

UNIT INFORMATION

UNIT CODE	SO100																		
UNIT NAME	Academic and Professional Communication																		
ASSOCIATED HIGHER EDUCATION AWARDS	Diploma of Social Sciences Bachelor of Human Services Bachelor of Counselling																		
DURATION	One semester																		
LEVEL	Introductory																		
UNIT COORDINATOR	Dr Stephen Beaumont																		
TEACHING STAFF	Wendy Nelson																		
CORE / ELECTIVE	Core																		
WEIGHTING	<table> <tr> <td>Unit credit points</td> <td>10 (0.125 EFTSL)</td> </tr> <tr> <td>Course credit points</td> <td></td> </tr> <tr> <td>Diploma of Social Science</td> <td>80 (1.0 EFTSL)</td> </tr> <tr> <td>Bachelor of Human Services</td> <td>240 (3.0 EFTSL)</td> </tr> <tr> <td>Bachelor of Counselling</td> <td>240 (3.0 EFTSL)</td> </tr> </table>	Unit credit points	10 (0.125 EFTSL)	Course credit points		Diploma of Social Science	80 (1.0 EFTSL)	Bachelor of Human Services	240 (3.0 EFTSL)	Bachelor of Counselling	240 (3.0 EFTSL)								
Unit credit points	10 (0.125 EFTSL)																		
Course credit points																			
Diploma of Social Science	80 (1.0 EFTSL)																		
Bachelor of Human Services	240 (3.0 EFTSL)																		
Bachelor of Counselling	240 (3.0 EFTSL)																		
DELIVERY MODE	Face to face on site External																		
STUDENT WORKLOAD	<table> <tr> <td colspan="2"><i>Face to face</i></td> </tr> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> <tr> <td colspan="2"><i>External</i></td> </tr> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Student requiring additional English language support are expected to undertake an additional one hour per week.</p>	<i>Face to face</i>		Contact hours	35 hours	Reading, study and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours	<i>External</i>		Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
<i>Face to face</i>																			
Contact hours	35 hours																		
Reading, study and preparation	55 hours																		
Assignment preparation	60 hours																		
TOTAL	150 hours																		
<i>External</i>																			
Engagement with study materials	90 hours																		
Assignment preparation	60 hours																		
TOTAL	150 hours																		
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil																		

RATIONALE

Effective communication is an important factor for success in today's world, in both the academic and professional contexts. Students need to gain a sound understanding of the skills, strategies and conventions of academic study in order to satisfy the requirements for tertiary study.

This unit will provide students with the skills and processes associated with effective written and other forms of communication. In addition, students will explore study methods, writing and research skills, as well as the important area of critical thinking in order to enhance and further develop the experience of learning and its application in the diverse fields in which study and work occur.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments. In an internal unit, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Internal and intensive mode units

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of every session** for units that are offered as Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students should note that a number of the skills-based units *require* that they achieve attendance of at least 80%, and some units up to 100%, in order to be eligible for a passing result. When this condition applies, it will be clearly stated in the unit outline that is available on each Moodle™ unit page at the beginning of the semester. If a unit has a presentation assessment, students must attend the class presentations as part of the learning for the unit.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.

- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

EXTERNAL

Learning outcomes will be addressed through consultations with your supervisor, online information, readings, resources, discussion forums and activities that can be found in this unit handbook and on the Moodle page for this unit. As this is an external, self-directed unit, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. Studying in a tertiary environment; (a) developing time management skills; (b) the habits of the mind
2. Understanding social sciences assessments and genres; (a) study skills; (b) effective learning styles; (c) introduction to reflective writing
3. Introduction to critical thinking and research skills: Note-taking; using the library; journals; internet; (a) developing agency and skills in research
4. The essay – structure and key elements; (a) the central proposition; (b) drafting the introduction, body and conclusion; (c) substantiating the argument with compelling supporting literature; (d) conducting solid topical research.
5. Clear and effective writing; revising, rewriting; and editing; (a) clarity and unambiguous meaning through succinctness, precision and simplicity of expression; (b) academic writing; formal and informal writing; third-person perspectives; apostrophes, commas and colons.
6. Developing your academic voice; (a) paraphrasing; (b) using direct quotes; (c) integrating direct quotes, paraphrasing and in-text referencing;

7. Developing argument from an outline; (a) moving from essay question to research outline; (b) constructing paragraphs; (c) transitional expressions; (d) structuring an argument; (e) using evidence to support your argument.
8. Including the integration of Christian worldview in academic communication; (a) developing critical thinking skills, (b) claims and counter-claims, facts or opinions
9. Reference lists; (a) introduction to the need for attribution and referencing in academic writing; (b) the difference between in-text references and lists of references; (c) understanding and avoiding different forms of plagiarism
10. Reports; (a) reports and essays as similar yet distinct genres of research writing.
11. Reflective and other forms of written assessment.
12. Technology and electronic assessments.
13. Presentations; oral assessments; group assignments; (a) comprehending your audience; (b) visuals, voice and audience involvement; (c) stress and strategies to manage it

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Developed recognition of the importance of communication skills for academic life.
2. Developed awareness of, and the ability to use various methods and sources for gathering, organising, and presenting information within the social sciences academic environment.
3. Foundational understanding of research, critical thinking, and writing skills to produce effective arguments on issues of academic and professional significance.
4. Developed an understanding of how to integrate Christian worldview into social sciences academic communication.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: QUIZZES

Students will complete eight quizzes based on weekly content.

Word Length/Duration:	N/A
Weighting:	50%
Learning Outcomes:	1-5
Assessed:	Weeks 2 - 12
Method of Submission:	Moodle

TASK 2: OUTLINE OF THE ESSAY AND ESSAY

Using recent journal articles and other relevant, credible academic literature, research one of the essay topics provided based on specialisation areas (chaplaincy, community aid and development, community mental health, disability and aged care, family support and child protection, human behaviour, youth work, or counselling (see *below*)). From this research, write an essay.

This assessment requires two submissions:

Part A: Prepare an essay outline as demonstrated in class for your essay that includes your central proposition, plus themes and sub-themes for each section of your essay. You must use the template provided on Moodle for this part

of the assessment. A **full** reference list is required. Your topic **must** be approved by the lecturer via email **before** commencing the outline.

Part B: From your outline, write a **research essay** including a Christian worldview on your chosen topic. As part of the final submission, you must include, as an appendix, a table showing how you have applied feedback from previous assessment in the unit to this essay. A feedback application table template is available on the Moodle page.

Word Length/Duration: Part A: N/A and Part B: 1,500 words
 Weighting: 50% (Part A: 15% and Part B: 35%)
 Learning Outcomes: 1-5
 Assessed: Week 9 – Part A
 Week 14 – Part B
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	1-5	1-12	n.a.	1, 3, 5, 6, 7	1, 3, 6
Task 2	1-5	1-13	n.a.	1, 3, 5, 6, 7	1, 3, 6

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Cottrell, S. (2019). *The study skills handbook* (5th ed.). Palgrave Macmillan.

RECOMMENDED READINGS

BOOKS

Eunson, B. (2016). *C21: Communicating in the 21st century* (4th ed.). John Wiley.

Graff, G. & Birkenstein, C. (2018). *They say, I say: The moves that matter in academic writing* (4th ed.). Norton.

Langan, J. (2019). *College writing skills with readings* (10th ed.). McGraw-Hill.

Lowe, D. (2013). *Powerpoint 2013 for dummies*. John Wiley.

Moore, B. N., & Parker, R. (2020). *Critical thinking* (13th ed.). McGraw-Hill.

Oshima, A., Hogue, A., & Ravitch, L. (2014). *Longman Academic Writing Series, 4: Essays* (5th ed.). Pearson Longman.

Reinhart, S. (2013). *Giving academic presentations* (2nd ed.). University of Michigan Press.

Soliday, M. (2011). *Everyday genres: Writing assignments across the disciplines*. Conference on College Composition.

JOURNALS

Nil.

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE

SAMPLE