Tasks' link on *Learnline*.

Assessment Item 2

Description/Focus:	Annotated Bibliography: Summary and commentary of core readings
Value:	20**%**
Due date:	Monday, 5pm (CST), Week 8
Length:	300 words per reading
Task:	Refer to Assessment Tasks link on *Learnline*
Presentation:	Word document submitted via 'Assessment Submission' link on *Learnline*
Assessment criteria:	Refer to 'Assessment Tasks' link on *Learnline*.

Assessment Item 3

Description/Focus:	PowerPoint Presentation: Essay plan
Value:	15%
Due date:	Presentation during Week 9 classes, uploaded by Monday, 5pm (CST), Week 10
Length:	5 minute presentation
Task:	Refer to Assessment Tasks link on *Learnline*
Presentation:	PPT presentation file submitted via 'Assessment Submission link on *Learnline*
Assessment criteria:	Refer to 'Assessment Tasks' link on *Learnline*.

Assessment Item 4

Description/Focus:	Persuasive Essay
Value:	50%
Due date:	Monday, 5pm (CST), Week 13
Length:	1500-2000 words
Task:	Refer to Assessment Tasks link on *Learnline*
Presentation:	Word document submitted via 'Assessment Submission' link on *Learnline*
Assessment criteria:	Refer to 'Assessment Tasks' link on *Learnline*.

Academic Support Services

While CUC100 focusses on developing your academic literacies, you may like to supplement this unit with additional support from Academic Language and Support Program (ALLSP). They are here to support your academic development at Charles Darwin University (CDU). They support all higher education CDU students: internal, external, international, domestic, undergraduate and postgraduate students.

Make use of this **free** service to gain the skills you need to:

- Understand your assignments
- Know what standard of work is required
- Know how to get the grades you want
- Express yourself better in writing
- Produce academically appropriate work (essays, reports, journal articles, research papers).

Find out more about the services offered by visiting http://www.cdu.edu.au/academic-language-learning/allsp/services

DIRECTORY OF ASSISTANCE	
Matters concerning your unit	Refer to the Introduction in this document or the Staff Contact Information section of this unit's *Learnline* site
Academic Skills Support	Academic Language and Learning Program (ALLSP) Phone: (08) 8946 7459 Email: allsp@cdu.edu.au ALLSP Website: http://www.cdu.edu.au/academic-language-learning/allsp Study Skills online website: http://learnline.cdu.edu.au/studyskills/
Library services including: • Distance library services • Researching and referencing **Liaison Librarians** • Subject specific searches • Library databases • Evaluating online information • Referencing	Ph: (08) 8946 7016 Email: referencedesk@cdu.edu.au http://www.cdu.edu.au/library/ Liaison Librarians Ph: (08) 8946 7014 Email: library-liaison@cdu.edu.au
Office of Indigenous Academic Support (OIAS): • Indigenous Tutorial Assistance Scheme (ITAS)	Email: OIASReception@cdu.edu.au http://www.cdu.edu.au/indigenous-leadership/oias
Equity Services: • Counselling • Disability services • Careers and employment • Accommodation	Ph: (08) 8946 6288 Email: equity@cdu.edu.au http://www.cdu.edu.au/equity-services
Student Central • General administration enquiries, e.g. admissions/enrolments, course information, student cards, computer accounts	Ph: 1800 061 963 (freecall) Email: student.central@cdu.edu.au http://www.cdu.edu.au/student-central
E**xaminations** • Off-campus and on-campus exams	Ph: 1800 061 963 (Student Central – freecall) Email: examinations@cdu.edu.au http://www.cdu.edu.au/student-central/examinations
Information Technology Management and Support: • Accessing your student computer account • Student email • Technical difficulties in PC labs	Ph: (08) 8946 6600 Log a job: logit.cdu.edu.au http://www.cdu.edu.au/itms
Learnline support	Ph: 1800 55 9347 (freecall – 24hrs/7days) http://learnline.cdu.edu.au/support/