Course Outline

Code: TPP101
Title: Academic Skills for Success

Faculty: Science, Health, Education and Engineering
Teaching Session: Semester 1
Year: 2018
Course Coordinator: Guy Rushton  Tel: 5456 5758  Email: grushton@usc.edu.au  Room J5.22
Course Moderator: Sandie Elsom

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
In this course, you have the opportunity to develop the writing and study skills necessary to manage tertiary study effectively. As well as general instruction in time management and effective reading and note-taking skills, this course introduces you to the common features of academic writing and includes how to conduct academic research at the University's library and how to use an approved referencing system for your written assessment tasks. You will be given many opportunities to apply and develop these study and academic skills during tutorial/workshop sessions.

1.2 Course topics
This course will develop these qualities and skills through a collaborative learning environment:
- Writing Skills: Writing summaries, essays and reports. Summarising and paraphrasing. Referencing.
- Reading Skills: Understanding academic texts. Reading effectively.
- Note-taking Skills: Effective note-taking.
- Study Skills: Critical thinking and reflective thinking.
- Academic Management Skills: Time management, information gathering and collaborative learning.

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
Please be aware units from this course cannot be counted for credit towards an award-bearing program.
### 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></td>
<td></td>
</tr>
<tr>
<td>Demonstrate time management, academic information gathering and general organisational skills</td>
<td>Task 1b</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Read, examine and assess the layout and structure of an academic article. Identify the main ideas and summarise.</td>
<td>Task 2, Task 3a and 3b, Task 4</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Reflect on, relate and adapt knowledge and skills in a range of contexts for further academic studies.</td>
<td>Task 2</td>
<td>Creative and critical thinkers</td>
</tr>
<tr>
<td>Develop a reasoned argument by applying critical thinking skills to support a point of view.</td>
<td>Task 3a and 3b, Task 4</td>
<td>Creative and critical thinkers</td>
</tr>
<tr>
<td>Apply academic writing conventions within a range of written assessment tasks.</td>
<td>Task 1a, Task 2, Task 3a and 3b, Task 4</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Quote and paraphrase from a range of academic sources using a set referencing style.</td>
<td>Task 2, Task 3a and 3b, Task 4</td>
<td>Creative and critical thinkers</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

Students must be enrolled in TP000 or XE001

#### 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 **Assessment tasks**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</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>Introduction</td>
<td>Individual</td>
<td>Formative feedback</td>
<td>250 words</td>
<td>Week 1</td>
<td>Emailed to tutor</td>
</tr>
<tr>
<td>1b</td>
<td>Quiz</td>
<td>Individual</td>
<td>Formative feedback</td>
<td>3 quizzes – 10 questions each</td>
<td>Weeks 2, 3, 4</td>
<td>BlackBoard</td>
</tr>
<tr>
<td>2</td>
<td>Summary and Reflective Evaluation</td>
<td>Individual</td>
<td>20%</td>
<td>Summary – 700 words Reflective Evaluation – minimum 200 words</td>
<td>Week 5</td>
<td>BlackBoard</td>
</tr>
<tr>
<td>3a</td>
<td>Quiz – Essay Analysis</td>
<td>Individual</td>
<td>20%</td>
<td>20 questions</td>
<td>Week 9</td>
<td>BlackBoard</td>
</tr>
<tr>
<td>3b</td>
<td>Essay Paragraph</td>
<td>Individual</td>
<td>20%</td>
<td>250 words</td>
<td>Week 9</td>
<td>BlackBoard [SafeAssign]</td>
</tr>
<tr>
<td>4</td>
<td>Report – group or individual</td>
<td>Individual or group</td>
<td>40%</td>
<td>1000-1200 words</td>
<td>Week 13</td>
<td>Hardcopy at Assignment Collection Box</td>
</tr>
</tbody>
</table>

**Assessment Task 1a: Introduction**

**Goal:** An important skill at university is to be able to write clearly, accurately and concisely, and follow the prescribed layout and formatting of your document. This task will provide you with the opportunity to present your reflective concepts through a personal introduction with an emphasis on how you are planning to manage your time within an academic context.

**Product:** Introduction

**Format:** This is a four-paragraph introduction covering:
- Educational background and work experience
- Reason[s] for enrolling in the TPP program
- Perceived strengths and challenges facing you in your studies at USC
- An account of how you are planning to manage your time with respect to your study, work and life balance.

Word length: 250 +/- 10%

This assessment is emailed to your tutor in Week 1.

**Criteria:** You will be given feedback on:
- Writing style – cohesion, vocabulary, grammar, spelling
- Formatting Features – page layout, font style and size, word count

**Generic skill assessed**

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
</table>

**Skill assessment level**

Introduction
Assessment Task 1b: Quiz

<table>
<thead>
<tr>
<th>Goal:</th>
<th>A successful, independent learner at university demonstrates good time management and organisational skills and the ability to gather academic information. These quizzes provide an opportunity for you to assess yourself against these benchmark attributes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Quiz – 10 multi-choice questions per quiz.</td>
</tr>
<tr>
<td>Format:</td>
<td>There are three quizzes on BlackBoard. One quiz is to be completed in each week of Week 2, Week 3 and Week 4. You may complete the quiz at any time during the week.</td>
</tr>
<tr>
<td>Criteria:</td>
<td>You will be assessed on your knowledge of the course in general, assessment items, materials, the help and support networks available to you, your time management awareness and organisational skills. Formative feedback will be provided via BlackBoard for each of your answers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill assessment level</td>
<td>Introductory</td>
</tr>
</tbody>
</table>

Assessment Task 2: Summary and Reflective Evaluation

<table>
<thead>
<tr>
<th>Goal:</th>
<th>An important skill at university is to be able to understand, analyse and critically evaluate the large amounts of information contained in written texts. You will also need to paraphrase this information and present it in a summarised form in a range of different text formats. This task will introduce and provide practice of these skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Summary and Reflective Evaluation</td>
</tr>
</tbody>
</table>
| Format: | There are three parts to this individual written task assessment.  
**Part 1 – Summary:**  
- This is a summary of an academic article.  
- Word length: 700 +/- 10%.  
**Part 2 – Reflective Evaluation**  
- Applying critical thinking skills and reflective practice, you will assess your learning against a set of benchmarked skills and explain how you are using a range of resources to become a successful, independent learner within a tertiary-level academic environment.  
- Word length: Minimum 200.  
All parts of this assessment are submitted together in Week 5, electronically via BlackBoard. Further detailed information for this task is under the TPP101 ASSESSMENT tab on BlackBoard. |
| Criteria: | A Marking Rubric is attached to the Task Assessment Sheet and this details the criteria on which your work is assessed. These include:  
- Summary – comprehension of article and presentation of main ideas  
- Reflective Evaluation – detail of reflective practice and personalisation of a range of resources adapted to specific study needs  
- Academic Writing Style – cohesion, vocabulary, grammar, spelling  
- Formatting Features – page layout, font style and size, word count |

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill assessment level</td>
<td>Introductory</td>
</tr>
</tbody>
</table>
Assessment Task 3a: Quiz – Essay Analysis

**Goal:**
Being able to identify the key components of an essay and critically analyse these with respect to structure, cohesion, academic style, vocabulary selection, spelling, referencing and grammatical accuracy is a key skill in developing awareness of academic writing protocols. This task will develop your academic writing skills through analysis of a number sections of an argumentative essay via an online BlackBoard quiz.

**Product:** Quiz

**Format:**
20 questions

**Criteria:**
Criteria: include essay:
- Introduction: structure, content and cohesion
- Body paragraphs: structure, development of ideas and supporting evidence, cohesion, referencing, academic style/vocabulary and grammar
- Conclusion: structure, content and cohesion
- Reference List: structure and accuracy of format [Harvard style]

**Generic skill assessed**

<table>
<thead>
<tr>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information literacy</td>
</tr>
<tr>
<td>Introductory</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Introductory</td>
</tr>
</tbody>
</table>

Assessment Task 3b: Essay Paragraph

**Goal:**
Being able to conduct academic research and integrate the results of this with your own ideas on issues is an essential skill at university. This task will develop your researching skills through an argumentative essay paragraph and will require you to use the Harvard Referencing style.

**Product:** Essay Paragraph

**Format:**
This is an individual written task assessment in the form of a paragraph of an argumentative essay. You will select an essay question of interest from a range provided and write:
- a thesis statement
- a body paragraph supporting the thesis statement and incorporating appropriate academic research from three sources which will be in-text referenced in the Harvard style (one direct quote and a minimum of two paraphrases)
- a reference list in the Harvard style.

Paragraph word length: 250 +/- 10%

This assessment is submitted in Week 9 via BlackBoard - Safe Assign.

Further detailed information for this task is available under the TPP101 ASSESSMENT tab on BlackBoard.

**Criteria:**
A Marking Rubric is attached to the Task Assessment Sheet and this details the criteria on which your task submission is assessed. These include:
- Thesis statement: content, cohesion, academic style, vocabulary selection, spelling and grammar
- Body paragraph: structure, development of ideas and integration of supporting evidence, in-text referencing, academic style, vocabulary selection, spelling and grammar
- Referencing: Harvard style and formatting features, number and quality of reference sources
- Formatting Features – page layout, font style and size, word count

**Generic skill assessed**

<table>
<thead>
<tr>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information literacy</td>
</tr>
<tr>
<td>Introductory</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Introductory</td>
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</tbody>
</table>
Assessment Task 4: Report

Goal:
This task has been designed to allow you to use all of the academic skills, writing conventions, reading and research skills developed and practiced in this course to produce a report. You will quote and paraphrase from a range of academic sources using a set referencing style. Collaborative learning is a common feature of many undergraduate courses at university and this assessment piece will give you some important grounding and experience in working in groups to produce an academic product either as an individual or a group. Communication, cooperation, time management and information sharing as well as research and writing skills are all essential for completion of this report.

Product:
Scientific or Business Report

Format:
You will write either a Scientific Report or a Business Report, incorporating appropriate academic research which will be fully referenced.
Word length: 1000-1200 +/- 10%
This assessment is submitted in Week 13 as a printed and bound hardcopy to the Faculty assignment collection box.
Further detailed information for this task is available under the TPP101 ASSESSMENT tab on BlackBoard.

Criteria:
A Marking Rubric is attached to the Task Assessment Sheet and this details the criteria on which your report is assessed. These include:

**SCIENTIFIC REPORT**
- Abstract
- Introduction, Literature Review, Methods and Materials
- Results and Discussion
- Academic Writing Style – cohesion, vocabulary, grammar, spelling
- Referencing – Harvard Style, number and quality of reference sources
- Formatting Features – page layout, font style and size, word count

**BUSINESS REPORT**
- Executive Summary
- Introduction and Body
- Conclusion and Recommendations
- Table of Contents and Appendices
- Academic Writing Style – cohesion, vocabulary, grammar, spelling
- Referencing – Harvard Style, number and quality of reference sources
- Formatting Features – cover sheet, page layout, font style and size, word count

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Introductory</td>
</tr>
<tr>
<td>Information literacy</td>
<td>Introductory</td>
</tr>
</tbody>
</table>

7. What are the course activities?
7.1 Directed study hours
A one hour lecture and two hour tutorial per week for 13 weeks

7.2 Teaching semester/session(s) offered
Sippy Downs: Semester 1, Semester 2, Session 8
Fraser Coast: Semester 1, Semester 2, Session 8
Gympie: Semester 1, Semester 2
Noosa: Semester 1, Semester 2
Northlakes: Semester 1, Semester 2
## 7.3 Course content

<table>
<thead>
<tr>
<th>Module + Assessment Task Focus</th>
<th>Session</th>
<th>Directed study activities</th>
<th>Tutorial Focus</th>
<th>Self-directed study activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture Focus</td>
<td>Weekly: Prior to lecture/tutorial:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tutorial Focus</td>
<td>eLecture[s]</td>
</tr>
<tr>
<td>Module 1</td>
<td>Session 1</td>
<td>Lecture Academic + Study Management skills: Course objectives, Course Outline, BlackBoard, overview of assessment tasks, communication protocol, help + support networks, time management</td>
<td>Tutorial: Introduction to academic writing, Task 1a Personal Introduction</td>
<td>Watch eLecture[s]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative assessment Task 1a due</td>
<td>Personal Introduction – email to tutor</td>
<td>Optional: prescribed readings from the course text</td>
</tr>
<tr>
<td></td>
<td>Post Week 1</td>
<td>Formative assessment Task 1b Quiz 1 due</td>
<td>10-question multi-choice quiz on BlackBoard</td>
<td>These resources are located under the Learning Materials tab of TPP101 on BlackBoard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative assessment Task 1b Quiz 2 due</td>
<td>10-question multi-choice quiz on BlackBoard</td>
<td>eLecture[s]</td>
</tr>
<tr>
<td></td>
<td>Post Week 2</td>
<td>Lecture Academic Analysis Skills: Critical thinking in an academic environment + reflection</td>
<td>Tutorial: Task 2 Part B: Reflective Evaluation</td>
<td>Do the prescribed readings from the course text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative assessment Task 1b Quiz 3 due</td>
<td>10-question multi-choice quiz on BlackBoard</td>
<td>These resources are located under the Learning Materials tab of TPP101 on BlackBoard.</td>
</tr>
<tr>
<td></td>
<td>Session 3</td>
<td>Lecture Academic Writing Skills: Note-taking</td>
<td>Tutorial: Task 2: Peer review + feedback</td>
<td>Weekly: Prior to lecture/tutorial:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2 due</td>
<td>Summary and Evaluation – upload to BlackBoard</td>
<td>eLecture[s]</td>
</tr>
<tr>
<td></td>
<td>Session 5</td>
<td>Lecture Academic Writing: Harvard referencing</td>
<td>Tutorial: Searching USC Library Databases Referencing</td>
<td>Do the prescribed readings from the Course Reader [workbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Tutorial Understanding the writing process</td>
<td>Optional: prescribed readings from the course text</td>
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<td></td>
<td>Session 6</td>
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</tbody>
</table>

Weekly: Prior to lecture/tutorial:
- Watch eLecture[s]
- Do the prescribed readings from the Course Reader [workbook]
- Optional: prescribed readings from the course text.
Course Outline: TPP101  Academic Skills for Success

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Task 3: Argumentative Essay</th>
<th>Academic Writing: Argumentative essays – structure + content</th>
<th>Developing an essay plan</th>
<th>readings from the course text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 7</td>
<td>Lecture Academic Writing: Synthesising research</td>
<td>Tutorial: Paragraph structure</td>
<td>These resources are located under the Learning Materials tab of TPP101 on BlackBoard.</td>
<td></td>
</tr>
<tr>
<td>Session 8</td>
<td>Lecture Academic Writing: Perfecting your proofreading [Feedback on Task 2]</td>
<td>Tutorial: Task 3: Peer review + feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Task 4: Report</th>
<th>Academic Writing: Synthesising research</th>
<th>Tutorial: Establish groups for Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Task 3 due</td>
<td>Essay Paragraph – upload to BlackBoard</td>
<td>Essay Quiz – via BlackBoard</td>
</tr>
<tr>
<td>Session 9</td>
<td>Lecture Study Management Skills: Collaboration + group dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 10</td>
<td>Lecture Academic Writing: Reports Introduction to Task 4 report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 11</td>
<td>Lecture Academic Writing: Report structure + content</td>
<td>Tutorial: Task 4: Report</td>
<td></td>
</tr>
<tr>
<td>Session 12</td>
<td>Lecture Academic Writing: Using visual information in reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 13</td>
<td>Lecture Transitioning to undergraduate studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Task 4 due</td>
<td>Report – Hand in at TPP Drop Box.</td>
<td></td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

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)
Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPP101 Course Reader</td>
<td>Semester 1 2018</td>
<td>TPP101 Academic Skills for Success</td>
<td>Available from USC MaPS (R Building) and on BlackBoard under TPP101, MATERIALS tab.</td>
</tr>
</tbody>
</table>

8.2 Required and recommended readings
8.3 Specific requirements
There are no specific materials, equipment or clothing items for this course.

9. Risk management
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 of 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 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
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 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

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au