



## COURSE OUTLINE

# UCC101 Academic and Professional Skills: Planning for success

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2021 | Semester 2

USC Sunshine Coast

USC Moreton Bay

USC Caboolture

USC Fraser Coast

USC Gympie

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*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 is designed to allow you to develop key skills and qualities to ensure you successfully navigate the new demands in university and professional career settings. As well as instruction in time management and effective reading skills, this course introduces you to features of academic writing and conducting academic research. This course focusses on developing your employability, the capacity to function successfully and advance in whatever career you choose. You will learn how learning and developing expertise occurs; and how to connect career, life experience and degree subject knowledge, skills and understandings.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b>	2hrs	Week 1	13 times
<b>Lecture</b>	1hr	Week 1	13 times
<b>ONLINE 1</b>			
<b>Tutorial/Workshop 1 – Online</b>	2hrs	Week 1	13 times

### 1.3. Course Topics

#### Module 1 – Introduction to the course and academic writing

- Course overview, introduction, access to help and support networks.
- Introduction to academic writing. Essay structure.
- Harvard referencing.

#### Module 2 – Academic Essays

- Introduction to layout and content of academic journal articles. Using USC library databases to find academic literature.
- Critical analysis of research sources. Academic essays; review of essay structure. Understanding the writing process. Developing an essay plan.
- Paraphrases and quotations – integrating academic research into writing. Academic essays; writing introductions and conclusions.
- Essay critique. Integrating research into academic writing; cohesion.
- Understanding academic argument and persuasion. Academic essays; developing cohesion.

#### Module 3 – Numeracy and Scientific Reports

- Introduction to academic numeracy; understanding visual information [graphs, tables, pie charts]
- Introduction to scientific report structure and content.
- Including visual information in reports.
- Scientific report critique.
- Transitioning to undergraduate studies.

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Utilise key time management and effective organisational practices	Empowered
2 Read, examine and assess academic articles. Identify the main ideas and summarise. Display knowledge of academic writing conventions.	Creative and critical thinker
3 Demonstrate academic and professional communication for different contexts.	Empowered

## 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. Pre-requisites

Enrolled in programs UC101, UC102, UC103 or UC104

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

None

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

See Assessment tasks for formative assessment items: Task 1 Quizzes x 3

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	0%	3 quizzes - 10 questions each	Refer to Format	Online Test (Quiz)
All	2	Quiz/zes	Individual	20%	90 minutes	Week 4	Online Test (Quiz)
All	3	Essay	Individual	50%	600 words	Week 10	Online Assignment Submission with plagiarism check
All	4	Quiz/zes	Individual	30%	180 minutes	Week 13	Online Test (Quiz)

#### All - Assessment Task 1: Quiz

<b>GOAL:</b>	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.					
<b>PRODUCT:</b>	Quiz/zes					
<b>FORMAT:</b>	Multiple Choice Semester 1 + 2: Submit in Weeks 2, 3, 4					
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1 2 3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	1 2 3	<p>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 is provided via BlackBoard.</p>
No.	Learning Outcome assessed					
1	1 2 3					

#### All - Assessment Task 2: Quiz Understanding Academic Writing

<b>GOAL:</b>	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 understanding of academic writing skills through analysis of a number of sections of an essay.
<b>PRODUCT:</b>	Quiz/zes
<b>FORMAT:</b>	Multiple choice, ordering and short answer.

CRITERIA:	No.	Learning Outcome assessed	
	1	Introduction: structure, content and cohesion	2
	2	Body paragraphs: structure, development of ideas and supporting evidence, cohesion, referencing, academic style/vocabulary and grammar	2
	3	Conclusion: structure, content and cohesion	2
	4	Reference List: structure and accuracy of format [Harvard style]	2

### All - Assessment Task 3: Argumentative Essay

<b>GOAL:</b>	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 and will require you to use the Harvard Referencing style		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	This is an individual written task assessment in the form of an argumentative essay. You will write a five-paragraph essay incorporating appropriate academic research which will be fully referenced. Structure of essay: Introduction and conclusion: Main arguments: 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. Word length: 600 +/- 10%. Further detailed information for this task is available under the UCC101 ASSESSMENT tab on BlackBoard.		
CRITERIA:	No.		Learning Outcome assessed
	1	Structure of essay	2
	2	Logic and critical thinking - development of ideas	2
	3	Integration of supporting evidence	2
	4	Academic referencing – Harvard	2
	5	Communication – language, editing, grammar	2

### All - Assessment Task 4: Report analysis

<b>GOAL:</b>	This task will test your knowledge on the components of academic writing, research and referencing within the style of a report. Specifically, attention will be placed on report structure, layout and content, and inclusion and understanding of visual information.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Multi-choice		
CRITERIA:	No.		Learning Outcome assessed
	1	Structure of report	3
	2	Logic and critical thinking - development of ideas	3
	3	Integration of supporting evidence	3
	4	Academic referencing – Harvard	3
	5	Communication – language, editing, grammar	3

## 7. Directed study hours

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.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 – Weeks 1-3: Introduction to the course and academic writing Module 2 – Weeks 4-8: Academic writing: Argumentative essays Module 3 – Weeks 9-13: Numeracy. Academic writing: Scientific reports	Module 1 – Weeks 1-3 <ul style="list-style-type: none"> <li>• Week 1 – Course overview, introduction, access to help and support networks.</li> <li>• Week 2 – Introduction to academic writing. Essay structure.</li> <li>• Week 3 – Harvard referencing.</li> </ul> Task 2 – Due Week 4. Understanding academic writing quiz Module 2 – Weeks 4-8 <ul style="list-style-type: none"> <li>• Week 4 – Introduction to layout and content of academic journal articles. Using USC library databases to find academic literature.</li> <li>• Week 5 – Critical analysis of research sources. Academic essays; review of essay structure. Understanding the writing process. Developing an essay plan.</li> <li>• Week 6 – Paraphrases and quotations – integrating academic research into writing. Academic essays; writing introductions and conclusions.</li> <li>• Week 7 – Essay critique. Integrating research into academic writing; cohesion.</li> <li>• Week 8 – Understanding academic argument and persuasion. Academic essays; developing cohesion.</li> </ul> Task 3 – Due Week 10. Argumentative essay. Module 3 – Weeks 9-13 <ul style="list-style-type: none"> <li>• Week 9 - Introduction to academic numeracy; understanding visual information [graphs, tables, pie charts]</li> <li>• Week 10 – Introduction to scientific report structure and content.</li> <li>• Week 11 – Including visual information in reports.</li> <li>• Week 12 – Scientific report critique.</li> <li>• Week 13 – Transitioning to undergraduate studies.</li> </ul> Task 4 – Due Week 13. Report analysis quiz

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

Please note: 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	UCC101 Course Reader [Workbook]	2021	UCC101 Academic and Professional Skills: Planning for Success	Available from USC MaPS and on BlackBoard under TPP101, MATERIALS tab.

### 8.2. Specific requirements

None

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

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. 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>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **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](mailto:studentcentral@usc.edu.au)