



Wollongong College Australia

A College of the University of Wollongong

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CRICOS 02723D
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Diploma in Business and Diploma in Information Technology

(CRICOS course codes: 057232B, 057234M)

Subject Outline Summer 2009/10

WUCT001

Tertiary Academic Skills

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Tertiary Academic Skills

Subject Description

This subject is designed to enable students in the Diploma courses to continue to upgrade their English language and research skills while completing their formal academic program.

Subject structure

Tertiary Academic Skills is delivered in a face-to-face format of six (6) hours per week. Weekly classes are delivered in a tutorial and seminar format. The session is of 14 week's duration with face-to-face classes scheduled for the first 12 weeks and a study/examination period in Weeks 13 and 14.

In addition to scheduled class sessions, students are expected to spend additional time in individual study and research. As a general guideline students will need to spend at least 1 hour in private study (including completing homework and revision) for every two hours of scheduled class time.

Teachers will be available for a consultation time each week. Students will be notified of the time and location of the consultation session during Week 1 of the Session. It is recommended that students experiencing difficulty with this subject arrange to consult with the teacher as difficulties are encountered.

Some students may require tutorial support to improve language/literacy skills. Where this is recommended, students will be advised to use the College's self-access facilities in the Multimedia Centre in their own time. These facilities are located upstairs in building 30.

Learning resources

Fowler, H.R. and Aaron J.E., 2004, *The Little Brown Handbook*, (9th ed.), Pearson Education, Inc., New York.

UOW Homepage; eLearning@UOW

UOW Library Homepage; How to Guides

UOW Faculty Home Pages

Subject Aims and Objectives

Aims

The broad aims of Tertiary Academic Skills are to:

- enable students to experience and develop learning and academic skills appropriate for study in a university context
- facilitate the process of orientation and transition into academic teaching and learning cultures
- facilitate the development of confidence in the student's ability to succeed in tertiary studies.

Objectives

Introduction to Academic Culture

The objectives are to provide students with an opportunity to become familiar with:

- University culture
- University terminology
- University assessment practices
- University teaching culture
- Library facilities

Learning and Academic Skills

The objectives will be to provide students with the opportunity to experience and develop a range of skills necessary for successful tertiary study in:

- reading
- writing
- research
- oral presentations
- listening and note-taking

This component of the course will also enable students to:

- gain skills in study and time management strategies
- develop independent learning skills
- develop an understanding of the process of being critical and analytical in their studies
- develop reflective learning skills
- learn, interact and work co-operatively with other students and experience the peer learning process

Subject outcomes

Successful completion of Tertiary Academic Skills will result in students having developed skills in the following areas:

Study Management

- managing time
- planning a study timetable
- basic principles of effective study

Research Skills

- using library resources
- finding appropriate sources
- selective and critical reading
- note-taking
- producing bibliographies

Essay and Report Writing

- writing in different academic genres
- analysing assessment questions
- determining the audience
- structuring written work
- planning and drafting
- using evidence
- referencing conventions
- editing, revising and redrafting

Subject outline in weeks

The following guide to lessons and activities may be adjusted to suit the needs of the group as long as subject outcomes and assessment criteria are met.

Week 1 - Introduction

Overview of subject and assessments

Qualities of tertiary students – UOW guidelines. Active and passive learning.

Time management: study and assessment tasks

Studying effectively – getting the most out of tutorials and lectures

Introduce assessment task 1- Report. Students select topics

Question analysis – key terms. Definitions task HO

Week 2

Library skills – catalogue use

Library skills – data bases

Students identify research aims. Keep in research log

Identify general issues relating to research question

Week 3

Referencing – overview - Harvard System

Structure of Literature Review

Critical reading - choosing suitable sources – identifying author's meaning (comprehension of structure, introduction & conclusion, author's point of view, assumptions) note-taking and summary

Week 4

The research process - overview (preliminary, primary, secondary research)

Developing a plan for completing the Report – flow chart

Avoiding plagiarism. Legitimate use of direct quotation and indirect quotation. Summary and paraphrase. Integrating sources into text

Week 5

Evaluating sources - annotation

Comparing and contrasting sources (claims, evidence, perspective, audience, authority, theory)

Creating a questionnaire from research sources. Use theme resources to model developing a questionnaire

Week 6

Academic English Paragraphing –unity, coherence, links

Editing the Literature Review and Questionnaire

How to conduct a questionnaire (checklist of criteria; population, sample, research aim/s, question mix: 2 demographic, 1 open, 7 closed including at least 1 Likert scale or similar, logistics, script and format). Link to Procedures section of report

Week 7

How to analyse data – primary research results: analysis grid, graph construction, 1 cross tabulation

How to produce graphs using Excel

How to interpret graphs and link to Literature Review

Link above to Results section of report

Week 8

Primary Research Method – validity

Taking a critical perspective – the reflection on process (How could the student have done their assessment task better?)

Critical Reading – identifying meaning of research findings and drawing out implications. Link to Discussion Section of Report

Week 9

Oral presentation preparation

Brief overview of the nature of theory in natural and social sciences reading to identify theory and its influence on writing. Critical responses

Developing a hypothesis

Review elements of report

Weeks 10 & 11

Oral presentations

Week 12

Editing the final draft

Reflection –assessment of progress

Weeks 13 & 14 Final examination Period

Please note that there is no final examination for Tertiary Academic Skills in this study period.

Assessment

Assessment and plagiarism policy

All written assessment tasks, with the exception of examinations and in-class tasks, must be word-processed unless students are otherwise advised.

Students must keep copies of all assessment tasks submitted for marking with the exception of class tests and examinations.

Plagiarism is a form of cheating or stealing that happens when a student uses someone else's work and presents it as his/her own without showing where it comes from. To avoid this, students are expected to submit their own original work for assessment and to accurately acknowledge all references and sources used in essays and assignments.

For information regarding assessment, plagiarism, acknowledging sources and examination rules, please refer to the Wollongong College Australia Student Handbook <http://www.wca.uow.edu.au/handbook>

Assessment Schedule

Task	Due	Weighting	Approx. Length/Time
Question analysis and Source Identification	Week 3	10%	
Literature Review	Week 6	25%	1000 words
Questionnaire	Week 7	15%	10 questions
Oral Presentation: Research Results	Week 10-11	20%	10 minutes
Complete Report	Week 12	30%	2500 words

Marking Guidelines

WCA best practice is that students can normally expect to have assessment tasks handed back within two weeks, and before the next assessment task is due. On occasion there may be exceptions to this time frame due to, for example, the size of the task, the size of the class, teacher illness or teacher leave.

Where there are several teachers marking a major assessment task, tasks will be handed back by all the teachers within the same week.

Assessment criteria and explanation of components

All assessment components are marked according to set marking criteria. Some assessment tasks may undergo check-marking by a panel of tutors.

Question Analysis & Source Identification 10%

1. Question analysis and identification of preliminary research aims.
2. Referenced definitions of key terms.
3. Annotated bibliography of sources identified.

Literature Review 25%

A 1000 word text which will be incorporated into the introduction of the final report. The student selects the four most useful of the six reliable sources researched for the report to review. The review will include:

1. a summary of each source as relevant to the research question
2. a comparative analysis of the sources outlining similarities and differences
3. an evaluation of sources
4. an annotated Harvard Style bibliography including all six sources
5. an appendix containing photocopies of the title pages and abstracts of the selected articles and book title pages with full bibliographic data. The two most important sources selected should be fully photocopied as should referenced pages from books

Questionnaire 15%

This will contain 2 parts:

1. A correctly structured questionnaire of 10 questions and researcher's script including 2 demographic questions, 1 open question, and the remainder closed questions including at least one Likert Scale.
2. On a separate paper under numbered headings (Question 1, Question 2 etc) a **brief** explanation of the relationship of questions to research aims and or literature review e.g. *I have asked this question to because Author X disagrees with Author Y over*

Note students must use task feedback and opportunities for reflection and consultation to make improvements to these elements before incorporating them in the final report.

Oral Task: Presentation & and Analysis of Research Results 20%

A 10 minute oral presentation on research results. Students describe, discuss and analyse findings of primary and secondary research for the report as required.

Students respond to questions and take part in discussion following the presentation.

A report on the selected research question of approximately 2500 words.

The report includes the following elements:

1. Abstract – approximately 250 words (Not included in word count)

The abstract should include:

- I. Topic orientation
- II. Research aims
- III. Summary of research results
- IV. Summary of significance/implications of findings
- V. Recommendations for further research – hypothesis

2. Introduction (approximately 200 words not including Literature Review)

- I. General topic and background
- II. Definitions
- III. Specific topic in relation to target population
- IV. Research aims
- V. Literature Review (approximately 1000 words)
- VI. Preview

3. Method (approximately 200 words)

Description of steps taken to gain data via primary research to answer research questions.

4. Results (approximately 600 words)

- I. Outline findings of primary research with graphs, diagrams and compare to literature review findings.
- II. Critique problems and limitations in primary data collection. Comment on validity of research.

5. Discussion (approximately 500 words)

- I. Interpret findings for local population and in general
- II. Comment on the limitations of the study e.g. issues that have come to the researchers attention but have been outside the scope of the report
- III. Recommendations for further research. Hypothesis developed on the topic as a result of research.

6. Annotated Bibliography & Referencing

Minimum 6 reliable sources acceptable for undergraduate research are listed according to Harvard Style with suitable annotations

7. Appendices

- I. 25 original completed questionnaire sheets
- II. Results summary sheet and analysis spreadsheet
- III. Title pages of books and articles with full bibliographic data for any sources not previously submitted