Unit Information

Academic Literacies

CUC100

School of Academic Language and Learning

Student Name: ________________________________
Unit
Academic Literacies

Unit code
CUC100

School/Faculty
School of Academic Language & Learning;
Faculty of Law, Education, Business, & Arts

Duration
One semester

Credit
10 credit points

Assessment tasks
Four

For this unit you will need the following:
- Unit Information (Online)
- Core Readings (Online)
- Weekly Learning Materials (Online)
- 2 Textbooks (via Bookshop):
  o Communicating at University: Skills for Success - Compulsory
  o Information Communication Technology at University: Skills for Success - Optional

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Introduction

Welcome

Welcome to CUC100 - Academic Literacies.

If you are studying Humanities or Social Sciences, this unit is available each semester.

If you are studying Science, Engineering, or IT, we recommend our other academic literacy unit, CUC106 - Design & Innovation: Communicating Technology.

About the teaching staff

Your unit coordinators are here to make sure everything runs smoothly with your study and to make sure that you get the best possible support. So please don’t hesitate to contact them if you are experiencing any general problems or if you are having trouble contacting your tutor. Contact details are:

Elizabeth Foggo
Email: elizabeth.foggo@cdu.edu.au

Adelle Sefton-Rowston
Email: adelle.sefton-rowston@cdu.edu.au
Phone: (08) 8946 6393

Your tutor is there to support you as you work through the learning materials and assignments for CUC100, so you should not hesitate to contact them by email or phone whenever you get stuck or want to discuss something. Their contact details can be found on your Tutorial Group home page in the CUC100 Learnline site (see pgs. 4-5 of this Unit Information Guide for information about accessing Learnline). Your tutor also marks your assignments. The CUC100 tutors come from a range of different faculties across the University and they all have experience in Academic Literacies.
What is CUC100 for?

Studying at university requires a unique set of skills – literacies – that you may not have needed to develop before now. The texts that you will read and the assignments that you will write at university demand particular kinds of reading and writing skills, as well as critical and analytical thinking skills, that enable you to understand the ideas of others, as well as to clearly express your own ideas within academic settings.

CUC100 will help you to build these skills and to reflect on the value of university study and what it requires of you. The unit aims to give a solid foundation in the key “academic literacies” that will help you to succeed at university and beyond.

On completion of this unit you should be able to:

1. Reflect on and evaluate your own learning needs and your strategies for success in your university study and beyond;
2. Successfully make use of your new skills in academic writing, critical reading and thinking, and oral presentations;
3. Use your research skills to identify, access, evaluate, organise and reference information;
4. Make use of common computing skills, such as word processing, internet research, emailing, and visual presentation, and use of the university’s e-learning system: Learnline;
5. Understand that there are different ways of knowing within and between different cultures, and know how to apply the different ways of thinking and learning that are expected in a Western academic context;
6. Participate more confidently and actively at university (particularly CDU).

DO YOU ALREADY HAVE THESE SKILLS?

Go to p.5 of this Unit Information to find out about Recognition of Prior Learning.

How does CUC100 work?

We offer you a range of learning activities and readings which prepare you to complete four (4) assignments. These assignments cover the key skills that you need at university and professionally.

The assignments help you to think about the nature of your university education and to exercise the skills in research, communication, and ICT (Information Communication Technology – using computers for your study and research). The assignments offer a chance to check how well you have mastered the reading, researching, writing, and ICT skills that you have been taught before you put them into practice for your major assignment, the final essay.
Throughout the unit, you are given opportunities to recognise and refine your existing skills as well as developing new skills in the key areas of reading, writing, researching, and ICT. At times you may feel like you are already confident in the skills we discuss; in which case you should use the opportunity to refine and perfect these skills further. Different students will find different parts of this unit more challenging or more straightforward at different times.

**Approaches to Learning in CUC100**

This unit is offered only in external mode for Summer Semester.

As an external student, you work through the learning resources on your own with the option of interaction with your 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. However, it is a good idea not to submit assignments ahead of time for there are always extra ‘help’ sessions just before an assignment is due and you could miss important tips.

**Online teaching & learning**

To complete this unit, you are required to access the online CUC100 Learnline site in order to:

1. Access your readings and learning materials;
2. Get detailed information about assignments and to receive feedback from your tutor;
3. Participate in online Group Journals with the option of entering student chat rooms;
4. Submit your assignments (including online “Learning Reflections” – see pg 14 of this Unit Information Guide);
5. Check your grades.

*Learnline* is CDU’s online teaching and learning space, which is accessed via the **CDU website** home page on any computer with internet access, or via the **CDU Mobile** app for iPhone and Android:
Accessing Learnline

Learnline can also be accessed directly at the address: [http://online.cdu.edu.au](http://online.cdu.edu.au).
The Learnline login page has instructions for how to log in, as well as links to live, 24-hour help for you in accessing and using the site.

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 and email any time, day or night:

- Telephone: 1800 55 9347 (FREE CALL)
- Email: learnlinesupport@cdu.edu.au

**IMPORTANT:** Access to a computer and the internet are essential for this unit. If for whatever reason you don’t have reliable computer and internet access, please contact Elizabeth; elizabeth.foggo@cdu.edu.au as soon as possible.
Focus on CDU graduate attributes

In CUC100, the Charles Darwin University graduate attributes (http://www.cdu.edu.au/graduateattributes/) are used as a focus point for the assignments in order to help you to reflect deeply on what is required of students at university and how this can also transfer to your chosen profession. It is helpful for you to know what these graduate attributes are, since they are intended to be the primary learning outcomes for your university study as a whole.

The graduate attributes are a list of skills, qualities, and understandings that CDU faculty members have agreed all students should acquire during their time at CDU, regardless of their area of study. The attributes accord with the University’s strategic directions and values, focusing on student-centred learning and supporting the effective construction and application of knowledge.

The attributes are aligned to the learning objectives, learning activities, and assessments for all of the common units in a table on the common unit website: http://learnline.cdu.edu.au/commonunits/

Recognition of Prior Learning

CDU recognises that students acquire skills and knowledge through work and life experiences. Check your eligibility for “Professional Assessment” (PA) or “Credit Transfer” (CT), and then, if you feel that you already have the skills and knowledge to meet the learning outcomes of this unit, then access the application form, on: http://learnline.cdu.edu.au/commonunits and click on “Exemption from Common Units”.

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 (GPA) for the course.
## Unit structure

### Study Plan

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<th>Learning focus</th>
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<td><strong>Week 1:</strong></td>
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<tr>
<td><strong>Monday 3</strong></td>
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<td>March 3</td>
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<tr>
<td><strong>Introduction &amp; Unit Overview</strong></td>
<td>Submit Assignment 1, Part 1: Your learning reflection on identifying as a university student. <strong>DUE:</strong> Sunday 16 March</td>
<td>✓ What is Academic Culture? ✓ Choosing tertiary study and identifying as a university student ✓ What is academic writing and what is academic voice? ✓ Strategies for success at university.</td>
<td>✓ Work through the Learning Guide for Week 2 in Learnline including: • Read Chapter 1 of your Communicating at University textbook and complete the exercises (pgs. 5-38). • The background reading on Academic Literacy, Academic Voice, and the 21st Century University. • Work through ICT skills for using internet and emailing ✓ Prepare for your first Learning Reflection (Ass.1) by reading the short reading: &quot;Should I go or should I stay?&quot; ✓ Access the Group Journal in Learnline and read the prompt for the first Learning Reflection.</td>
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<td><strong>Week 2:</strong></td>
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<td><strong>Monday 10</strong></td>
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<td>March 10</td>
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<tr>
<td><strong>Finding Your Identity in Academic Language &amp; Culture</strong></td>
<td>✅ Work is CUC100 for and how does it work? ✅ What are “Academic Literacies” and why do we need them? ✅ Self-aware learning ✅ CUC100 assignments ✅ Unit delivery modes &amp; options.</td>
<td>✓ Activate your student account via the CDU homepage. ✓ Update your student info and check your CDU email. ✓ Log in to Learnline and watch the tutorial videos on the homepage. ✓ Access the Learning Guide for Week 1 in Learnline and self-assess your study &amp; ICT skills. ✓ Work through the Learning Guide for Week 1 in Learnline including reading the Time management document and preparing a study plan ✓ Get your textbook: “Communicating at University - Skills for Success” &amp; read the introduction (pgs.1-2). ✓ Check your computer &amp; ICT needs in the Week One ICT guide and, if necessary, get your ICT textbook “ICT at University” (optional) and read Chapter 1.</td>
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<td><strong>Week 3:</strong></td>
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<td><strong>Monday 17</strong></td>
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<td>March 17</td>
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<tr>
<td><strong>How to Approach Assessments</strong></td>
<td>Submit Assignment 1, Part 2: Your learning reflection on the meaning of citizenship in different settings. <strong>DUE:</strong> Sunday 23 March</td>
<td>✓ What is critical thinking? ✓ Analysing assignment questions ✓ Generating and organising your own ideas ✓ Planning your final essay (Assignment 4) ✓ Understanding citizenship in workplace (and community) contexts. ✓ Foundation ICT skills for formatting and saving files</td>
<td>✓ Work through the Learning Guide for Week 3 in Learnline including: • Chapter 2 of your Communicating at University textbook and complete the exercises (pgs. 41-72). • ICT skills: - Basic formatting &amp; editing - saving a file - organising work ✓ Read and reflect on the prompt for the 2nd Learning Reflection (TIP: use your essay plan!).</td>
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<tr>
<td>Week &amp; Topic</td>
<td>Assignments</td>
<td>Learning focus</td>
<td>Weekly tasks</td>
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<td>Week 4:</td>
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<td>Work through the Learning Guide for Week 4 in Learnline including:</td>
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<td>Monday 24 March</td>
<td>Submit Assignment 1, Part 3: Your learning reflection on your learning style.</td>
<td>☑ What is critical reading?</td>
<td>• Chapters 3 &amp; 4 of your Communicating at University textbook and complete the exercises (pgs. 75-120).</td>
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<td>Critical and</td>
<td></td>
<td>☑ Genres of academic publications</td>
<td>• Reading through the discussion of Core Reading 1.</td>
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<td>Effective Reading</td>
<td>DUE: Sunday 30 March</td>
<td>☑ Core Reading 1: Understanding and discussing the reading.</td>
<td>• Highlight, summarise and take notes for Reading 1</td>
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<td></td>
<td></td>
<td>☑ What is social responsibility and why is it important?</td>
<td>Access the CDU library website and identify the liaison librarian for your faculty and school.</td>
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<td></td>
<td></td>
<td>☑ Researching towards your final essay.</td>
<td>Take the online learning style survey in preparation for your 3rd Learning Reflection.</td>
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<td>Week 5:</td>
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<td>Work through the Learning Guide for Week 5 in Learnline including:</td>
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<td>Monday 31 March</td>
<td>Understanding processes of communication</td>
<td>☑ Return to the Learning Guide for Week 1 and read the short article on “Expressing Your Academic Voice”. Reflect on how much your confidence in your writing ‘voice’ has strengthened already.</td>
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<tr>
<td>Using Other People’s</td>
<td>Recognising writing voices</td>
<td>☑ Work through the Learning Guide for Week 5 in Learnline including:</td>
<td>• Business students using CDU Harvard referencing may like to see Chapter 5 of your Communicating at University textbook and complete the exercises (pgs. 123-137).</td>
</tr>
<tr>
<td>Ideas</td>
<td>Core Reading 2: Understanding and discussing the reading</td>
<td>• Reading and discussion of Core Reading 2.</td>
<td>• Highlight summarise and take notes for Reading 2</td>
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<tr>
<td></td>
<td>Quoting, paraphrasing, &amp; summarising</td>
<td>☑ Review the CDU library referencing guide (APA) and watch the video on plagiarism in the Week 5 Learning Guide.</td>
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<td>Building evidence for arguments</td>
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<td>Week 6:</td>
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<td>Work through the Learning Guide for Week 6 in Learnline including:</td>
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<tr>
<td>Monday 7 April</td>
<td>Understanding teamwork in context with citizenship</td>
<td>☑ Work through the Learning Guide for Week 6 in Learnline including:</td>
<td>• Reading and discussion of Core Reading of Core Reading 3.</td>
</tr>
<tr>
<td>Commentary &amp;</td>
<td>Core Reading 3: Understanding and discussing the reading</td>
<td>• Highlight summarise and take notes for Reading 3</td>
<td>• Textbook Chapters 6 &amp; 7 on annotated bibliographies and critiques</td>
</tr>
<tr>
<td>Critique</td>
<td>Writing an Annotated Bibliography (Ass. 2)</td>
<td>☑ Check sample annotated bibliography entry in the Unit Information Guide (pg. 19). Note the differences between the summary and the commentary.</td>
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<td></td>
<td>ICT skills for setting up a ‘professional’ word document for assignments</td>
<td>☑ Set up your Word document ready for your Annotated Bibliography (Ass. 2). See Ch4, ICT textbook.</td>
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<td>Week 7:</td>
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<tr>
<td>Monday 14 April</td>
<td>Submit Assignment 2: Annotated Bibliography on the 3 Essay Readings.</td>
<td>☑ Revise &amp; use your brainstorm notes from Weeks 3 &amp; 4 to research credible sources for your final essay.</td>
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<tr>
<td>Extracting the value</td>
<td>DUE: Sunday 20 April</td>
<td>☑ What makes a source “credible”?</td>
<td>Access the Learning Guide for Week 7 and identify any ICT challenges to overcome for Assignment 2.</td>
</tr>
<tr>
<td>from readings</td>
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<td>☑ Referencing &amp; citation</td>
<td>Participate in the Collaborate library researching session.</td>
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<td>☑ Reference Lists vs. Bibliographies</td>
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<td>☑ Q&amp;A about Ass. 2</td>
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<td>Mid semester break</td>
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<td>Monday 21 April -</td>
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<td>Week &amp; Topic</td>
<td>Assignments</td>
<td>Learning focus</td>
<td>Weekly tasks</td>
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<td><strong>Week 8:</strong></td>
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<td>(NB Internal Students work through these in class)</td>
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<td>Monday 28 April</td>
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<td>Work through the Learning Guide for Week 8 in Learnline including:</td>
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<td>Communicating</td>
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<td>• Textbook Chapters 11</td>
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<td>ideas Orally</td>
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<td>• Watch the video on PowerPoint presentations.</td>
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<td>□ Do’s and Don’ts of academic/formal oral presentations</td>
<td>• ICT skills section for:</td>
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<td>□ Tools for oral presentations</td>
<td>- Zipping files</td>
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<td>□ Planning your oral presentation (Ass. 3)</td>
<td>- PowerPoint – principles of design</td>
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<td>□ ICT skills for oral presentation</td>
<td>- How to create a PowerPoint</td>
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<td>Submit Assignment 3: Your essay plan via PowerPoint</td>
<td>□ Being an active listener</td>
<td>□ Prepare PowerPoint.</td>
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<tr>
<td>Tuesday 29 April</td>
<td><strong>DUE: Sunday 11 May</strong></td>
<td>□ Student presentations on plans for the final essay</td>
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<td>□ Feedback and tips for the final essay</td>
<td><strong>Week 9:</strong></td>
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<td>□ Presenting statements of argument</td>
<td>Monday 5 May                                   <strong>Presenting the Arguments for your Essay</strong></td>
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<td></td>
<td>□ Structuring your essays</td>
<td>□ Being an active listener</td>
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<td>□ Using &amp; integrating evidence effectively</td>
<td>□ Work through Learning Guide for Week 9 in Learnline including:</td>
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<td>□ Being a good persuasive writer</td>
<td>• Including reading the short document on “How to tell a strong thesis statement from a weak one”</td>
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<td>□ Why is logic important?</td>
<td>□ Double check the <em>Tips for passing Assignment 3</em> in the Unit Information Guide.</td>
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<td>□ Expanding on original brainstorms and taxonomies</td>
<td>□ Make sure you know how to zip files (see ICT guide)</td>
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<td>□ Researching for final essay</td>
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<td>□ Integrating evidence</td>
<td><strong>Week 10:</strong></td>
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<td>□ Finding your OWN academic voice</td>
<td>Monday 12 May                                   <strong>Building Essay Structure</strong></td>
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<td>□ Nuances of language use and word choice</td>
<td>□ Structuring your essays</td>
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<td>□ Developing and maintaining a compelling argument</td>
<td>□ Using &amp; integrating evidence effectively</td>
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<td>□ Writing to an academic audience</td>
<td>□ Being a good persuasive writer</td>
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<td>□ ICT skills for creating tables and graphics for a coversheet</td>
<td>□ Why is logic important?</td>
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<td>Submit Assignment 1, Part 4: Your learning reflection on life-long learning.</td>
<td>□ Review of key lessons in CUC100</td>
<td>□ Expanding on original brainstorms and taxonomies</td>
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<tr>
<td><strong>Week 11:</strong></td>
<td><strong>DUE: Sunday 25 May</strong></td>
<td>□ Tips for editing your final essay</td>
<td>□ Researching for final essay</td>
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<tr>
<td>Monday 17 May</td>
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<td>□ Your feedback on CUC100</td>
<td><strong>Week 12:</strong></td>
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<tr>
<td>Writing to Convince &amp;</td>
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<td>□ Return to the Learning Guide for Week 1 and re-read <em>Expressing Your Academic Voice</em>. Reflect on how much your confidence in your own 'voice' (in writing) has strengthened.</td>
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<td>Persuade</td>
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<td>□ Work through the Learning Guide for Week 10 in Learnline including:</td>
<td>Monday 26 May                                   <strong>“Am I Academically Literate Now?”</strong></td>
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<td>• Discussion about the parts and stages of an academic essay.</td>
<td>□ Review of key lessons in CUC100</td>
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<td>• The first half of Chapter 8 of your <em>Communicating at University</em> textbook to complete the exercises (pgs. 173-189).</td>
<td>□ Tips for editing your final essay</td>
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<td>□ Check feedback from your tutor on Ass. 3 for ideas on developing/refining your thesis &amp; supporting arguments in your final essay.</td>
<td>□ Your feedback on CUC100</td>
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<td>□ Participate in the Collaborate library researching session</td>
<td><strong>Unit Information Guide</strong></td>
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<td>□ Read ICT guide to: revisit doc. format for final assignment; &amp; creating tables and using graphics</td>
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Weekly Learning Guides

The Weekly Learning Guides elaborate on the study plan by guiding you through your learning activities for each week. You can access the Weekly Learning Guides via the CUC100 Learnline site (see pg. 4 of this Unit Information Guide for how to access Learnline) – find them under “Learning Materials”.

Within each Weekly Learning Guide, you will find links to readings and online resources as well as references to specific chapters and activities in your textbooks. There is also a checklist to provide a quick reference to the computing (ICT) skills required to complete tasks/assignments for the particular week. You will need to check through it to determine which areas you need to focus on.

It is very important that you read the Learning Guide each week so that you know that you have read and done everything required for the week AND so that you are well-prepared and on track for your assignments. If you follow the Study Plan and the Weekly Learning Guides, you can rest assured that you are up-to-date with everything that you need to complete and pass CUC100.

Textbooks & readings

There is one required textbook for CUC100: Rolls, N. & Wignell, P., 2013, Communicating at University: Skills for Success. This text clearly explains written and spoken communication at university and provides you with many examples and activities to refine your skills for the 4 assignments, particularly the final essay.

A second (optional) textbook is available if you feel that you need particular help with your computer (ICT) skills: Shaw, G. 2010. Information Communication Technology at University: Skills for Success. It covers general computer knowledge, use of the Internet for research and study, and basic information on creating Word documents, spread sheets, and PowerPoint presentations.

You can only purchase your textbooks from the CDU bookshop, either on-campus at Casuarina (next to the Post Office and under the cafeteria. http://www.cdu.edu.au/bookshop/), or online by clicking ‘Order online‘ via bookshop homepage.

There are also three core readings for CUC100, available for free downloading in the CUC100 Learnline site under the “Readings” button.

We will be studying the three core readings in detail in weeks 4, 5, and 6, and using them as examples of different genres of academic writing. The readings will be used for Assignment 2: Annotated Bibliography. You may also find them a useful source of evidence for Assignment 4: Final Essay.
Research skills component

Although we do discuss research skills in some of the workshops in CUC100, additional and more detailed guidance for researching for your assignments is provided by the Liaison Librarians. Additional research and referencing information is provided for you to work through in your own time via the “Research & Referencing” button under “Help & Support” in Learnline.

There will also be a number of live Collaborate sessions with the Liaison Librarians to be announced throughout the semester. These live sessions will also be recorded and uploaded to Learnline so that you can access them in your own time. Along with the tutorials, the Collaborate sessions are intended to help you to develop your skills in finding relevant and credible academic sources (books, journal articles, reports, and academic websites), and evaluating their appropriateness to your area of study, as well as to specific assignment tasks.

This research skills training component of CUC100 is based on the Information Literacy Guidelines produced by the Council of Australian University Librarians (CAUL).

Additional support is available from the CDU Liaison Librarians via email: library-liaison@cdu.edu.au or via the website: http://www.cdu.edu.au/library/how/librarians.html

Additional study resources

CUC100 aims to give you the skills which will help you succeed in higher education studies. If you need additional help beyond that given to you by your CUC100 tutor, CDU offers free consultations and regular short workshops on academic research and writing for all its students. Visit the Academic Language & Learning Success Program (ALLSP) website for more information: http://www.cdu.edu.au/lba/all/allsp/

Also, while you are thinking and learning about Academic Literacies, you may like to explore other skills to do with university learning that we don’t have time to cover in detail in this unit. These include exam preparation, time management, and grammar for formal English. These skills are all covered in our study skills online site: www.learnline.cdu.edu.au/studyskills/

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

There are **FOUR** assignments for this unit. All of the assignments are designed as opportunities for you to put into practise the skills that you are taught in the workshops, and to obtain feedback on your academic writing and communication.

**NOTE: In order to pass CUC100, you must attempt all four assignments AND you must pass Assignment 4 – your Final Essay. (Even if your total grade is over 50%, you cannot pass the unit if you did not reach a pass standard in your essay).**

Overview of assignments

<table>
<thead>
<tr>
<th>Number</th>
<th>Type</th>
<th>Focus</th>
<th>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online Journal</td>
<td>Learning reflection</td>
<td>20%</td>
<td>200-300 words per reflection</td>
<td>Each Sunday at the end of weeks 2,3,4,&amp; 11</td>
</tr>
<tr>
<td>2</td>
<td>Annotated Bibliography</td>
<td>Final essay readings summary &amp; comment</td>
<td>20%</td>
<td>200-300 words per reading</td>
<td>Sunday 20 April (Week 7)</td>
</tr>
<tr>
<td>3</td>
<td>PowerPoint Presentation</td>
<td>Final essay plan</td>
<td>10%</td>
<td>9 slides</td>
<td>Sunday 11 May (Week 9)</td>
</tr>
<tr>
<td>4</td>
<td>Discursive Essay</td>
<td>Critical discussion of graduate attributes in your field.</td>
<td>50%</td>
<td>1500-2000 words</td>
<td>Sunday 1 June (Week 12)</td>
</tr>
</tbody>
</table>

Submission of assignments

All of your assignments need to be submitted via the CUC100 Learnline site.

- **Do NOT** email your assignments or send printed copies in the mail to your tutor.
- **DO** make sure that you retain a copy of your assignment in case there are any problems with your submission.
- **DO** email your tutor immediately if you have any problems submitting your assignment (preferably ahead of the due date!!).

You should submit your Learning Reflections for Assignment 1 in Learnline, in the Group Journal for your tutorial group. Externals will be in Tutorial groups for the start of semester and internal students are assigned groups at the end of the first week of class. You should contact your tutor directly (see their email addresses in your group site) if you need help submitting your Assignment 1, or any of the other assignments.
You need to submit Assignments 2, 3, and 4 via the CUC100 Learnline site in the “Assignments” section. In this section you can also find more detailed instructions on how to submit your assignments in Learnline.

ALL of your assignments MUST include a completed CDU assignment cover sheet. If you do not include a cover sheet, your assignment may not be marked. The cover sheet should appear as the first page of your assignment document, or, in the case of Assignment 3 (PowerPoint), zipped together with your assignment file into a zipped folder that you then upload to Learnline. For Assignment 4, you may need to create your own cover sheet, but for assignments 2 & 3, you can use the generic CDU one.

Extensions & late submission

While we understand that situations do arise that can prevent you from submitting your assignments on time, it is YOUR RESPONSIBILITY to manage your time so that you do submit all of your assignments by the due dates.

In the case of an emergency or serious personal hardship, an extension may be granted by your tutor for an assignment but, again, it is YOUR RESPONSIBILITY to contact your tutor in advance (or as soon as possible) in order to get an extension.

IMPORTANT: You MUST contact your tutor BEFORE THE DUE DATES for any assignment extensions. Unless there is a medical or family emergency, if you submit your assignment late without a written approval for an extension from your tutor, you will lose 4 marks per day for the first week, and a maximum Pass grade for the assignment if you submit it 7 or more days after the date that it is due.

Grading guidelines

Once you have submitted your assignment, your tutor will give you a grade along with some written feedback. You can access your grades and your tutor’s feedback at any time in Learnline in the “Your Grades” section.

Your tutor will award your grades according to the CDU assessment rules (http://www.cdu.edu.au/governance/policies/pol-017.pdf), as well as our own careful marking moderation process for each assignment, which ensures that all the CUC100 tutors are grading according to the same criteria.

If your assignment is assessed as being close to but not quite adequate for a Pass grade, your tutor will usually give you an opportunity to resubmit. In this case you should carefully read your tutor’s feedback and resubmit your assignment according to their instructions. The maximum grade that you can receive for a resubmitted assignment is 50%.
Copying & 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 of a book or article and do not correctly cite and reference it.

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 assignments. 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 assignment/assessment without the express 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 by 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 assignments, you may fail the assignment and even the whole unit. You may also be penalised by the University with further disciplinary action.

Further information about the disciplinary action applied to students (and staff!) in the case of plagiarism can be found at:


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

Assignment 1 – Learning Reflections (x4)

Task:
This Assignment has four (4) parts.
You need to read the Learning Reflection questions/prompts that will be provided by your tutor in the “Group Journal” for your tutorial group in the week that each Reflection is due (see below). You should reflect deeply on how the questions apply to you and your learning process, and then submit your response.
You can be as honest and open as you want. You can also write in “first person” (I, me, my...) for this assignment only. You do, however, need to use full sentences and correct grammar and punctuation and you should also consider that other students may read your responses, so you should use appropriate language and not share too much personal information.
These Learning Reflections are intended to help you become a self-aware learner, which means developing your understanding of what motivates you to learn and how you learn, as well as the challenges and barriers you may face (or create for yourself) as a learner. How much you get from this assignment largely depends on how much you put into it. The ideal outcome is that an increased self-awareness will enable you to take control of both your learning and also your interpersonal communication, not only during your time at university but also long-term in your professional and personal relationships.
As a part of developing these skills, you are also encouraged to respond to other students’ contributions, as well as reading your tutor’s and other students’ responses to your own posts. This option is available after each due date.

Weight:
20% (5% x 4 Learning Reflections)

Length:
200 – 300 words per Learning Reflection

Due:
Part 1 – Midnight, Sunday 16 March (Week 2)
Part 2 – Midnight, Sunday 23 March (Week 3)
Part 3 – Midnight, Sunday 30 March (Week 4)
Part 4 – Midnight, Sunday 25 May (Week 11)

Submission:
You must submit your Learning Reflections in the “Group Journal” in your tutorial group area in the CUC100 Learnline site. Unlike your other assignments for CUC100, you do NOT submit your Learning Reflections in the “Assignment Submission” area of Learnline. You should submit your Learning Reflections before midnight on the Sunday that they are due.
Tips for passing Assignment 1:

- Read the questions/prompts carefully, as well as any supporting readings or activities. Your tutor will know if you submit a Learning Reflection without doing the readings or activities first!
- Don’t settle for a superficial or obvious response. Challenge yourself to reflect deeply and to demonstrate your critical/analytical thinking with your responses – don’t just write what you think the tutor wants to read!
- Stick to the topic. Sharing relevant, personal examples is good, so long as they add substance to your answer and you make a point with them.
- Use full sentences and correct punctuation. Although this assignment is meant to be less formal than the other assignments, it is still a chance for you to practice these basic skills...AND your tutor needs to be able to understand what you write!
- Don’t leave it until the last minute. Each Learning Reflection counts as its own mini-assignment (5%), so you should treat it as any other assignment and submit it on time, unless you have an extension from your tutor.

Image source: http://en.wikipedia.org/wiki/Hand_with_Reflecting_Sphere
Assignment 2 – Annotated Bibliography

Task:

- Create an annotated bibliography from the three core readings.
- Each annotation should be 200-300 words long.
- Each annotation should:
  1. summarise and paraphrase the key ideas and/or arguments in each reading (DO NOT QUOTE) and then, in another paragraph...
  2. comment on how each reading (or parts thereof) may be relevant to or useful for your final essay (Assignment 4).
- Include a correct reference for each reading at the top of each annotation using the preferred referencing system of your School or Program.
- Arrange the annotations in alphabetical order according to the first author’s surname in each reading.

A Bibliography is an alphabetically ordered list of all of the publications that have been used for research on a topic. An Annotated Bibliography is a bibliography that has notes added under each of the bibliographic entries, to give the researcher short, succinct summaries of each publication as well as comments on how it could be useful or relevant to their research.

The 3 core readings for CUC100 are available for free download in the CUC100 Learnline site under “Readings”. Note that the order that the readings appear in Learnline will not necessarily be the order that you need to arrange them in for your Annotated Bibliography (see point #5, above).

We will be going through each of the readings in detail in Weeks 4, 5, and 6, so this will help you to produce your summaries for each of them. Your comments, which directly follow your summaries, should explain how you might use the readings (or parts of them) to respond to the final essay question (Assignment 4).

Weight:

20%

Length:

200 – 300 words per bibliographic entry

Due:

Midnight, Sunday 20 April (Week 7)

Submission:

You should submit your Annotated Bibliography with a completed cover sheet ONLY in the “Assignment Submission” section, under “Assessments” in the

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1 NOTE: A Bibliography is different to a Reference List, which is an alphabetically ordered list of all the publications that you CITE, or formally acknowledge, in an academic essay. You will need to include a Reference List, not a Bibliography, in your Final Essay (Assignment 4).
CUC100 Learnline site. You should submit your Annotated Bibliography before
midnight on Sunday of week 7.

For a detailed guide on setting up your Word document for this assignment
correctly (including completing your cover sheet), check the guidelines for
Assignment 2 in the “Assignment Guide” section under “Assessments” in the
CUC100 Learnline site.

Tips for passing Assignment 2:

☑ Read the above task description carefully – it includes several important hints.
☑ Pay close attention to formatting. Set up your Word document as follows:
  o CDU assignment cover page as the 1st page (use a section break to
    separate the 1st page formatting from the rest of your document);
  o Margins set to 3.0cm, top and bottom, and 2.5cm, left and right;
  o Header with your name and student number, the unit code, and the
    assignment name;
  o Footer with page numbers;
  o Body text style set to Times New Roman font, 12pt size, left
    aligned, 1.5 line spacing, and 0pt ‘before’ and 12pt ‘after’
    paragraph spacing.
☑ Each bibliographic entry needs a full citation (see the list above), as a heading,
followed by your summary (1-2 paragraphs) and then your comment (1-2
paragraphs). Check the instructions under “Assignment Guide” in Learnline for
more detailed guidance, as well as the example below.
☑ Use formal, academic English. This means no “I” or first person, AND correct
  grammar, spelling, and punctuation. Do a spell and grammar check!!
☑ Read Chapter 6 of your text (Rolls, N. & Wignell, P., 2013, Communicating at
  University) and do the activities. It is only a short chapter but it is very useful for
  completing your Assignment 2.
☑ Think of your Final Essay (Assignment 4). Approach this assignment as the
  beginning of your research for your Final Essay. It is meant to develop your critical
  reading and research skills, as well as kick-starting your search for academic
  references on professional skills – note that they do NOT need to be specific to
  your field for you to be able to use them!
☑ Include a COMPLETED cover sheet as page one of your document.
☑ For extra help in setting up your Word document correctly, see Chapter 4 of your
  ICT text book (Shaw, 2010).
☑ See the example on the following page for an idea of how to write your Annotated
  Bibliography (including organization and formatting).
Example Annotated Bibliography (1 entry only):


In this article, Kennedy, Hahn, & Lee look at students’ conceptions of what citizenship means in three different countries: Australia, Hong Kong, and the United States. They begin by examining the literature on general definitions of citizenship, focusing especially on the distinction between ‘thick’ and ‘thin’ conceptions of citizenship. They then compare the different histories and political cultures of Australia, Hong Kong, and the US and discuss how these may have differently shaped conceptions of citizenship in each country. They briefly explain the research method (test and survey) that they used with the students, and their method of analysis, before moving on to a lengthy discussion of their research findings.

The research results showed that the students’ differing ideas of citizenship related less to their nationality than to their differing values, based on social class, race, education, and childhood experiences. They argue that young people’s attitudes towards citizenship across societies are highly complex and not always predictable. Points of consensus amongst responses from the students about what makes a good citizen included: voting; being active in one’s community; promoting human rights; and protecting their environment. Kennedy, Hahn, & Lee noted that almost all of the students’ responses tended to be more socially than politically oriented, implying that few saw themselves becoming actively involved in politics themselves, though most believed that values of justice and democracy are important.

Kennedy, Hahn, & Lee’s consideration of the multidimensional nature of citizenship is particularly helpful in terms of separating out the concept of citizenship from traditional perceptions of its connection to nationality and the nation-state. It is therefore possible to identify certain values, attitudes, and behaviours that make up citizenship but that may be expressed or manifested differently in different social environments and with different groups of individuals. Although Kennedy, Hahn, & Lee do not discuss citizenship explicitly in terms of the social space of the
workplace, many of the ‘civic behaviours’ identified by the authors for both the political and the social forms of citizenship could arguably also be found in workplace settings. The analysis of ‘thick’ vs. ‘thin’ conceptions of citizenship and the authors’ ultimate conclusion that “citizenship dispositions are not so easily dichotomized” could also help to develop a more complex and context-specific understanding of workplace citizenship.

(Word count = 375)

NB: you do NOT need to include a word count.
Assignment 3 – PowerPoint Presentation

Task:

For this assignment, you need to present your plan for your final essay in the form of an oral presentation.

You have the option of recording your voice with your PowerPoint, or including detailed slide notes for each of your PowerPoint slides. You can write these notes as a kind of “script” of how you would “talk” to each slide if you were presenting the PowerPoint to an audience.

**ALL STUDENTS**, in no more than 9 slides, need to:

1. Explain your orientation to the essay question
2. State your thesis (overall argument) in one sentence;
3. Present your draft essay plan, either as a taxonomy or a flow chart (i.e., visually lay out HOW you are going to prove your thesis);
4. Briefly explain your main supporting arguments, allowing one slide per argument (these should be taken directly from your essay plan);
5. Present a draft conclusion (this may also include any questions you are still considering or further research that you still need to do);
6. List the references that you have found the most useful so far and briefly explain how and why they are useful to support your arguments.

**Weight:**

10%

**Length:**

- MAXIMUM 5 minutes
- MAXIMUM 9 slides
  - Approximately 100-200 words written in slide notes (some slides will need more explanation than others)

**Due:** *Midnight, Sunday 11 May*

**ALL STUDENTS** must submit a copy of their PowerPoint in a *zipped folder* together with a completed cover sheet by midnight, Sunday of Week 9.

**Submission:**

You need to create a *zip file*, containing both your PowerPoint file and a completed cover sheet. You submit this zipped file by clicking on “Assignment 3” in the “Assignment Submission” area in Learnline.

For a step-by-step guide on zipping your files, search for “zip a file” on YouTube.

**Tips for passing Assignment 3:**

☑ Take the time to make a serious plan for your final essay. This is one of the main purposes of this assignment. If you leave it until the last minute, you may be able
to create a quick PowerPoint presentation but it will be obvious that you have not put much thought into your final essay and you will lose marks!

☑ Read the above task description carefully, and make sure that you include all of the information requested in the 6 points.

☑ Talk to an imagined) AUDIENCE. This means:
  - Being *engaging* – with your tone, and words
  - Making your slides readable from a distance;
  - Keeping your slides uncluttered – dot points NOT full sentences;
  - Speaking appropriately – for an academic environment.

☑ Keep it simple and clear. Don’t get too creative with slide transitions and animations –if they are too complicated, they can distract the audience.

☑ Put time and effort into your slide notes. These are replacing your oral presentation so they need to replicate what you would say to an audience.

☑ Use a *design template* to ensure that all of your slides appear consistent.

☑ Below is an example of an essay plan relating to a different essay question. You may choose to present your plan (see the task description, above) like this, as a taxonomy, or as a hierarchy down the page with headings and subheadings.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Sub topics / arguments</th>
<th>Supporting arguments/evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The effects of childcare are positive.&quot;</td>
<td>Psychologically</td>
<td>Language development (James 2008) +/-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading ability (Brown 2003) &amp; (Lin 2004) -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emotional effects (Wells 2009) -</td>
</tr>
<tr>
<td></td>
<td>Physiologically</td>
<td>Exercise - playground (Jones 1989) +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine motor develop - art &amp; craft (Lin 2004) +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General physical health (Fin &amp; Sims 2009) –</td>
</tr>
<tr>
<td></td>
<td>Socially</td>
<td>Conflict resolution &amp; socialising (Wells 2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forming friendships (Reed 2002) +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independence from parents (Lovell 2000) +</td>
</tr>
</tbody>
</table>
Assignment 4 – Final Essay

Task:
For your final assignment, you need to write a 1500-2000 word essay in response to the question below:

The Charles Darwin University graduate attributes identify social responsibility, communication, and teamwork as the skills that make up the core employability attribute of ‘citizenship’.

Reflecting on your current or future workplace, what are the essential components of workplace citizenship? Critically argue the importance of at least three skills or values.

Weight:
50%

Length:
1500 – 2000 words (EXCLUDING reference list and in-text citations/footnotes)

Due:
Midnight, Sunday 1 June (Week 12)

Special instructions:
❖ You must support your arguments with in-text citations, as well as quotes and paraphrased excerpts from credible academic sources.
❖ As a basic requirement, you must include at least 5 references/academic sources other than the 3 core readings. You can cite and reference the 3 core readings, too. However, at least 5 references should be from your own research.
❖ Whether you choose to use the 3 core readings or not, you must have a minimum of 6 references. With the above rule, this means that you can have 5 of your own readings plus 1 of the core readings, and this will be sufficient. The 3 core readings plus 3 of your own references to make the 6 will not be sufficient because it breaks the above rule.
❖ You must use formal, academic language – i.e., no “I” or “we” or “me” “you”, etc.

Submission:
You need to submit your Final Essay with a completed cover sheet ONLY in the “Assignment Submission” area of Learnline. You should submit your Final Essay before midnight on Sunday of week 12. See also pg. 12 of this Unit Information Guide for advice on extensions and late submission.
For a detailed guide on correctly setting up your Word document for this assignment, check the guidelines for Assignment 4 in the “Assignment Guide” under “Assessments” in the CUC100 Learnline site.

**NOTE:** If your essay does not sufficiently meet the assessment criteria (see the “Assignment Guide” under “Assessments” in Learnline) – for example if it does not directly respond to the question, or if your referencing is incorrect – your tutor will ask you to resubmit a new version that satisfies the requirements. If you are asked to re-submit, the maximum grade you will be able to achieve is a Pass.

**Tips for passing Assignment 4:**

- ✓ All of the work in CUC100 is intended to prepare you for your final essay. Assignments 2 and 3 (and Assignment 1, indirectly) should have helped you to make a strong essay plan. It will help, then, to review what you’ve learned throughout the semester and build on the research and planning that you did for your other assignments.
- ✓ Draw from your textbook. It is an excellent source of information and advice on writing an academic essay. Chapters 1-4, 8, and 10 are especially relevant.
- ✓ Start your research early. You can use the three core readings as references but you will also need to do your own further research. Check the “Research Guide” under “Help and Support” in the CUC100 Learnline site for help with this.
- ✓ Use **creditable sources** for your research and references. This means textbooks from your field, academic and professional journals, and **creditable** websites (i.e., NOT Wikipedia!!). Check with the liaison librarians if you need further advice on this.
- ✓ **DO NOT** leave it until the last minute to write your essay. We’re not just telling you this for the sake of it – most of your tutors/lecturers have been guilty of doing this at some stage so we’re speaking from experience! It doesn’t work. Seriously!
- ✓ Keep your arguments and ideas clearly separated from one another – don’t pack them all into one sentence or paragraph! A clear essay plan (which you should already have from Assignment 3) will help you with this.
- ✓ **REFERENCE** your supporting research using in-text citations and a completed reference list at the end of your essay. The Research Skills Activity (see the Learning Guide for Week 4 in Learnline) and your Annotated Bibliography should have prepared you for this. You can also check the “Referencing Guide” under “Help and Support” in the CUC100 Learnline site for help with referencing.
- ✓ Indicate on your cover sheet which standard system of referencing you are following (e.g., Harvard, APA, Chicago). We suggest that you use the system most commonly used in your area of study.
- ✓ Before submitting your essay, check the Pre-submission Checklist on the following page to make sure that it meets all of the requirements.
### Assignment 4: Pre-submission Checklist

<table>
<thead>
<tr>
<th>Text organisation</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Does the introduction include:</td>
</tr>
<tr>
<td></td>
<td>- an orientation to the topic?</td>
</tr>
<tr>
<td></td>
<td>- a clear thesis statement?</td>
</tr>
<tr>
<td></td>
<td>- an outline of the key ideas to be covered in the essay?</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Are the ideas organised logically into paragraphs which are arranged in an order that reflects the outline and the thesis?</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Does the conclusion include:</td>
</tr>
<tr>
<td></td>
<td>- the thesis statement, re-stated and qualified if necessary?</td>
</tr>
<tr>
<td></td>
<td>- a summary that is clear, captures the key issues, and flows from the body of the paper?</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Response to the question</strong></td>
<td>Are the ideas presented relevant and do they provide a comprehensive response to the essay question?</td>
</tr>
<tr>
<td><strong>Critical analysis</strong></td>
<td>Is evidence of critical analysis of the issues reflected in:</td>
</tr>
<tr>
<td></td>
<td>- the presentation of different viewpoints related to the issues?</td>
</tr>
<tr>
<td></td>
<td>- analysis of these?</td>
</tr>
<tr>
<td><strong>Language Style</strong></td>
<td>Is the essay written in formal academic style?</td>
</tr>
<tr>
<td></td>
<td>Does the essay include persuasive language to reinforce the argument?</td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td>Is the sentence structure consistently logical and clear with ideas appropriately linked within sentences?</td>
</tr>
<tr>
<td><strong>Word choice</strong></td>
<td>Are formal/technical words relating to the issues used?</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Is the writing is free of grammatical and spelling errors?</td>
</tr>
<tr>
<td><strong>Quality of evidence</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Are the ideas are supported by a minimum of six different credible and relevant sources?</td>
</tr>
<tr>
<td><strong>Referencing</strong></td>
<td>Are in-text references and a reference list provided to support ideas and consistently follow accepted referencing conventions?</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Word processing conventions</strong></td>
<td>Is the essay presented with correct formatting, line-spacing with headers and footers (with student name, student number, and unit code,?)</td>
</tr>
<tr>
<td><strong>University assignment conventions</strong></td>
<td>Does the essay include a cover sheet with the student name, tutor’s name, course, unit code, unit title, date, and the CDU Logo?</td>
</tr>
</tbody>
</table>
Your feedback

Student Evaluation of Learning and Teaching (SELT)

We need your feedback to make CUC100 better! Please feel free to pass on any constructive feedback that you have about the course, at any time, to your tutor or to one of the course coordinators (see pg 1 of this Unit Information Guide).

You can also give your feedback anonymously via the CDU student course evaluation process. Evaluation is part of the university’s continual process of assessing and improving the quality of its programs. Please do give us your feedback as it is taken seriously and it can shape how the course is redeveloped in the future.

Support services and resources

External student information

To locate your online tutorial group in Learnline, look in the left hand menu once you have logged in to the CUC100 Learnline site. You will notice your group’s name and you can access it by clicking it.

Contact details for tutors

Your tutor’s email address should appear at the top of your tutorial group’s home page (see above). Tutors do not usually give out their phone numbers. If you need to make contact with someone urgently about anything to do with CUC100, you can email or call one of the coordinators, Elizabeth Foggo Thynne or Trent Newman (see page 1 of this Unit Information Guide).

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 new students – and especially 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” found in the “Group Discussion Board” button in your group site.

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 (08) 8946 6288 or email equity@cdu.edu.au. You should also let your tutor know as early in the semester as possible if you have any special learning needs that they need to know about.
**Academic Language and Learning Support Program**

The Academic Language and Learning Support facilitators in the School of Academic Learning and Literacy (SALL) provide study skills and English Language workshops and/or a one-one tutor for any CDU students who feel that they need additional support with the language requirements of their study (beyond the help provided by their regular CUC100 tutors). This is available both for internal and external students via phone and also live online video conferencing via COLLABORATE.


**Email:** allsp@cdu.edu.au

**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.


**Other student resources**

The Charles Darwin University website is home to the **Student Portal**. 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/studentportal](http://www.cdu.edu.au/studentportal)

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.
<table>
<thead>
<tr>
<th>Concern</th>
<th>Contact</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matters concerning your unit/module</td>
<td>Lecturer/Tutor</td>
<td>Refer to the Introduction in this Unit Information or the Contacts section of this unit’s Learnline site</td>
</tr>
<tr>
<td>General academic issues relating to your course</td>
<td>Course Co-ordinator</td>
<td>Refer to the CDU website at <a href="http://www.cdu.edu.au/studentportal">http://www.cdu.edu.au/studentportal</a></td>
</tr>
<tr>
<td>Assignment submission/return. Please refer to specific unit information. Open Universities Australia (OUA) External/invigilated end of semester exam period</td>
<td>External Student Support, Accreditation &amp; Registration Team</td>
<td>Ph: (08) 8946 6483 Email: <a href="mailto:ess@cdu.edu.au">ess@cdu.edu.au</a> <a href="http://learnline.cdu.edu.au/support/ess/about.html">http://learnline.cdu.edu.au/support/ess/about.html</a></td>
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<tr>
<td>Learnline difficulties 24 hour / 7 days a week</td>
<td>Learnline Support</td>
<td>Ph: 1800 559 347 Email: <a href="mailto:learnlinesupport@cdu.edu.au">learnlinesupport@cdu.edu.au</a></td>
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<tr>
<td>Difficulties accessing your Student Computer account Technical difficulties in PC Labs</td>
<td>ITMS Helpdesk</td>
<td>Ph: (08) 8946 6600 Email: <a href="mailto:itms-support@cdu.edu.au">itms-support@cdu.edu.au</a></td>
</tr>
<tr>
<td>Library services to distance and disabled students</td>
<td>CDU Library</td>
<td>Ph: (08) 8946 7016 Email: <a href="mailto:referencedesk@cdu.edu.au">referencedesk@cdu.edu.au</a> <a href="http://www.cdu.edu.au/library/">http://www.cdu.edu.au/library/</a></td>
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<tr>
<td>Purchasing of text books and stationery</td>
<td>CDU Bookshop</td>
<td>Ph: (08) 8946 6497 Fax: (08) 8946 6656 Email: <a href="mailto:bookshop@cdu.edu.au">bookshop@cdu.edu.au</a> Charles Darwin University Bookshop PO Box U476 Casuarina Campus Charles Darwin University DARWIN NT 0815</td>
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<tr>
<td>General administration enquiries e.g. admissions/ enrolments, course information, graduation Obtaining Student cards and Student Computer accounts</td>
<td>Student Administration</td>
<td>Ph: (08) 8946 7766 Freecall: 1800 061 963 Email: <a href="mailto:uni-info@cdu.edu.au">uni-info@cdu.edu.au</a></td>
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