Course Outline

Code: COR109
Title: Communication and Thought

School: Creative Industries
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Greg Nash, gnash@usc.edu.au
Course Moderator: Assoc Prof Sandy O’Sullivan, sandy.osullivan@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
This course introduces you to the theory and practice of communication, with particular application to academic and professional settings. You will study the processes of research and scholarship, and of tailoring communication for specific audiences and disciplines. Verbal and nonverbal communication, thinking skills and the dynamics of interpersonal and group communication will be explored. You will enhance your written, verbal and personal transferable skills all of which are essential to success at university and in your future careers.

1.2 Field trips, WIL placements or activities required by professional accreditation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>Explain and utilise the key principles, concepts, models and theories for effective communication.</td>
<td>1, 2 and 3</td>
<td>Empowered.</td>
</tr>
</tbody>
</table>
Course Outline: COR109 Communication and Thought

Specific Learning Outcomes
On successful completion of this course, you should be able to:

<table>
<thead>
<tr>
<th>Assessment tasks</th>
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</tr>
</thead>
<tbody>
<tr>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>Develop and utilise appropriate research methods including use of the Library Discover layer.</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Form and actively participate in group work and set goals to obtain appropriate outcomes.</td>
<td>Engaged.</td>
</tr>
<tr>
<td>Demonstrate academic writing and referencing skills including ethical use of intellectual property.</td>
<td>Empowered. Ethical.</td>
</tr>
<tr>
<td>Deliver a persuasive oral presentation</td>
<td>Empowered.</td>
</tr>
</tbody>
</table>

5. Am I eligible to enrol in this course?
Refer to the USC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions
Nil

5.2 Pre-requisites
Nil

5.3 Co-requisites
Nil

5.4 Anti-requisites
Nil

5.5 Specific assumed prior knowledge and skills (where applicable)
Nil

6. How am I going to be assessed?

6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress
Assessment Task 1 will be workshopped during tutorials 1 – 4 with substantial examples being provided in class and activities related to understanding plagiarism and reading the assessment criteria and rubric.

6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Online quiz</td>
<td>Individual</td>
<td>10%</td>
<td>5 Online quizzes</td>
<td>Weeks 1-5</td>
<td>Blackboard</td>
</tr>
<tr>
<td>1b</td>
<td>Written Piece</td>
<td>Individual</td>
<td>20%</td>
<td>300 words</td>
<td>Friday, Week 4</td>
<td>Online Assignment Submission</td>
</tr>
</tbody>
</table>
Course Outline: COR109 Communication and Thought

<table>
<thead>
<tr>
<th>2</th>
<th>Written Piece</th>
<th>Individual</th>
<th>40%</th>
<th>1200 word essay or 1400 word report</th>
<th>Friday, Week 10</th>
<th>Online Assignment Submission with Plagiarism check</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Oral</td>
<td>Group</td>
<td>30% (15% group and 15% individual)</td>
<td>3 minutes per person</td>
<td>Week 12 &amp; 13</td>
<td>In Class</td>
</tr>
</tbody>
</table>

100%

Assessment 1a: Online quiz

**Goal:** The goal of this task is to complete 5 online quizzes related to the Epigeum academic integrity modules so you gain a complete understanding of what constitute plagiarism and the ethical use of information

**Product:** Quiz/zes

**Format:** Academic Format

For this task you will complete one Epigeum module per week (Weeks 1-5) and attempt a quiz based each week based on the information contained within the module

**Criteria:** You will be assessed according to your understanding of each Epigeum module
- Understanding what plagiarism is
- Understanding what collusion is
- Understanding ethical use of information in an academic setting

Assessment 1b: Paragraph or report sections exercise

**Goal:** The goal of this task is to introduce you to researching, referencing, academic writing skills and comprehension. The paragraph or report sections will be used to develop academic skills for Task 2.

**Product:** Written Piece

**Format:** Academic Format

For this task you will use three different sources, from which to reference and support ideas related to the stated topic. At least one of the source entries must be an article from a peer-reviewed journal. Additional information will be provided on Blackboard and discussed in your tutorial.

**Criteria:** You will be assessed according to your use and application of:
- Academic skills
- Communication theory
- Research skills
- Ethical academic writing and referencing skills

Assessment Task 2: Written assignment

**Goal:** Task 2 builds on Task 1. The goal of Task 2 is for you to continue to enhance your academic writing skills, focussing upon the format and structure of typical written assessment types that you will encounter in academic and professional settings.

**Product:** Written Piece
### Format:

**Academic Format**

There are two typical written assessment types that you will encounter in academic and professional settings; a) an essay; and b) a report. Your written assignment is to be informed by relevant communication theory and show evidence of an academic research process.

Step 1: You are to select one of these assessment types, preferably the one that is typical in your discipline area and produce a written assignment that adheres to the format and writing conventions of that particular assessment type.

Step 2: Once you have decided on an assessment type you will then answer the question provided on Blackboard.

Additional information will be provided on Blackboard and discussed in your tutorial.

### Criteria:

You will be assessed according to the use and application of:

- Communication theory
- Research methods
- Appropriate format
- Academic writing style conventions
- Ethical academic writing and referencing skills

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### Assessment Task 3: Group oral presentation

#### Goal:

In academic and professional settings, you will be required to work in groups and to speak publicly in the form of oral presentations. Task 3 builds on the skills of Tasks 1 and 2 where you identified, analysed and synthesised important information to either develop recommendations or build a cohesive argument. The goals of Task 3 are to enhance your knowledge of and skills in a) group development and group communication; and b) public speaking - incorporating speech development, the presentation of visual information, non-verbal skills, creativity and persuasiveness.

#### Product:

**Oral**

**Academic Format**

In your allocated tutorial, you are required to present a group oral presentation that demonstrates your individual abilities and those of the group to:

- Work in a team to develop a cohesive argument on a topic.
- Design a presentation that creatively engages audience members with the ideas that underpin your stance on the topic.
- Employ verbal and non-verbal public speaking skills, using rhetoric to express, both individually and as a group, your views on a topic.
- Present your ideas in a manner that persuades the audience to adopt your point of view.

The topics for this group oral presentation will be provided in class.

#### Criteria:

**Group mark:**

- Delivery of a logical and credible presentation
- Application of relevant theory
- Engagement of the audience through creative design
- Integration of technology and visual aids
- Demonstration of group cohesiveness

**Individual mark:**

- Participation in group activities in designated tutorials
- Use of public speaking skills to inform and engage an audience through effective use of oral skills, rhetorical devices, non-verbal skills and persuasiveness
7. **Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sippy Downs</td>
<td>Lecture: 1 hour (online)</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 2 hours</td>
</tr>
<tr>
<td>USC Fraser Coast</td>
<td>Lecture: 1 hour (online)</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 2 hours</td>
</tr>
<tr>
<td>USC Gympie</td>
<td>Lecture: 1 hour (online)</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 2 hours</td>
</tr>
<tr>
<td>USC SouthBank</td>
<td>Lecture: 1 hour (online)</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 2 hours</td>
</tr>
<tr>
<td>USC Caboolture</td>
<td>Lecture: 1 hour (online)</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 2 hours</td>
</tr>
</tbody>
</table>

8. **What resources do I need to undertake this course?**

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 *Prescribed text(s) or course reader*

Nil

8.2 *Specific requirements*

Nil

9. **How are risks managed in this course?**

Health and safety risks for this course have been assessed as low. It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. **What administrative information is relevant to this course?**

10.1 *Assessment: Academic Integrity*

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your
assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent on the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, AccessAbility Services can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to Student Hub, email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au