RSCH20002 *English for Research*
Term 1 - 2019

All details in this unit profile for RSCH20002 have been officially approved by CQUniversity 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 CQUniversity. 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 1 - 2019

- 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. Apply standard English language conventions to texts for academic purposes
2. Use active listening skills to produce written texts according to audience and purpose
3. Apply analytical reading skills to produce written texts according to audience and purpose
4. Create and deliver an oral presentation
5. Reflect on feedback to develop lifelong learning skills in collaborative contexts

There is no relevant external accreditation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	Introductory Level	Intermediate Level	Graduate Level	Professional Level	Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 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 - Written Assessment - 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
a.braund@cqu.edu.au

Schedule

Week 1 - Academic acculturation and collaboration - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the process of acculturation and the importance of interacting with academic peers to enhance study success.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 2 - Communication and contexts - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the fundamentals of English communication and different contexts to competently interact in a global academic environment.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 3 - Active Listening - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of active listening in critical evaluation of texts and effective note-taking.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 4 - Reading and note-taking - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

		This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues. **Assessment Task 1: WRITTEN TASKS 1,2,3,4**
Examine key strategies to effectively comprehend and evaluate written texts.	All resources on Moodle	
		Assessment 1: Written tasks - Week 1,2,3,4 Due: Week 4 Friday (5 Apr 2019) 11:45 pm AEST

Week 5 - English speaking: Academic presentations - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review the structure and skills required for successful academic presentations.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Break Week - Oral presentation preparation - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Confidence in oral presentations - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Confidence in oral presentation skills including pronunciation and accent management.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 7 - LIVE symposium: Oral presentations - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
ORAL PRESENTATIONS - All candidates deliver an oral presentation to the group via ZOOM.	All resources on Moodle	with fellow RHD colleagues.**one-hour weekly online ZOOM meeting. Assessment Task 2: ORAL PRESENTATION** **Assessment 2: Oral Presentation** Due: Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Week 8 - Academic writing: Grammar fundamentals - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
English fundamentals around grammar and punctuation.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 9 - Academic communication: Referencing - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Referencing and paraphrasing.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 10 - Academic communication: Structure - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Examine the structure of academic paragraphs.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 11 - Academic communication: Style - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review formal writing style, Active and passive voice, Tenses, Academic vocabulary.	All resources on Moodle	This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues.

Week 12 - Academic communication: Success - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

| Self-reflection, Expert knowledge and ongoing support. | All resources on Moodle | This unit requires participation in a **one-hour weekly online ZOOM meeting** with fellow RHD colleagues. **Assessment Task 3: WRITTEN TASKS** |

Term Specific Information

Unit Coordinator: Anne Braund
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Assessment Tasks

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

Assessment Type
Portfolio

Task Description
Complete 4 written tasks:

1. Critical thinking – My CQU

2. Research Summary
3. Listening Task
4. Reading Task

Assessment Due Date
Week 4 Friday (5 Apr 2019) 11:45 pm AEST
Assessment task 1

Return Date to Students
Week 6 Friday (26 Apr 2019)
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 is located under 'Assessment 1' on the Moodle site.
Reflection – critical reflection on self and peer evaluation and consideration of receiving and acting upon feedback is evidenced in portfolio tasks.
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 will include 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
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
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 in Week 7. Slides should be submitted via Moodle online three days prior to the session.
Prepare a 5 minute presentation to include:

- An outline of your proposed thesis topic
- What the existing literature indicates around this thesis
- What are your proposed research strategies / methods of gathering and evaluating data
- What are you hoping to achieve through this research
- What are the implications for the future from this research

Assessment Due Date
Week 7 Monday (29 Apr 2019) 11:45 pm AEST
Oral presentation

Return Date to Students
Week 9 Monday (13 May 2019)
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 engaging 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 - competency in the zoom technology that supports your presentation.

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: Written tasks

Assessment Type
Written Assessment

Task Description
The purpose of this task is to apply your learning from the unit to demonstrate academic writing conventions using academic paragraph structure, enhanced vocabulary and referenced literature to support your ideas.

Written tasks:

1. **Three paragraphs.** Identify three key themes linked to your research. Write one academic paragraph one each theme using the academic paragraph (PEEL) structure and embedding literature support your ideas. Vary the use of author prominent and information prominent referencing.

2. **Curriculum Vitae/Resume.** Refresh your resume aimed at a research-based/Lecturing position; providing an overview of your work experiences and other qualifications to date.

3. Ezine article. Construct an online article on any aspect of your research, suitable for publishing to an on-line community such as https://theconversation.com/au

Assessment Due Date
Review/Exam Week Monday (10 June 2019) 11:45 pm AEST
Assessment task 3

Return Date to Students
Exam Week Monday (17 June 2019)
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 four final criteria:

Scholarship – critical analysis and interpretation of own research topic to create original texts.

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 written tasks are in alignment with professional standards for the required genre. Demonstrated understanding of paragraph structure, paraphrasing, embedded quotations, referencing to create original texts The tasks are written in clear and concise language and all work is of an academic standard.

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