



RSCH20002 *English for Research*

Term 2 - 2018

Profile information current as at 28/04/2024 07:00 pm

All details in this unit profile for RSCH20002 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit aims to provide masters and doctoral Research higher degree (RHD) students with the knowledge and skills necessary to successfully communicate in English. You will become familiar with the academic skills required for effective reading, writing, listening and spoken English. The assessment in this unit will align with individual goals and have direct correlation to your own research. The assessment supports the development of advanced skills and confidence in using English for academic purposes at CQUUniversity. This unit will be available to any candidate studying a Research Higher Degree (i.e. masters by research or doctoral level study), and is particularly suited to candidates from non-English speaking backgrounds, be those either domestic or international enrolments. Candidates can self-select to enrol in this unit, or may be asked to do so under direction of their Supervisory Panel or Research Division.

Details

Career Level: *Postgraduate*

Unit Level: *Not Applicable*

Credit Points: *0*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0*

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 0-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 0 hours of study per week, making a total of 0 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: Pass/Fail

2. **Presentation**

Weighting: Pass/Fail

3. **Written Assessment**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluation

Feedback

Resources and links were useful and supported written and oral communication skills.

Recommendation

Continue to provide useful resources to improve the students' skills and confidence in their written and oral expression.

Feedback from Unit Evaluation

Feedback

Assessments were clearly explained and unit coordinator provided feedback that assisted learning.

Recommendation

Keep assessment structure and continue to provide clear, constructive feedback to improve the students' use of English for academic purposes.

Feedback from Unit Evaluation

Feedback

Students requested additional information that would benefit RHD candidates.

Recommendation

Ensure students are subscribed to research emails lists and know how to access Research Moodle. Encourage students to attend Research Intensive and other RHD workshops.

Feedback from Unit Evaluation

Feedback

Students appreciated unit targeting the research higher degree candidates, in particular students from the non-English speaking countries.

Recommendation

Continue to provide feedback that supports RHD candidates at different language competency levels and tailored towards the student's unique area of research.

Feedback from Unit Evaluation

Feedback

Students identified Moodle site is easy to navigate, however some dates and information were not updated.

Recommendation

Ensure the unit resources and dates on Moodle are current with each term.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate the process of acculturation and the different contexts required when communicating using English
2. Utilise a range of active listening skills when doing research and project work
3. Apply critical and analytical reading skills to areas of research
4. Design and deliver an oral presentation incorporating English verbal and non-verbal cues
5. Apply English language conventions, punctuation and grammar fundamentals to written texts.

There is no relevant external accreditation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 0%	•	•	•		•
2 - Presentation - 0%	•	•		•	
3 - Written Assessment - 0%	•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge					○
2 - Communication	○	○		○	○
3 - Cognitive, technical and creative skills			○	○	
4 - Research		○	○		
5 - Self-management				○	
6 - Ethical and Professional Responsibility	○				○
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 0%	○	○	○			○		
2 - Presentation - 0%		○	○	○			○	
3 - Written Assessment - 0%	○	○			○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Conferencing (Webcam and Microphone)

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Anne Braund Unit Coordinator
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Schedule

Week 1 - Academic acculturation - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Academic acculturation: Introduction to the process of acculturation and the importance of interacting with academic peers to enhance study success.	See Moodle resources	Weekly ZOOM session

Week 2 - Academic English - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Academic English: Understanding the fundamentals of English communication and different contexts to competently interact in a global academic environment.	See Moodle resources	Weekly ZOOM session

Week 3 - Active Listening - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Academic English: The importance of Active Learning. How to critically evaluate texts, effectively note-take and formulate responses	See Moodle resources	Weekly ZOOM session

Week 4 - Reading for comprehension - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Academic English: Reading. Examine key strategies to effectively comprehend and evaluate written texts.

See Moodle resources

Weekly ZOOM session
Assessment Task 1: PORTFOLIO

Assessment 1: Written tasks - Week 1,2,3,4 Due: Week 4 Friday (3 Aug 2018) 11:45 pm AEST

Week 5 - Speaking - 06 Aug 2018

Module/Topic

Chapter

Events and Submissions/Topic

Academic English: Speaking. Examine the skills required for successful oral presentations, checking pronunciation and accent management.

See Moodle resources

Weekly ZOOM session

Break Week - Catch up! - 13 Aug 2018

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - Speaking - 20 Aug 2018

Module/Topic

Chapter

Events and Submissions/Topic

Academic English: The importance of confident oral presentation skills.
ORAL PRESENTATIONS: Assessment Task 2

See Moodle resources

Weekly ZOOM session

Week 7 - Oral presentations - 27 Aug 2018

Module/Topic

Chapter

Events and Submissions/Topic

ORAL PRESENTATIONS: Assessment Task 2

See Moodle resources

Live symposium held using ZOOM. All students to deliver their Oral Presentation.

Assessment Task 2: ORAL PRESENTATION

Weekly ZOOM session

Assessment 2: Oral Presentation
Due: Week 7 Monday (27 Aug 2018) 11:45 pm AEST

Week 8 - Language conventions - 03 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Language Conventions: English Grammar. This week we consolidate rules around fundamental punctuation and grammar (eg. Active vs Passive voice, Verbs/tenses, Adverbs, Syntax, Paragraph structure, Colons, Semi-Colons).

See Moodle resources

Weekly ZOOM session

Week 9 - Academic writing - 10 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Academic writing: Identify problems or issues related to academic writing requirements.

See Moodle resources

Weekly ZOOM session

Week 10 - Academic writing - 17 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Academic writing: Examine the features of effective writing and correct use of language conventions.

See Moodle resources

Weekly ZOOM session

Week 11 - Academic writing - 24 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Academic writing: Building our Academic vocabulary and phrase bank.

See Moodle resources

Weekly ZOOM session

Week 12 - Academic success - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Academic success: The nexus between academic communication and peer reviews, feedback and self-evaluation.	See Moodle resources	Weekly ZOOM session Assessment Task 3: WRITTEN TASKS
Module/Topic	Chapter	Events and Submissions/Topic
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1: Written tasks - Week 1,2,3,4

Assessment Type

Portfolio

Task Description

Assessment 1

Complete 4 written tasks. Approximately 150 - 300 words for each task.

Tasks:

1. Introduce yourself
2. Research overview
3. Active Listening
4. Reading and note-taking

Assessment Due Date

Week 4 Friday (3 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 6 Friday (24 Aug 2018)

Students will receive written feedback on this assessment via Moodle.

Weighting

Pass/Fail

Minimum mark or grade

Students must pass all pieces of assessment to pass the unit.

Assessment Criteria

This assessment task is marked according to how well you have met the specified requirements, and in accordance with the assessment criteria outlined below.

The criteria sheet that you require for submission is located under 'Assessment Resources' in the Moodle course site.

Reflection - critical reflection on self is evidenced in portfolio tasks. Demonstrate a variety of measures have been used to reflect on own knowledge, performance, including self, and fellow RHD students.

Communication and presentation - all work is of an academic standard (well written with correct spelling, grammar, syntax and referenced).

Personal and professional development - demonstration of personal learning and reflection. This includes demonstrating planning, self-direction, seeking feedback and commitment to quality improvement.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Articulate the process of acculturation and the different contexts required when communicating using English
- Utilise a range of active listening skills when doing research and project work
- Apply critical and analytical reading skills to areas of research
- Apply English language conventions, punctuation and grammar fundamentals to written texts.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

2 Assessment 2: Oral Presentation

Assessment Type

Presentation

Task Description**Assessment 2 - Oral Presentation**

As a researcher, we often interact with multiple communities about what we do; sharing our methods and findings, soliciting feedback and information and creating new networks for further work. One common vehicle for such engagement is oral presentations; often delivered at conferences and other research settings. The aim of this assessment is to enhance your oral presentation skills and receive feedback to improve your presentation confidence.

Structure. The Oral Presentations will be delivered via a ZOOM symposium starting in Week 7. Slides should be submitted via Moodle online three days prior to the session.

1. Prepare a 5 minute presentation to include:

- An outline of your research proposal
- Brief summary of existing literature around this thesis
- Research methodology
- What is the impact of your proposed study
- References

Question time from RHD colleagues. Prior to the symposium, consider presenting to your peers or supervisor so that they can provide you with feedback.

Assessment Due Date

Week 7 Monday (27 Aug 2018) 11:45 pm AEST

Oral presentation

Return Date to Students

Week 7 Monday (27 Aug 2018)

Students will receive written feedback on this assessment via Moodle.

Weighting

Pass/Fail

Minimum mark or grade

Students must pass all pieces of assessment to pass the unit.

Assessment Criteria

This assessment task is marked according to how well you have met the specified requirements, and in accordance with the assessment criteria outlined below.

Integration – background research in the tertiary education context are discussed and aligned with consideration of scholarly literature and personal dispositions.

Reflection – critical reflection is evidenced in presented research.

Communication and presentation – all work is of an academic standard (well written with correct spelling, grammar, syntax and referenced).

Presentation is persuasive and compelling and takes account of diverse audience needs.

Clarity of purpose and coherence of oral expression (vocalisation, accent management, pronunciation and grammar); appropriate oral and written conventions used.

Technological implementation - innovation with a range of educational technologies, clearly communicated ideas that enabled a well-executed presentation. Competency in the technology that supports your presentation and discussion.

Personal and professional development - demonstration of personal learning including elements of planning, self-direction, seeking feedback, and commitment to quality improvement.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Presentation slides should be submitted via Moodle three days prior to the session.

Learning Outcomes Assessed

- Articulate the process of acculturation and the different contexts required when communicating using English
- Utilise a range of active listening skills when doing research and project work
- Design and deliver an oral presentation incorporating English verbal and non-verbal cues

Graduate Attributes

- Communication
- Cognitive, technical and creative skills
- Research
- Leadership

3 Assessment 3: Reflective writing

Assessment Type

Written Assessment

Task Description

Assessment 3 - Reflective writing

The purpose of Reflective writing is to encourage you to reveal your personal thoughts about your life experiences in relation to your current research higher degree studies and career aspirations for the future.

Structure

This report is to include:

- Write a reflective response to why you are studying a research higher degree; what you hope to gain from it, during the study and after graduation. Reveal your expectations as a RHD student at CQUniversity and your immediate and long-term career aspirations (300-400 words).
- Create a Curriculum Vitae for a research-based position job opportunity, providing an overview of your work experiences and other qualifications to date.
- Write an Ezine article about your research, suitable for publishing to an on-line

community such as <http://ezinearticles.com/> (400-500 words).

Support

Students are expected to proactively seek support for completion of the task throughout the term. Key support sources include:

- Informal consultations with the course coordinator as needed.
- Course resources including exemplars.
- Online discussion forums.
- Feedback provided by peers.

Assessment Due Date

Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

Final report

Return Date to Students

Exam Week Monday (15 Oct 2018)

Students will receive written feedback on this assessment via Moodle.

Weighting

Pass/Fail

Minimum mark or grade

Students must pass all pieces of assessment to pass the unit.

Assessment Criteria

While the nature and the scope of the final project deliverable will vary somewhat between students, all deliverables will be assessed by the final criteria *Scholarship, Reflection, Communication and presentation, Personal and professional development*. *Scholarship* - critical analysis and interpretation of own research topic to create original texts for the Report.

Reflection - critical reflection on self and demonstration of elements of planning, self-direction, seeking feedback, and commitment to personal and professional improvement. *Communication and presentation* - The structure of the report is in alignment with professional standards for the genre selected. The report is written in clear and concise language and all work is of an academic standard (well written with correct spelling, grammar, syntax and referenced). Written presentation/genre takes account of diverse audience needs.

Personal and professional development - Demonstrates professionalism informed by openness and the desire to advance knowledge and skills.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submitted via Moodle

Learning Outcomes Assessed

- Articulate the process of acculturation and the different contexts required when communicating using English
- Apply critical and analytical reading skills to areas of research
- Design and deliver an oral presentation incorporating English verbal and non-verbal cues
- Apply English language conventions, punctuation and grammar fundamentals to written texts.

Graduate Attributes

- Knowledge
- Communication
- Self-management

- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem