

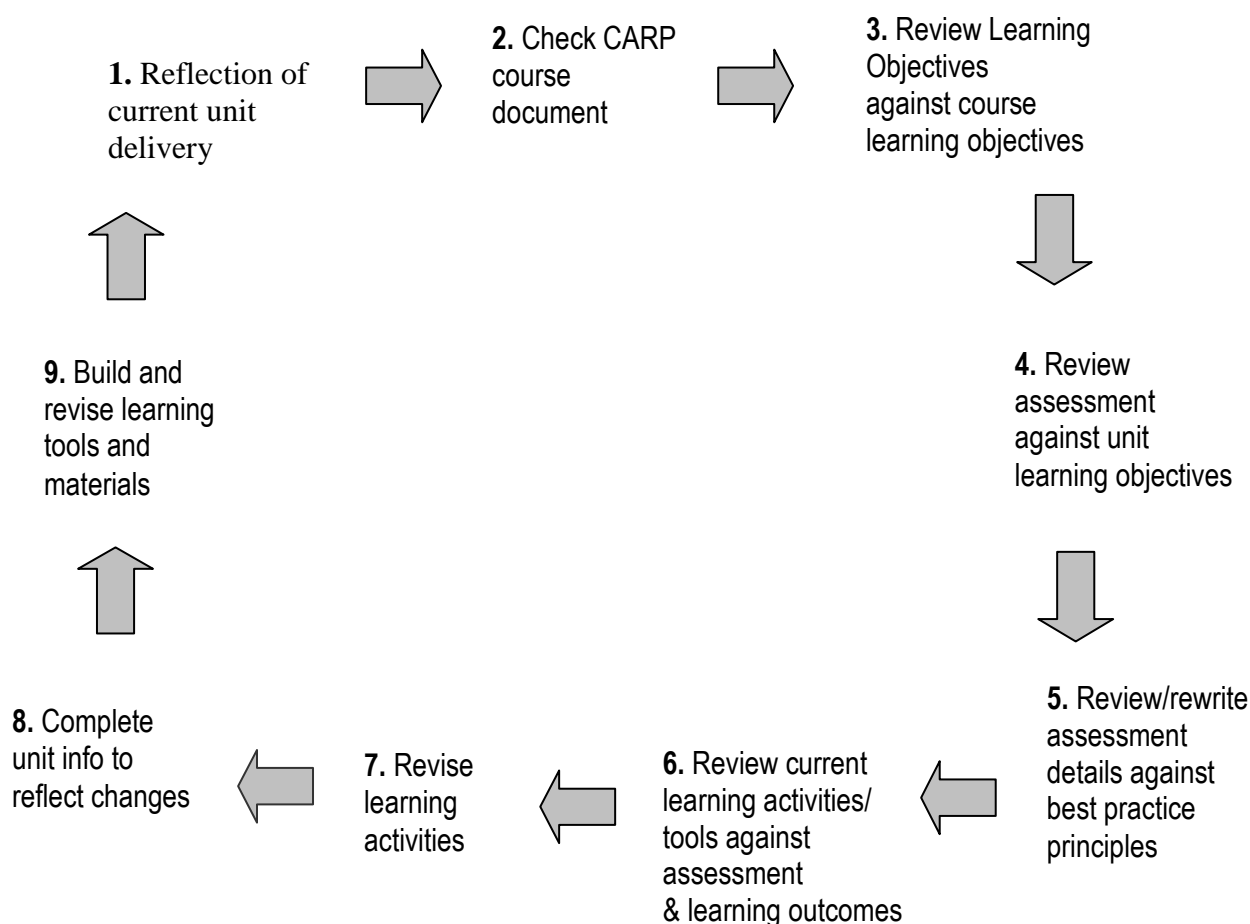
Steps to Developing/Reviewing a Unit of Study CUC100

To insure the process of developing and/or reviewing units is efficient, productive and enjoyable it is important to follow a well defined process and essential to keep central records of each meeting. This suggested sequence of steps which can be adopted as part of an ongoing cycle of reflection.

This document includes templates to make the review easier and which allow you to clearly map learning objectives with assessments, graduate attributes and learning materials. We suggest you have the template available electronically at meeting so it can be projected for the team to view and updated as you go.

This review should be completed with the input of a team of 3-4 with expertise and experience led by the unit coordinator. The development team will need to meet regularly (weekly or fortnightly) for 1-3 hours to achieve each of the following steps through discussion and consensus. These requirements and stages are detailed within this document.

The following demonstrates the cycle and stages of unit review/development:



Steps to developing/reviewing your unit:

a/ Establish development team including: the unit coordinator (who facilitates review project), additional content expert (from teaching team), learnline technical expert, teaching and learning facilitator, quality officer, scribe and a discipline representative as an out of session participant.

b/ Establish roles, risk management, timeline and meeting schedules with reference to overall project milestones. Before beginning the review process outlined below, at the first meeting the coordinator should clarify goals, discuss and record roles and expectations and the team should agree on a schedule for meetings.

c/ Work through the following unit review steps.

At this point the group will be ready to start formulate the design using the templates provided in this document. These steps itemise each component of the unit's design and thus guide the team towards the requirements for a comprehensive unit review while at the same time compiling information that needs to be inserted into the *Unit Info Guide* for students. These steps include:

- 1. Reflection of unit delivery for Semester 1:** Brainstorm and share staff and students' experience of the unit in semester one and categorise the issues arising under headings which reflect the review process (learning outcomes, assessment, learning methodology, print/online learning materials, student support strategies). Establish which of these require immediate, short term and long term attention.
- 2. Read through and familiarise yourself with the CARP QA Course document,** particularly the items 9. learning outcomes and 15. approaches to learning.
- 3. Review unit learning outcomes** with reference to **course learning outcomes**
- 4. Review /consider appropriate assessment for meeting these objectives and to meet guidelines for good assessment:** formative, authentic, relevant.
- 5. Review/rewrite assessment details for students info:** weighting, word count, task, presentation, criteria
- 6. Consider current learning activities and tools, whether they augment achieve each learning outcome and assessment task according to guidelines for experiential learning.**
- 7. Think about what learning activities will help your students build their skills and knowledge to produce the assessment tasks and achieve learning outcomes**
- 8. Complete Unit information** sections for learning outcomes, learning approach, assessment summary and details, study plan

d/ Establish system and timeline for evaluation and continuous improvement

Establish development team

Unit development for: CUC100

Project Team:

| Project Manager | Nicola Rolls (Theme Leader) |
|--------------------------------|--|
| Coordinator | Elizabeth Foggo |
| Content Expert | Mal Flack, Bev Turnbal, Darryl Sanders |
| Technical/ learnline expertise | Michael Davey |
| Quality Facilitator | Sharon Bridgeman |
| LILLS | Joanne Witt |
| Reference Group Members | Lee Skertchly |

b/ Establish roles, risk management, timeline and meeting schedules

Timeline 2009 review:

| Date | Project Milestone |
|---------|---|
| Oct 2 | <ul style="list-style-type: none">▪ Initiate groups▪ Step 1: Reflection of unit delivery for Semester 1▪ Essential adjustments for Sem 2 delivery – UI/Learning Materials/Learnline |
| Oct 16 | <ul style="list-style-type: none">▪ Step 2: Review unit learning outcomes with reference to course learning outcomes |
| Oct 30 | <ul style="list-style-type: none">▪ Step 3: Review assessment for meeting these objectives and to meet guidelines for good assessment: formative, authentic.▪ Step 4: Review assessment details for students info: weighting, word count, task, presentation, criteria |
| Nov 13 | <ul style="list-style-type: none">▪ Step 6: Consider current learning activities and tools, whether they augment/achieve each learning outcome and assessment task according to guidelines for authentic, project based learning principles. |
| Nov 27 | <ul style="list-style-type: none">▪ Step 7: Think about what learning activities will help students build their skills and knowledge to produce the assessment tasks and achieve learning outcomes |
| Dec | Finalise Unit information for S.1 |
| Jan/Feb | <ul style="list-style-type: none">▪ Finalise learning materials / online learning tools |

Risk Management:

| Risk | Mediation Strategy |
|---|--|
| Schedule Slippage | Online learning materials can be built as we go through the semester as a last resort |
| Changes in Team members availability | Provide option for conference phone and or email participation in process |
| Problems with team participation/attendance | Find alternative rep from disciplines |
| Technical Problems | Ensure alternative learning tools are available, minimise impact to students, employ expertise in TLQG and ITMs where necessary. |

c/ Work through the following unit review steps.

Step 1. Reflection on unit delivery for Semester One - Brainstorm and share staff and students' experience of the unit in semester one and categorise the issues arising under the headings in the table below which reflect each stage in review process and can thus be incorporated in to your planning for the review of your unit. Establish which of these require immediate, short term and long term attention.

| Review categories | Issues | Timing for response | | |
|----------------------|---|---------------------|-----------------------|----------------------|
| | | Immediate SS | Short-term S2 2010 | Long term S1 2011 |
| Learning outcomes | Check off changes with team | | ✓ | |
| Assessment | Check off changes with team | | ✓ | |
| Learning methodology | Check off changes with team | | ✓ | |
| Learning materials | Review learning ,materials on line for look feel. | | | ✓ |
| Learnline/ICT | Adjusting look and feel in as part of project by unit coordinators and theme leader to bring common units in line with one another. | | ✓ | |
| Student support | On going explorations for the best mechanisms for supporting external and NESB students. | | ✓ | ✓ |

Step 2. Review unit learning outcomes with reference to course learning outcomes using the template provided over the page.

3a. First map your existing unit learning outcomes with your course learning outcomes

| | CUC100 learning outcomes: Successful completion of this unit should enable students to: | CUC106 Matching Outcome |
|---|--|--------------------------------|
| 1 | Reflect on 21 st century employability skills and their effect on their proposed professions | 1 |
| 2 | Evaluate their needs and plans for success in their university study and as graduates, | |
| 3 | Strengthen their research skills in regard to their ability to identify, access, evaluate, organise, reference and communicate information | 6 |
| 4 | Develop skills in reading, note taking, paraphrasing, writing, and critical evaluation for academic assignments | 5, 6 |
| 5 | Complete assignments in a range of academic genres for the humanities | |
| 6 | Apply commonly required computing skills, such as word processing, Internet, email, and create visual presentations and spreadsheets | 7 |
| 7 | Utilise a variety of learning technologies including university's online learning environment | 7 |

A tick (√) in a cell means the L.O is relevant to the course level criterion, and a double tick (√√) means it is **very** relevant.

CU Program Learning Outcomes

Unit learning Outcomes

| At the completion of this course students will be able to demonstrate: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| 1 the practical skills required for successful university study, including: assignment writing, reading and thinking critically, referencing, researching and IT skills; | | √ | √ | √ | √ | √ | √ | √ |
| 2 graduate skills in communication, teamwork, leadership and social responsibility, and; | √ | √ | √ | √ | √ | √ | √ | √ |
| 3 contextual & cultural knowledge applicable to their course of study and their professions. | √ | √ | √ | | | | | √ |

3b. Now consider your unit learning outcomes against the learning outcomes of the partner unit .

| | CUC100 learning outcomes: Successful completion of this unit should enable students to: | CUC106 Matching Outcome |
|---|--|--------------------------------|
| 1 | Reflect on 21 st century employability skills and their effect on their proposed professions | 1 |
| 2 | Evaluate their needs and plans for success in their university study and as graduates, | |
| 3 | Strengthen their research skills in regard to their ability to identify, access, evaluate, organise, reference and communicate information | 6 |
| 4 | Develop skills in reading, note taking, paraphrasing, writing, and critical evaluation for academic assignments | 5, 6 |
| 5 | Complete assignments in a range of academic genres for the humanities | |
| 6 | Apply commonly required computing skills, such as word processing, Internet, email, and create visual presentations and spreadsheets | 7 |
| 7 | Utilise a variety of learning technologies including university's online learning environment | 7 |

3c You should now be ready to review your unit learning outcomes

| | CUC100 learning outcomes: Successful completion of this unit should enable students to: |
|---|--|
| 1 | Reflect on 21 st century employability skills and their effect on their proposed professions |
| 2 | Evaluate their needs and plans for success in their university study and as graduates, |
| 3 | Strengthen their research skills in regard to their ability to identify, access, evaluate, organise, reference and communicate information |
| 4 | Develop skills in reading, note taking, paraphrasing, writing, and critical evaluation for academic assignments |
| 5 | Complete assignments in a range of academic genres for the humanities |
| 6 | Apply commonly required computing skills, such as word processing, Internet, email, and create visual presentations and spreadsheets |
| 7 | Utilise a variety of learning technologies including university's online learning environment |

4. Review appropriate assessment for meeting these objectives and to meet guidelines for good assessment:

Think about ways to assess whether students have achieved these learning objectives taking in to consideration current thinking on effective assessment which includes an emphasis on formative assessment, criterion based assessment and assessment that is authentic, relevant and meaningful. The following table

will help you cover all the necessary considerations for good assessment. See the CHSE Core Principles of Effective Assessment .

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

| | CUC100 learning outcomes: Successful completion of this unit should enable students to: |
|---|--|
| 1 | Reflect on 21 st century employability skills and their effect on their proposed professions |
| 2 | Evaluate their needs and plans for success in their university study and as graduates, |
| 3 | Strengthen their research skills in regard to their ability to identify, access, evaluate, organise, reference and communicate information |
| 4 | Develop skills in reading, note taking, paraphrasing, writing, and critical evaluation for academic assignments |
| 5 | Complete assignments in a range of academic genres for the humanities |
| 6 | Apply commonly required computing skills, such as word processing, Internet, email, and create visual presentations and spreadsheets |
| 7 | Utilise a variety of learning technologies including university's online learning environment |

5. Review/rewrite assessment details (as per table below) to include in unit information guide: Include weighting, word count, task, presentation, criteria. (Note **criteria** needs to be detailed so that students are informed up front exactly what points they will be marked on. You may also like include a standards table - two examples of layout for criteria with one that includes a standards table is provided at the end of attachment C) in template doc

| | |
|--|------------------------------------|
| Assignment 1: Insert assessment title | |
| Due date: | <i>Monday, Week xx</i> |
| Length: | words |
| Value: | % |
| | |
| Task | Outline the task and criteria here |
| Preparation | <hr/> |
| Presentation | |
| Assessment criteria | |

NB Please see Attachment A for assessment details 2010

6. Consider current learning activities and tools, whether they augment achieve each learning outcome and assessment task according to guidelines for experiential learning.

6a. *Ensure everyone is familiar with flexible learning principles and guidelines for experiential learning* before reviewing whether your current learning outcomes meet these principles. Attachment D provides a summary of suggested approaches to designing learning activities for authentic, experiential learning approaches.

6b. Check appropriateness of learning activities by mapping them to learning outcomes and assessment tasks using the table over the page to determine whether the learning activities augment the assessment tasks and unit learning outcomes fill out the following table and adjust learning activities if necessary.

PTO

6b cont. Mapping learning outcomes to learning tasks and assessment

| Alignment of unit learning outcomes to learning activities and assessment | | |
|--|---|--|
| Unit Learning Outcomes | Learning Activities/Topics | Assessment List formative and summative assessments |
| Reflect on 21 st century employability skills and their effect on their proposed professions | <ul style="list-style-type: none"> • Orientation to Academic culture • Learning to learn • Reading: employability trends | Reflections on Learning: online discussion forums |
| Evaluate their needs and plans for success in their university study and as graduates, | <ul style="list-style-type: none"> • Approaching Assignment Tasks • Reading: critical thinking | Reflecting for your major essay: three paragraphs |
| Strengthen their research skills in regard to their ability to identify, access, evaluate, organise, reference and communicate information | <ul style="list-style-type: none"> • Critical Reading • Notetaking, Summarising and Paraphrasing • Reading: communion | Summarising and critiquing 3 key readings for your essay: annotated bibliography |
| Develop skills in reading, note taking, paraphrasing, writing, and critical evaluation for academic assignments | <ul style="list-style-type: none"> • Researching • Referencing | Outlining your essay: PowerPoint presentation <ul style="list-style-type: none"> • Internal verbal • External annotated PowerPoint |
| Complete assignments in a range of academic genres for the humanities | <ul style="list-style-type: none"> • Annotated bibliographies • Critiques | The final product: your discursive essay |
| Utilise a variety of learning technologies including university's online learning environment | <ul style="list-style-type: none"> • Communicating Verbally | |
| | <ul style="list-style-type: none"> • Writing Academic Essays | |
| | <ul style="list-style-type: none"> • Editing your writing | |

7. Think about what learning activities will help your students build their skills and knowledge to produce the assessment tasks and achieve learning outcomes. Consider learning activities, week by week under topics, which conform to best practice experiential learning models. These activities should be the same for both external and internal although they may be completing in a different forum or mode. Learning activities may include lectures on certain topics, group activities, individual exercises or commentary, online activities, reading tasks, field trips, guest lecturers, research activities, peer assessment tasks etc. ***NB Use template below which can be inserted in your Unit Info Guide***

Weekly 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> | Purchase your Communicating text book and read through the Introduction | <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. 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 | Staying the course: maintaining motivation | <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. |

8. Complete Unit information

Insert sections completed above into relevant points in the Unit Information s for learning outcomes, learning approach, assessment summary and details, study plan. Edit the remainder of TLQG to customise for your particular course since some standardised information varies from course to course e.g. submission details, exams etc.

D/ Establish timeline and teams to build/review learning materials

Inevitably, despite best intentions and effort you will need to review and adjust your design for the unit and assessment as you gather feedback from the teaching staff and students and observe how the concept translate to practice.

You should do this at the end of each semester as an adjunct to reviewing the unit information booklet for each semester.

A thorough review should be done at the end of each year utilising SELT data, discussions with the teaching team, focus groups and discussions with the unit writing teams.

Attachment A: **CUC100 Assignment details**

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

| | |
|---|---|
| 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: *Sunday, end of Week 4*

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 into google 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 are you studying and what skills and knowledge for your proposed career will your course provide you with?
2. What are the main duties/roles of this profession (e.g a teacher has to plan lessons, write reports, teach, mark assessment, attend meetings etc 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

| 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: *Sunday, end of Week 7*

Length: 200- 300 words per 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

| | |
|---|---|
| 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

| 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? | |

Assignment 1: Research Report for Project Part A – Three annotated references

- Deliverables**
- **3 references**, with a filled-in 'reference details template' for each
 - Approx 80 - 100 words of 'annotation' (summary) per source
 - Approx 80 - 100 words of credibility evaluation per source

Due Date & Value See Assessment Overview in CUC 106 Learnline site.

Marking Criteria See Assessment Overview in CUC 106 Learnline site.

Task Overview

Relevance to Project

The purpose of this assignment is to help you explore a possible project, by finding and 'annotating' (essentially summarising) some background information relevant to *your specific project*.

Description

The following is a brief overview – see further on for detailed steps:

1. Choose a potential design project
2. Find and annotate three sources of information (web page, book, newspaper article etc).
 - The information should describe different aspects of the region/context/technology that are relevant to *your specific project*.
 - The information could include research into what design solutions have already been tried (locally, or in similar situations elsewhere in the world).
3. Show why the sources that you use are *credible*, or trustworthy.
 - Academic writing requires that information sources should be reliable
 - A simple Google search does not necessarily find credible sources.

At the end of this activity, you should be some way to understanding the local situation as it relates to your specific project and what some possible solutions might be.

Requirements Your assignment needs to be presented using the following format:

- Single document, MS word or PDF format, with Assessment Cover Sheet (downloadable from Learnline) at the front.
- At the top of the first page, clearly state your chosen project.
- Include your name and page number in the footer of each page of the document.
- For each of your chosen sources, prepare the following:
 - i. A '**reference detail template**', filled out with the bibliographical details of the source. (see attachment #1 at the end of this assignment sheet)
 - ii. A **descriptive annotation** (summary) of the central themes and key points within the source. This should include a comment on how the information is relevant to your specific project.

Some good info on how to write a descriptive annotated bibliography is provided at the website below:
http://www.library.mun.ca/guides/howto/annotated_bibl.php
 - iii. An **analysis of the source's credibility**, identifying the strong & weak points and any potential biases. Use the Credibility Evaluation Criteria (provided as attachment #2 at the end of this assignment sheet) to ensure you have addressed the major factors that determine credibility.

Detailed Guidelines

1. Choose a design project

- First, choose a project scenario that interests you from the EWB options.

Example

"Water and Sanitation" is not specific enough to be a design project.

A specific project in this area could be something like:

- *"Improving water quality through improved toilet design"*, or:
- *"Improving accessibility to education via the use of mobile phones as mobile learning platforms"*.

Your project needs to be specific so that your research can be focussed.

- Come up with a **specific design project** within that scenario. To narrow the choice, read the Suggested Design Projects in the EWB project brief for some ideas (see EWB resources).

2. Formulate your research questions

How should you begin trying to understand the situation related to your project? A good way of doing this is to write down some questions that you'll need to answer before you can design a solution.

Here are some to get you started, but you'll need to write some tailored to your own project too:

- What exactly is the problem? (Impacts? Population affected?)
- Why hasn't it been solved already? (Barriers / obstacles?)
- What are the key cultural and environmental considerations in the region that relate to this project?
- What products (if any) are currently being used?
- What's currently available in the market that would be appropriate for this setting (perhaps with modifications)?

You don't need to answer all these questions in this assignment, but keep them for use in your later assignments!

Detailed Guidelines

3. Find & Annotate Credible Sources

- Search for sources that answer your research questions.

NOTE: It's normal (and essential!) that as you start reading about your project, you will need to alter or add to your research questions.

- Find at least 3 credible sources of information that are relevant to your project. These sources should be different types – for example, they can't all be corporate websites, or all newspaper articles.
- Assess the credibility of the sources you find.

Use the evaluation criteria provided in the weekly Learning Materials to do this

- Discard sources that you think are not credible. (Note that assessing credibility is like mini-research into the author of your information!)

Preparation

Review weeks 1 to 4 of the study materials.

Textbook references:

- Chapter 1 'Orientation to Academic writing' and
- Chapter 5 'Referencing'

Submission

- Submit 1 document only
- See the 'Assessments' section of Learnline for instructions.

Attachment #1: **Reference details templates**

These details are commonly required by a number of referencing styles.

For each of your sources, select the appropriate one (copy & paste) and fill it out.

For more information about referencing checkout the Library referencing guides.

<http://www.cdu.edu.au/library/LILL/referencing.html>

Book

Authors or Editors (Surname, Initials)

e.g. by *Atkinson, J*

Year of publication

e.g. 1994

Book title

e.g. Codes of conduct for Australian companies operating overseas

Edition - not needed for first edition

e.g. 5th

Publisher

e.g. Community Aid Abroad

Place of publication

e.g. Fitzroy, Vic

Webpage

Author (person or organisation)

e.g. Engineers Without Borders Australia

Note: author of page may be different than site sponsor

Year site created or revised

e.g. 2009

Title of page or document

e.g. Our aims

Name and place (if available) of sponsor of site

e.g. Engineers Without Borders Australia Elsternwick Victoria

Date of viewing site - date month year

e.g. 9 September 2009

URL

e.g. <http://www.ewb.org.au/about/aboutewb/ouraims>

Document from a website (e.g pdf)

Author (person or organisation)

Note: author of page may be different than site sponsor

e.g. Kaspura, A

Date document created

e.g. August 2008

Title of document

e.g. The Future of global electricity production: An international energy agency perspective

Name and place (if available) of sponsor of site

e.g. Engineers Australia Canberra

Date of viewing site - date month year

e.g. 9 September 2009

URL

e.g

http://www.engineersaustralia.org.au/shadomx/apps/fms/fmsdownload.cfm?file_uuid=06EE7DF4-CDEE-9B4C-18DD-1515E51C8C2C&siteName=ieaust

Article from a journal database

Authors of article (Surname, Initials)

e.g. Barry, B

Year of publication

e.g. 1990

Article title

e.g. How not to defend liberal institutions

Journal title

e.g. British Journal of Political Science

Volume, Issue and page numbers

e.g. vol. 20, no. 1, pp. 1-14

Date viewed

e.g. 9 September 2009

Database name

e.g. Jstor

Government reports

Author (person or organisation)

Note: the author of the page or document, may differ from Sponsor of site

e.g. Department of Families, Housing, Community Services and Indigenous Affairs

Year report created

e.g. 2009

Title of page or document

e.g. Strategic Indigenous Housing and Infrastructure
Program – Review of Program Performance

Name and place (if available) of sponsor of site

e.g. Department of Families, Housing, Community Services and Indigenous Affairs,
Canberra

Date of viewing site - date month year

e.g. 9 September 2009

URL

e.g.

http://www.fahcsia.gov.au/sa/indigenous/progserv/housing/Documents/sihip_review.pdf

Attachment #2: Credibility Evaluation Criteria

- In your assignment, write a short paragraph for each criteria, addressing the questions raised in 'considerations'.
- It may not be possible to find out the answer to every question, but that in itself is sometimes an important outcome!

| Criteria | Considerations |
|------------------------------------|---|
| Authority & Affiliation | <p>Who wrote it?</p> <ul style="list-style-type: none"> • <i>Can you find their name?</i> • <i>What can you find out about the author? Are they an expert in the subject? Do they have the appropriate qualifications and expertise?</i> • <i>What about the publisher or sponsoring institution? What kind of reputation does it have? What is the purpose of the organisation?</i> |
| Accuracy & Validity | <p>Is the information provided correct and the assertions justified?</p> <ul style="list-style-type: none"> • <i>Does it seem reasonable given what you already know about the topic?</i> • <i>Can you verify the facts from other reputable sources?</i> • <i>Have the author's sources been provided so that you can verify them?</i> <i>If it is an article or conference paper has it been peer reviewed?</i> • <i>Was the technique or procedure successful? Based on the evidence provided how logical are their claims and conclusions?</i> |
| Currency | <p>Is it recent enough for your topic?</p> <ul style="list-style-type: none"> • <i>When was the piece published or posted on the internet?</i> • <i>Does the information contain the latest theories, details etc?</i> |
| Coverage | <p>Depth/Scope</p> <ul style="list-style-type: none"> • <i>Is it targeted towards more towards the novice or the expert?</i> • <i>Is it generalised summary or an in depth look at a specific aspect of a topic?</i> • <i>How well does it cover the main arguments/theories related to this topic?</i> • <i>Is this information applicable/transferrable to the context of your question? E.g. legal advice may not transfer from one country to another.</i> |

Assignment 1: Research Report for Project

Part B – Complete Research Report

| | |
|-----------------------------|--|
| Deliverables | Approx 500 words (excluding references, title page, table of contents). |
| Due Date & Value | See Assessment Overview in CUC 106 Learnline site. |
| Marking Criteria | See Assessment Overview in CUC 106 Learnline site. |

| | |
|----------------------|--|
| Task Overview | <p>Relevance to Project</p> <p><i>In this assignment, you will use your research, critical thinking and writing skills to create a report. The report should represent a well-thought-out, viable Design Project option to offer your Group when it's formed.</i></p> <p>Description</p> <p>This assignment is a research report. In the report, you are required to state your proposed Design Project, and describe:</p> <ul style="list-style-type: none">• the specific need or problem your Design Project aims to address, and the important facts & information you discovered about it• the details of possible solution(s) identified, and why they might 'fit' the situation <p>You are encouraged to:</p> <ul style="list-style-type: none">• use the sources you found for assignment 1A.• refer to other sources to extend your knowledge base• relate the information found to your Design Project topic and possible design solutions <p>Note: Generic summaries of information about the region or project theme will not earn a pass! You cannot just use the source summary you did in assignment 1A.</p> <p>At the end of this activity, you should have a clear idea of a Design Project, including how it relates to the local context, what barriers and obstacles exist, what possible solutions have been tried, and what sort of designs might work.</p> |
|----------------------|--|

Requirements Your assignment needs to be presented professionally using the following format:

- Single document, MS word or PDF format, with Assessment Cover Sheet (downloadable from Learnline) at the front.
- Title Page, clearly stating your chosen Design Project.
- Include your name, student number, and page number in the footer of each page of the document.
- Use the following structure (as a minimum) for your research report:

iv. **Introduction**, including:

- **Background**

One or two sentences describing the context and the problem your design responds to.

- **Aim**

One or two sentences identifying what your research report intends to achieve.

(Not what your *project* intends to achieve).

- **Scope**

One or two sentences about what specific focus or limits the design will have. This could relate to the aspect of the problem, users, geographic region

v. **Research Findings**

Your findings should be grouped by research area in a logical order to 'tell the story' of the background info *as it relates to your project*. You should not group your findings by reference/source.

Note: You are expected to correctly use in-text referencing appropriate for the CDU Harvard method.

vi. **Conclusion**

Should be a short response (a few sentences) to your Aim. It should summarise the main findings of your research, and what these findings mean for possible design solutions.

Note: It should not contain vague statements that are not supported by your research findings!

vii. **References**

You should have a reference list, listed in alphabetical order using correct CDU Harvard format.

Warning: This requires considerable attention to detail for correct punctuation and formatting!

Note: Reference lists should only include sources that you actually used *in-text references* for in your report (as opposed to a bibliography, which includes all sources that you used, but did

not cite using in-text referencing).

Preparation Review weeks 1 to 4 of the study materials.

Textbook references:

- Chapter 1 'Orientation to Academic writing' and
- Chapter 5 'Referencing'

Submission

- Submit 1 document only
- See the 'Assessments' section of Learnline for instructions.

Assignment 2: Project Proposal

Deliverables *Approx 1000 words (excluding references, title page, table of contents).*

Due Date & Value *See Assessment Overview in CUC 106 Learnline site.*

Marking Criteria See Assessment Overview in CUC 106 Learnline site.

Task Overview

Relevance to Project

In this assignment, you create a plan for carrying out the Design Project selected by your group. It will include research, design, and group management aspects. Importantly, you will describe the basic design concept chosen to proceed with. The plan will be useful to you as a roadmap for completing the project.

Description

This assignment is a project proposal. In the proposal, you are required to state your proposed Design Project, and describe:

- What exactly your design project is setting out to achieve
- Why your design project is useful and suitable
- The basic design concept you have chosen
- The project management aspects required to ensure success

You are encouraged to:

- use the sources & research from Assignments 1A & 1B
- refer to other sources to extend your knowledge base
- work as a group to get the best result

At the end of this activity, you should have a clear idea of what is required to complete your Design Project, and how to get there.

Requirements Your assignment needs to be presented professionally using the following format:

- Single document, MS word or PDF format.
- Include your names, student numbers, and page numbers in the header/footer of each page of the document.

Use the following structure as a guide for your research report:

PTO

- 1 Assignment Cover Page
- 2 Title page, with:
 - (i) Design Project title
 - (ii) Group details in a table, listing names, student numbers, and the role each group member had for this proposal
- 3 Table of contents
- 4 Introduction, with:
 - (i) Project Aim – 1 or 2 sentences detailing what your design project is setting out to achieve.
 - (ii) Project Justification - an overview of the context and the problem/situation the design project looks to solve. This explains in 1 or 2 paragraphs why the project is needed, and why the chosen approach is appropriate.
 - (iii) Project Scope – inclusions, exclusions, constraints, assumptions, and key deliverables of the project. (Important to get right!)
 - (iv) Purpose of the Proposal – in 1 or 2 sentences, describe how this specific document relates to your project, and what it covers.
- 5 Body of Report, logically organised into headings that cover:
 - (i) Background – Describe the following:

(NOTE: You're encouraged to re-use parts of Assig 1B here, but you may need to do further research as well)

 - (a) The issue or problem your design project is looking to address. You need to provide sufficient details to prove that your project is not misguided, ie. that you understand the problem & context. Don't just *list* the details – explain to the reader *what they mean* for your design project.
 - (b) Existing approaches / products / technologies you have discovered that might be applicable here (how & why?).
 - (ii) Design Concept – Describe the following:
 - (a) The basic design concept you have chosen, including *why*. Start with an overview. Diagrams or sketches would be helpful. This does NOT have to be detailed design! The design concept should show clearly what the rough arrangement is, and how & why it will work.
 - (b) Some specific component alternatives you are considering *within* this design concept (not instead of it), but require further research to decide between. Eg. Designing a composting toilet, you're not yet sure what kind of pan to use, but you have narrowed it down to 3 specific types.

-
- (c) Any issues that need to be investigated further to decide on specific components, and determine feasibility, ie. 'check the fit' (e.g. possible environmental / cultural / technical issues)
 - (iii) Model Construction – Describe the following:
 - (a) How a model of the design might be constructed/produced, including details of the major materials and equipment that will be needed (overview, not detailed to the number of screws etc).
 - (b) An approximate costing of what you need to spend to create the model (these should not be more than about \$25 per group member).
 - (iv) Project management details:
 - (a) Weekly schedule: a table showing what each group member will do when, including project milestones.
 - (b) Communication plan: how you plan to communicate as a group (e.g. meetings, via email, learnline group for externals etc). Expected response time to contacts etc should be included.
 - (c) Risk plan: identification of the major risks and plans for dealing with them.

6 Conclusion

7 References

Note: Must be CDU Harvard method, with correct formatting.

PTO

Preparation

Contact your group to discuss and plan your project. As a group, you first need to agree on a project idea, and write the aim and scope.

Once you have written the project aim and scope you can then divide the project into **3 roles**:

- Group coordinator/editor: responsible for coordinating the various project deliverables and ensuring the professional presentation of all components.
- Researcher: responsible for investigating the issues for the project and writing them up.
- Designer: responsible for designing, producing and writing up the model.

For each project deliverable (e.g. proposal, final report) there is a group component and an individual component based on the different roles.

For the project proposal the **group responsibilities** are:

- To write the project aim and scope (discussed above)
- To allocate out the individual responsibilities
- To work out the schedule to complete your various tasks (being mindful of the project milestones)
- To devise your communication schedule
- To complete your risk plan

For the project proposal the **individual responsibilities** for each role are:

- Researcher: responsible for writing the background research in the body, including identifying issues for further research. Includes working with the designer to prove the design will fit.
- Designer: responsible for writing the sections on design concept & model, including the costing.
- Coordinator/editor: responsible for combining the parts and the overall report presentation (ensuring it has a title page etc). This member will be responsible for the background part in the introduction, conclusion and reference list.

Submission

- Submit 1 document only
- See the 'Assessments' section of Learnline for instructions.

Assignment 3a: Construction of a model

| | |
|-----------------------------|---|
| Deliverables | <i>A physical model, representing your design</i> |
| Due Date & Value | <i>See Assessment Overview in CUC 106 Learnline site.</i> Note that Value differs depending on Group Role. |
| Marking Criteria | See Assessment Overview in CUC 106 Learnline site. <i>Note that Criteria differ depending on Group Role.</i> |
| Submission | <ul style="list-style-type: none">• Internal Students: Bring the model to class in the week it's due, and be prepared to briefly explain the key aspects of the model in front of the class.• External Students: Submit a single file of either a video (avi/mpeg/wmv), or a PDF/Word/Powerpoint document containing photos of your model, including a brief explanation of the key aspects of the design. |

| | |
|----------------------|---|
| Task Overview | In this assignment, you create a physical model of your proposed Design. One of the aims of constructing a physical model is to determine whether or not your idea (design) will work as-is, or whether modifications will be required. |
|----------------------|---|

| | |
|---------------------|--|
| Requirements | Given the diversity of the project topics, the model may take a variety of forms. However, the guidelines below should be followed: <ul style="list-style-type: none">• The model must be a physical, 3-dimensional representation of your proposed design (ie. NOT drawings, although these would be useful for planning, and for the Final Report).• It does not have to be fully to scale, or functional. Most importantly, it should clearly demonstrate the concept of your design - including layout, arrangement, and general construction.• The emphasis in marking is on demonstrating and communicating the design concept, not just on the level of construction skills demonstrated. |
|---------------------|--|

| | |
|--------------------|---|
| Group Roles | This assessment will be divided between the roles as follows: <ul style="list-style-type: none">• Group coordinator/editor: does not need to be involved directly (can be starting on the Presentation)• Researcher: responsible for ensuring that the model/prototype is consistent with the research and project description• Designer: responsible for sourcing the materials (though costs should be split) and building the model/prototype. |
|--------------------|---|

Assignment 3b: Project Presentation

Deliverables *A presentation about your project*
Internals: 6 minute oral presentation with PowerPoint slides
Externals: 8 – 12 PowerPoint slides with notes

Due Date & Value *See Assessment Overview in CUC 106 Learnline site.*
Note that Value differs depending on Group Role.

Marking Criteria *See Assessment Overview in CUC 106 Learnline site.*
Note that Criteria differ depending on Group Role.

Submission

- Internal Students: Oral presentation during class time
- External Students: Submit Powerpoint via Learnline

Task Overview Present your design project to the class group in a formal oral presentation. The purpose of the presentation is to communicate why your project is a good idea. As a group, try to sell your idea to the audience. Your presentation should not be a summary of your final report - it does not need to include all the details or be as comprehensive in its coverage. All students need to participate in the presentation.

Requirements Your presentation could include:

- 1 an overview of the chosen project, including the identified need and relevance of design
- 2 an overview of the design
- 3 how the design might be realised (e.g. construction method)
- 4 any constraints/issues surrounding the design
- 5 a demonstration of how the model/prototype works.

The presentation is to be made as a group.

Internal students: *will deliver the presentation in the workshop. All students **must** talk during the presentation or receive no credit.*

External students: *will prepare a PowerPoint presentation. Use the notes section of the slide to write the script that would be read aloud if the presentation was delivered. Ensure in the notes, you indicate which group member would be speaking/ and thus has written the content of the notes for that slide.*

Group Roles

The group is responsible for the following aspects of this task:

- Determining the content of the slides
- External: writing the notes sections
- Internal: delivering the presentation

It is strongly suggested that all students (internal and external) use the notes view of PowerPoint to prepare their aspects of the presentation. Clearly indicate here who is responsible for each slide's content. External students **must** do this.

This assessment will be divided between the roles as follows:

Group coordinator/editor: Responsible for the creation of the slide show - overall look and feel, organisation, and appearance of the slides.

Researcher: Participates in the group aspects of this task

Designer: Participates in the group aspects of this task.

Note that your mark will consist of the group component and your individual mark. To qualify for the group component make you must get at least 40% for the individual component (across Assignment 3a, 3b and 3c)

Assignment 3c: Final Report

| | |
|-----------------------------|--|
| Deliverables | <i>Approx 2000 – 3000 words, up to 4000 words max (excluding references, title page, table of contents, appendices).</i> |
| Due Date & Value | <i>See Assessment Overview in CUC 106 Learnline site. Note that Value differs depending on Group Role.</i> |
| Marking Criteria | <i>See Assessment Overview in CUC 106 Learnline site. Note that Criteria differ depending on Group Role.</i> |

| | |
|----------------------|--|
| Task Overview | Description & Relevance to Project <p>Write a report that describes your design project. It should be a 'stand-alone' document presenting your design, and demonstrating its feasibility & suitability.</p> <p>It might help to imagine it's for submission to a potential funding body such as a government or a Non-Government Organisation, who would use it to decide whether to fund your design.</p> <p>NOTE: You're encouraged to re-use parts of your previous assignments for this Unit, but it is expected that improvements will have been made where needed.</p> |
|----------------------|--|

| | |
|---------------------|--|
| Requirements | <p>Your report needs to be presented professionally using the following format:</p> <ul style="list-style-type: none">• Single document, MS word or PDF format.• Include your names, student numbers, and page numbers in the header/footer of each page of the document. <p>Use the following structure for your report, with sub-headings as appropriate:</p> <p>8 Assessment Cover Sheet</p> <p>9 Title page, with:</p> <ol style="list-style-type: none">(i) Design Project title (ie. "Design of a ...")(ii) Group details in a table, listing names, student numbers, and the role each group member had <p>10 Contents Page</p> <p>11 Introduction, with:</p> <ol style="list-style-type: none">(i) Project Justification – 1 or 2 paragraphs that 'set the scene' for your project and why it is necessary.(ii) Project Aim – 1 or 2 sentences detailing what your design project sets out to achieve. (Be quite specific).(iii) Project Scope – inclusions, exclusions, constraints, assumptions, |
|---------------------|--|

and key deliverables of your design project.

- (iv) Purpose of the Report – in 1 or 2 sentences, describe how this specific document relates to your project, and what it covers.

12 Background

- (i) The issue or problem your design project is looking to address. You need to provide sufficient details to prove that your project is not misguided, ie. that you understand the problem & context. Don't just *list* the details – explain to the reader *what they mean* for your design project.
- (ii) Existing approaches / products / technologies you have discovered that might be applicable here (how & why?).

13 Evaluation of Alternatives

(Note: Depending on what alternatives you considered, it may make more sense to include this section before, within, or after, the 'Design Concept' section. This is up to you.)

- (i) Briefly describe the alternatives that were evaluated using the Decision Matrix
- (ii) Briefly explain & justify the criteria, rankings, weightings and rating schemes that you used in developing the Decision Matrix.
- (iii) Present the final Decision Matrix developed for the evaluation
- (iv) Provide a summary and analysis of the outcome (1-2 paras).

14 Design Concept, using suitable sub-headings:

- (i) A description of your design.
You should include whatever pictures of the model and/or sketches and/or drawings you think convey your concept best. Start with an overview, then discuss the various aspects / components in more detail.
Mention general construction, materials, functionality, required equipment, etc.
- (ii) A description of the specific target / users of your design, including how the design would be used to meet their needs. ie. Who would use your design, what for, and how? This is where you establish the suitability & fit of your design.
- (iii) Estimated final costs of the 'real-world' design (not the model/prototype) in Australian dollars. Costs need only be approximate for large-scale projects, but remember estimates always need some form of justification or basis.
- (iv) Discussion of the feasibility & sustainability of your design, with key areas of strength & weakness (or uncertainty) identified.
- (v) Known limitations & possible improvements for your design

15 Conclusion



16 References

Must be CDU Harvard method, with correct formatting.

17 Appendix A: Reflection on Project Management (300 – 400 words)

- (a) For each role, what was the most successful aspect of the management of your project/group? Why?
- (b) For each role, what was the major difficulty you faced with the management of the project/group? What steps could you take to avoid this in future?

Preparation

For the final report the group responsibilities are:

- To write the reflections on the project management (Appendix A)

For the final report the individual responsibilities for each role are:

- Group coordinator/editor: the introduction, evaluation of alternatives using the Decision Matrix, and conclusion. As always the coordinator is also responsible for combining the parts and the overall report presentation (ensuring it has a title page etc).
- Researcher: background, description of the target / users of the design and how it would be used, discussion of feasibility & sustainability of the design, and reference list.
- Prototype designer: Description of the design, the costs, and the limitations & recommendations for improvement.

Submission

- Submit 1 document only
- See the 'Assessments' section of Learnline for instructions.

NOTE: To qualify for the group component mark you must get at least 40% for the individual component (across Assignment 3a, 3b and 3c).