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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2512LHS
COURSE TITLE	Public Writing and Professional Practice
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 1 2019
MODE	In Person
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

Public Writing and Professional Practice aims to help students become competent and ethical strategic communicators. Immersing students in the craft of persuasive writing within contemporary communications industries, the course introduces relevant conceptual and ethical issues that are typically encountered in a professional communications environment. Designed to help students develop and refine their writing skills, Public Writing is highly relevant to anyone considering a career in professional communications or public relations. Students will be able to use their coursework to develop their e-Portfolios. INCOMPATIBLE: CMM251 Public Writing (Equivalent OUA Course).

Assumed Background:

No prerequisite.

1.2 Course Introduction

Public Writing 2512LHS is designed to sharpen and refine students' writing and communication skills in preparation for work environments where the craft of communication is in high demand. From artfully designing a persuasive speech or writing news stories and blogs with flair and precision - to mastering the concise language of Twitter - students will learn to apply these skills and create professional, high quality, industry-standard work in a collaborative environment.

This course includes weekly online lectures, readings and video content plus a two-hour tutorial that will enable students to develop and refine their writing skills and create projects for assessment. The tutorials will involve both individual and group-based work. Students will have access to desktop computers in the tutorials each week.

There are no face to face lectures for this course. Students are expected to view all online content and required readings **before class**, and may also have activities to undertake beforehand each week. Your tutorial room has been made available an hour earlier to enable you to spend time viewing materials and undertaking any set writing activities before the tutorial commences. Additional resources are provided for those students who wish to expand their knowledge and understanding. Students must also be able to demonstrate engagement with the weekly content, readings and activities, through their reflective journal and e-Portfolios.

Students must become familiar with Pebblepad and Turnitin for submitting their work.

Previous Student Feedback

Student feedback from last year's course:

"The skills learnt in this course are relevant to everyday life and the professional world. Writing seems to be a forgotten or misused skill, this course taught us the value of words and the importance of being succinct. I would highly recommend it to anyone in any profession. Using recorded videos made it easy for all of us to enjoy learning at our own pace."

"The online lectures were well organised and engaging. Even though there were a lot of readings, I didn't mind because they were interesting and educational and I feel that I learned a lot from this course. Also the assessments were well-designed to prepare us for real-life public relations practice."

"Very useful for future career - I now have a greater understanding of writing creatively within corporate organisations which is quite fascinating"

1.3 Course Staff

Primary Convenor **Dr Monique Lewis**

PHONE	07 5552 8002
EMAIL	monique.lewis@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Arts & Education 1 (G30)
ROOM	4.42

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

Throughout the course, students will need to regularly access the 2512LHS Public Writing course site via Learning@Griffith (L@G). Videos, podcasts, readings, and links to other online materials will be accessible via L@G. Students must keep up with weekly online content. Weekly tutorials are held in computer labs, to ensure that every student will have computer and online access.

To see the minimum IT requirements for this course, visit: <https://www.griffith.edu.au/online/about-us/minimum-it-requirements>

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

The course aims to develop and refine students' writing and communication skills in preparation for work environments where the craft of communication is in high demand. It will equip students with an understanding of the concepts, modes and impacts of public writing as well as its theory and practice within contemporary communications industries and its relevance for society and citizenship.

Public Writing provides opportunities to study the advanced practice of persuasive writing techniques and develop a critical understanding of related conceptual and ethical issues. Upon successful completion of this course, students will understand key concepts of public writing, including the importance of audience engagement as well as persuasion and ethics. They will be competent in producing a range of industry-relevant public writing materials. Students should also be equipped with a portfolio of written outcomes, which will assist them in future professional practice.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify, critique, and apply persuasive writing techniques in public communication texts.
- 2 Produce industry standard written work to communicate ideas and information to engage and persuade target audiences.
- 3 Design and deliver multi-platform communications that are audience appropriate, well constructed, articulate, and engaging.
- 4 Design content for multiple, nuanced and various audiences and stakeholders.
- 5 Plan and produce appropriate content within ethical, legal and professional frameworks.
- 6 Produce communication texts that effectively incorporate information gathered through well-selected, credible primary and secondary sources.
- 7 Identify how privilege and bias can influence written communication materials.
- 8 Exercise professional judgement to critique information in the public domain to determine its validity, veracity and accuracy.
- 9 Translate techno-speak and jargon for lay audiences via a range of public communication texts such as media releases, news stories, brochures, emails, or reports.
- 10 Reflect on your own writing process, as well as public writing concepts, theories, examples, and ethical issues in contemporary communication practice.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Information Services \(Study\)](#) provides academic, information and digital skills support resources. The study skills resources on this website include self-help tasks focusing on preparing for your assignment, writing your assignment, exam preparation, referencing and access to free online training to improve your digital skills.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

3.5 Other Learning Resources & Information

A program called Microsoft Teams will be used to create a community space between all 2512 students. This space will enable the convenor, tutors and students to generate conversations, questions, and share ideas and links to interesting online materials, such as podcasts, videos, memes, tweets, articles, etc.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
25 Feb 19	Introduction to course: Definitions, genres, style (Online Content):	1, 8, 10
4 Mar 19	Understanding and engaging audiences (Online Content):	1, 4, 10
11 Mar 19	The art and ethics of persuasion (Online Content):	1, 3, 4, 5, 10
18 Mar 19	Speechwriting: Planning, preparation, and delivery (Online Content):	1, 2, 5, 6, 10
25 Mar 19	Writing with flair, clarity, and precision (Online Content):	2, 3, 4, 8, 9, 10
1 Apr 19	Social media - succinct and effective (Online Content):	1, 2, 3, 4, 8
8 Apr 19	Writing for impact: Reports and proposals (Online Content):	1, 2, 5, 8, 9, 10
22 Apr 19	Activism, advocacy, and disruptive writing (Online Content):	1, 3, 4, 5, 6, 7, 8, 10
29 Apr 19	Intercultural communication (Online Content):	1, 2, 3, 4, 5, 7, 10
6 May 19	Understanding privilege and bias (Online Content):	7, 10
13 May 19	Translating complexity, techno-speak, and jargon (Online Content):	1, 2, 3, 4, 6, 9, 10
20 May 19	Interpersonal communication (Online Content):	2, 4, 7, 10

4.2 Other Teaching and Learning Activities Information

Tutorials are directly linked to the weekly content provided on L@G. Students will access mini-lectures, videos, readings, podcasts, websites and other resources by following a 'read, watch, listen, explore' template. Students are expected to engage with this content on a weekly basis.

Each week, students will be given one or more writing and/or research activities to undertake **in preparation for the two-hour tutorial**. Students' work will be an important resource to draw upon in the weekly tutorial. The tutorials are designed to enable students to develop and refine their individual and group-based writing.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Portfolio - evidence</i> Reflective journal	25 Feb 19 - 31 May 19 17:00 Reflective journal entries commence in Week 1 with final summary and submission due in Week 13.	30%	30 marks	2, 3, 4, 5, 6, 7, 8, 9, 10	
<i>Assignment - Practice-based</i> Speechwriting and presentation	25 Mar 19 Speeches are to be presented in the tutorials across Weeks 5 to 8.	30%	30 marks	1, 2, 4, 6	
<i>Assignment - Practice-based</i> Report writing and pitch	24 May 19 17:00	40%	40 marks	1, 2, 5, 8	

5.2 Assessment Detail

Title: Reflective journal

Type: Portfolio - evidence

Learning Outcomes Assessed: 2, 3, 4, 5, 6, 7, 8, 9, 10

Due Date:

25 Feb 19 - 31 May 19 17:00 Reflective journal entries commence in Week 1 with final summary and submission due in Week 13.

Weight: 30%

Marked out of: 30

Task Description:

Students will enter a reflection piece and/or writing exercise each week based on content from the course and associated writing activities. A reflective journal template will be provided for this assessment, using Pebblepad. There are two parts to this assessment:

- 1) Students must submit a minimum of 8 reflections across the entire course.
- 2) In addition to these weekly reflections, students must submit a 500-word summary to accompany their final submission at the end of Week 13.

Criteria & Marking:

A full marking criteria rubric is provided on L@G under for this assignment. Criteria include:

- Capacity for critical reflection, using key course concepts, readings and other resources.
- Ability to make meaningful links between public writing practice and key concepts and theories.
- Understanding of theory, case studies, and practice.
- Reflection and analysis of your engagement in the writing process.
- Reflection on your teamwork experience.
- Quality of writing and referencing.

Submission: Pebblepad. Template will be provided in Week 1.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Speechwriting and presentation

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 4, 6

Due Date:

25 Mar 19 Speeches are to be presented in the tutorials across Weeks 5 to 8.

Weight: 30%

Marked out of: 30

Task Description:

There are two parts to this assessment: 1) speechwriting; and 2) peer assessment.

1) In groups, students will prepare a five-minute speech on a topic that they select and research (600-800 words). This speech will be presented in class, **along with a 500-word rationale** containing at least four scholarly references. This rationale should clearly **identify and justify the persuasive techniques** used throughout the speech as well as the intended audience. A copy of the speech and rationale must be provided to the tutor on the day of presentation.

2) Each group must submit a peer assessment of another group's speech presentation. A template will be provided for this activity and the group will complete the peer review in class.

Criteria & Marking:

Students should refer to the marking criteria rubric provided on L@G under the link. Students will be assessed on:

1. Effective communication within the group
2. Effective research and evidence of factual information
3. Composition of speech script using speech techniques, such as rhetoric and metaphor, as discussed in online lectures and other content.
4. Quality and accuracy of writing in terms of grammar, punctuation, and spelling
5. A delivery style with a message that both engages and convinces the audience
6. Evidence of ability to reflect critically on speech writing practice and to express this as a basis for professional, intellectual and creative self-improvement.

Submission: This assessment is to be submitted via a group submission point on Turnitin.

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Report writing and pitch

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 5, 8

Due Date:

24 May 19 17:00

Weight: 40%

Marked out of: 40

Task Description:

Students will prepare one executive summary to accompany a full report for government, industry body or a corporation that will be provided in class. They will also prepare a letter for the recipient of the report (e.g. CEO, Minister) which will be designed to accompany the report submission. This is due for submission at the end of Week 12.

Criteria & Marking:

Summary accurately and succinctly summarises key points from the report, including the project's purpose, main findings, and recommendations.

Document is professionally presented and structured, layout adheres to brief and guidelines provided, and tone is professional.

Writing is clear, concise, logically organised, and grammatically correct.

Cover letter/email is well-written, persuasive, using a professional tone.

Submission: Turnitin

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

Students are advised that minor changes to assessment dates may occur from time to time, due to scheduling issues. Tutors will endeavour to mark and return work within 2-3 weeks of submission. The format will be determined by the mode of submission - whether print or digital. Assessment criteria are provided as part of this course profile and further information will be available on Learning@Griffith.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)

- [Student Academic Misconduct Policy](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify, critique, and apply persuasive writing techniques in public communication texts.
- 2 Produce industry standard written work to communicate ideas and information to engage and persuade target audiences.
- 3 Design and deliver multi-platform communications that are audience appropriate, well constructed, articulate, and engaging.
- 4 Design content for multiple, nuanced and various audiences and stakeholders.
- 5 Plan and produce appropriate content within ethical, legal and professional frameworks.
- 6 Produce communication texts that effectively incorporate information gathered through well-selected, credible primary and secondary sources.
- 7 Identify how privilege and bias can influence written communication materials.
- 8 Exercise professional judgement to critique information in the public domain to determine its validity, veracity and accuracy.
- 9 Translate techno-speak and jargon for lay audiences via a range of public communication texts such as media releases, news stories, brochures, emails, or reports.
- 10 Reflect on your own writing process, as well as public writing concepts, theories, examples, and ethical issues in contemporary communication practice.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES									
	1	2	3	4	5	6	7	8	9	10
Introduction to course: Definitions, genres, style (Online Content)	●							●		●

LEARNING ACTIVITIES	LEARNING OUTCOMES									
	1	2	3	4	5	6	7	8	9	10
Understanding and engaging audiences (Online Content)	●			●						●
The art and ethics of persuasion (Online Content)	●		●	●	●					●
Speechwriting: Planning, preparation, and delivery (Online Content)	●	●			●	●				●
Writing with flair, clarity, and precision (Online Content)		●	●	●				●	●	●
Social media - succinct and effective (Online Content)	●	●	●	●				●		
Writing for impact: Reports and proposals (Online Content)	●	●			●			●	●	●
Activism, advocacy, and disruptive writing (Online Content)	●		●	●	●	●	●	●		●
Intercultural communication (Online Content)	●	●	●	●	●		●			●
Understanding privilege and bias (Online Content)								●		●
Translating complexity, techno-speak, and jargon (Online Content)	●	●	●	●		●			●	●
Interpersonal communication (Online Content)		●		●			●			●
ASSESSMENT TASKS										
Reflective journal		●	●	●	●	●	●	●	●	●
Speechwriting and presentation	●	●		●		●				
Report writing and pitch	●	●			●			●		

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•