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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	1029LHS
COURSE TITLE	Foundations of Academic Writing
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 2 2024
MODE	Mixed Mode
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

This course provides an introduction to the distinctive conventions and practices of academic writing for assessment in university courses. It focuses on the study of and practice with rhetorically-based concepts in English language such as genre, purpose, argumentation, and audience, and the strategies successful academic writers use to incorporate information and viewpoints from existing sources. This will enable you to analyse and meet expectations for writing and learning within your specific disciplines. The curriculum draws on sociolinguistic theory that positions academic writing as a meaning-making activity specific to different discourse communities. This course will be of particular relevance to students in all areas of humanities and social science. PREREQUISTE: NIL. CO-REQUISTE: NIL. INCOMPATIBLE: 1019LHS Foundations of Academic Writing; COM10/COM101 Academic Writing (OUA equivalent).

Assumed Background:

This course assumes a level of English literacy consistent with university entrance.

1.2 Course Introduction

This course shapes scholarly identity through the development of core research and essay writing skills. Not only will these help you to meet the rhetorical challenges you encounter throughout your studies, but these skills can also be transferred to a wide range of professional and cultural contexts in a competitive graduate employment market. Writing transfer is about being able to apply, remix or integrate previous knowledge, skills, strategies, and dispositions when facing new and unfamiliar writing tasks. The course will introduce you to concepts such as genre, purpose, argumentation, and audience, and strategies for source-based essay writing. You will explore your own academic writing practices and reflect on writing within your specific discourse communities.

Previous Student Feedback

Students who have completed this course say that it was useful and challenging. At a practical level it helped them to understand the requirements of academic writing in different disciplines and to improve their own writing for future assessment tasks. Students also developed a better understanding of their own feedback literacy, academic integrity and critical thinking.

Students have commented that the course was well-structured and offered practical support that could be applied to future writing tasks, and that they enjoyed the smaller assessment tasks that made up Academic Writing Development.

Some students struggled with the self-paced elements of the course but found the weekly workshops and announcements and notifications on the course site helpful.

1.3 Course Staff

Primary Convenor **Dr Claire Rodway**

EMAIL	c.rodway@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Arts & Education 1 (G30)
ROOM	4.25

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.

Additional Timetable Information

Study resources including video lectures, exercises and an assessment guide are all available on the Learning@Griffith course site. Students are expected to participate in workshops, be self-directed and independent in their learning and to keep a record of their work.

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](#).

However there are no lectures offered with this course.

1.6 Technical Specifications

Students studying online should note the following requirements:

- Access to a desktop, tablet or laptop computer running Windows 7 or later, or MAC OSX10.9 Lion or later.
- A webcam and headset (including microphone).
- A reliable high-speed broadband internet connection with sufficient upload and download capacity.
- Access to an up-to-date web browser such as Google Chrome or Firefox.
- Minimum download speed = 0.75Mbps; Minimum upload speed = 0.35Mbps

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Our aim is for students to develop a sense of themselves as academic writers and scholars within their own discourse communities and expand their rhetorical knowledge and rhetorical awareness of academic writing. By focusing on the study of and practice with rhetorically-based concepts, students will be able to analyse writing and learning expectations they encounter in specific contexts. This course aims to facilitate successful writing transfer by building on and extending your prior writing practices and meta-awareness and by providing opportunities for you to put the skills and strategies you learn into practice in your essay writing.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 write clear and concise prose
- 2 write a successful academic essay in the context of a specific discourse community
- 3 use description, analysis, interpretation and critique in the construction of a written argument and apply rhetorically-based concepts in academic writing
- 4 source and appropriately use scholarly, non-scholarly, primary and secondary sources in source-based writing applying principles of academic integrity
- 5 critically reflect on previous and current writing practices and opportunities for writing transfer

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	•		
Effective in culturally diverse and international environments	•	•	•

Additional Course Information on Graduate Attributes

Good writing is an essential for success in every professional context where graduates are employed. Graduates will be required to collect, evaluate, analyse, synthesise and report information from many sources and for a wide range of audiences. This course develops this essential expertise.

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 include:

[Readings](#): From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

[Learning@Griffith](#): There is a dedicated page for this course at myGriffith.

[Student Support](#): 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](#): The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

[Library](#): The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

[Student Computing](#): The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#) - Provides guidance to all users of Griffith University Information Technology.

[Academic Integrity Module](#): This module will help you to understand the principles around integrity and will set you up for success at University and in the workplace. It will take approximately 15 minutes to complete. It is strongly encouraged that you complete it by the end of the first trimester of study.

[Academic integrity student tutorial](#): This tutorial helps you understand more about academic integrity and why it is important. You will learn about the types of academic misconduct and the University's policies.

Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's programs. All breaches of academic integrity are taken seriously.

By enrolling in this course and submitting assessment, I agree that:

- I have read the [Student Academic Integrity Policy](#) and the [Student Breaches of Academic Integrity Procedure](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.

- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Integrity Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

3.5 Other Learning Resources & Information

Learning at Griffith is a substantial resource in this course. You will find the course content, all the readings in a digitised form, assessment advice and additional resources there.

Check your student emails and the announcements on Learning at Griffith regularly as these are key methods of communication between the teaching team and students.

Lecture Capture

In accordance with *Griffith University Lecture Capture Policy* there may be some circumstances where it may be inappropriate to record lecture content using the lecture capture system.

Please note that in this course the lecturer may:

- Stop recording due to privacy, confidentiality, or copyright issues.
- Edit a recording after it has been published to improve its quality or to delete inappropriate content.
- Record the lectures using other methods as supported by the University and will make the lectures available to the students on the relevant course site.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
15 Jul 24	Topic: Introduction to course (Workshop):	4, 5
22 Jul 24	Topic: Academic genres: The essay (Workshop):	1, 2, 3, 4, 5
29 Jul 24	Topic: Reading, Thinking and Writing Critically (Workshop):	1, 2, 3, 4
5 Aug 24	Topic: Argumentation (Workshop):	1, 2, 3, 4
19 Aug 24	Topic: Evaluation, Analysis and Synthesis (Workshop):	1, 2, 3
26 Aug 24	Topic: Coherence and cohesion (Workshop):	1, 2, 3
2 Sep 24	Topic: Editing and Proofreading (Workshop):	1, 2, 3
9 Sep 24	Topic: Responding to Feedback: Feeding forward (Workshop):	1, 2, 3, 4, 5
16 Sep 24	Topic: Rhetoric, Style and Voice (Workshop):	1, 2, 3, 4, 5
23 Sep 24	Topic: Academic Writing in Other Genres (Workshop):	1, 2, 3, 4, 5
30 Sep 24	Independent Study (Self Directed Learning):	1, 2, 3, 4, 5
7 Oct 24	Topic: Feeding forward: Course review (Workshop):	1, 5

4.2 Other Teaching and Learning Activities Information

Workshops are designed to provide an opportunity for students to practice, prepare and ask questions about the assessment items and their self-study progress. Additional notes and further practical exercises, designed to extend students' skills, will be available on the [L@G](#) site. Students are expected to be self-directed in their learning and access the course materials in their own time in addition to timetabled workshops.

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

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
Academic development holistic assessment Academic Writing Development	4 Aug 24 - 11 Aug 24	10%	10 marks	1, 5	
Assignment - Planning Document Essay Planning Document	25 Aug 24	60%	60 marks	1, 3, 4	
Assignment - Written Assignment Academic essay	30 Sep 24 - 4 Oct 24 Submitted by workshop Week 11	30%	100 marks	1, 2, 3, 4, 5	

5.2 Assessment Detail

Title: Academic Writing Development

Type: Academic development holistic assessment

Learning Outcomes Assessed: 1, 5

Due Date:

4 Aug 24 - 11 Aug 24

Weight: 10%

Marked out of: 10

Task Description:

Academic Writing Development refers to actively and effectively taking part in your course to develop your academic writing. The Academic Writing Development score comprises sub-tasks which total 10% of the grade for this course. These are: Discussion Board participation and completion of the Academic Integrity Student Tutorial.

Discussion Board Participation (5% marked out of 5)

Participation in the discussion board requires you to post a reflective response to a question in week 3 based on an assigned reading. You will also be required to post a reply to at least one other student's post.

Completion of an academic integrity tutorial (to be completed by end of week 4 (5 marks).

Details for the sub-tasks for Assessment #1 Academic Writing Development are available on the course site on Learning@Griffith.

Criteria & Marking:

Discussion Board Participation (5% marked out of 5)

You will write approximately 250-300 words in a reflective response to questions about an assigned reading. Posts must be made by or before the forum closes at the end of week 3 (see the Assessment Schedule on Learning@Griffith for deadline dates and times).

Completion of an online academic integrity tutorial (5 marks) by the end of week 4.

Marks and feedback are released within 2-3 weeks of submission and are available in Marks.

Details for all sub-tasks for Assessment #1 Academic Writing Development are available on Learning@Griffith.

Submission: Via the 'Assignments' tool in Learning@Griffith. Submission points for the sub-tasks can be found in the Assessment #1 module on the course site.

This assessment item:

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

Title: Essay Planning Document

Type: Assignment - Planning Document

Learning Outcomes Assessed: 1, 3, 4

Due Date:

25 Aug 24

Weight: 60%

Marked out of: 60

Task Description:

The Planning Document presents work done to unpack the essay question, a working thesis for your question, an outline/plan showing the functional stages and macro topic of your proposed essay including a draft introductory and body paragraph, and an annotated bibliography in which at least four items are cited with accurate reference details and which provides a brief description of the contents of the item, a concise statement of the central argument and a brief evaluation of the usefulness of the source in answering your essay question.

See L@G under Assessment for a full explanation of the task instructions, an example and requirements.

Criteria & Marking:

Length: Approximately 1,000-1200 words

Weight: 50% Marked out of 50

The Essay Planning Document will include work done to unpack the question and a working thesis for your essay (10 marks), an outline/plan showing the functional stages and macro topic of your proposed essay (10 marks) which needs to state your understanding of the question to be answered, show your thesis and what the approach of the essay will take and include a draft introductory and body paragraph (10 marks each/20 marks total) and an annotated bibliography comprising four annotations (5 marks each/20 marks total).

Each annotation should include a reference using APA 7th ed. (1 mark) and a paragraph of about 120-150 words (4 marks), which provides a brief description of the contents of the item, a concise statement of the central argument, and a brief evaluation of

the usefulness of the source in answering your essay question.

This assignment is submitted to Turnitin via the submission point on the course website. Marks and feedback are generally released 2 -3 weeks after the due date. Marks for papers submitted late will be released as they become available. Tutor feedback is provided electronically.

A detailed explanation of the requirements and a sample rubric is provided in the 1029LHS Assessment information on L@G.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. The submission point is in the Assessment #2 module on the course site.

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: Academic essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

30 Sep 24 - 4 Oct 24 Submitted by workshop Week 11

Weight: 30%

Marked out of: 100

Task Description:

The Academic Essay Portfolio will include your Feedback Reflection Action Plan from Assessment #2 (which you complete after receiving your feedback on this assessment), examples and explanations of the editing decisions that you took (where, how, why) using annotated extracts from your essay, and your final essay - an extended piece of work in an appropriate academic register using relevant sources coherently and fluently to develop a clear argument in response to the topic selected and developed throughout the course. The portfolio is an opportunity to demonstrate the feedback literacy principles discussed in the course as well as the application of academic writing skills and feedback literacy skills practised in the workshop and workbook activities.

Criteria & Marking:

Length: Approximately 2,000 words (+/- 10%)

The Academic Essay Portfolio will include your Feedback Reflection Action Plan (5 marks), an explanation of the editing decisions you have made (where/how/why) to apply this action (10 marks), and the essay - an extended piece of work (1,200 words +/- 10% not including reference list) in an appropriate academic register using relevant sources coherently and fluently to develop a clear argument in response to the topic selected and developed throughout the course (85 marks). The essay will need to be fully referenced using APA 7th ed. referencing style. Citations should be properly integrated and there should be a reference list of no less than six items with a minimum of four scholarly sources.

Students will write an extended piece of work in an appropriate academic register using relevant sources coherently and fluently to develop a clear argument in response to the topic selected and developed throughout the course. The essay will build on the work done in the Planning Document (Assessment #2). The micro skills developed throughout the course should be reflected in the writing of the essay.

The essay is marked out of 85 and is evaluated on the following criteria: research: conceptualisation and understanding of the topic (25 marks); development of topic and organisation of ideas (25 marks); use of sources (25 marks); presentation of ideas (10 marks). **Application of feedback from Assessment #2 where relevant is a component of the descriptors for all the above criteria.**

The portfolio is submitted as one file via Turnitin on the course site.

This assessment item is submitted, marked and released electronically generally two to three weeks after the submission date. Marks for papers submitted late will be released as they become available.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. The submission point for this assessment is in the Assessment #3 module on the course site on Learning@Griffith.

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

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain,

except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

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).

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 policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

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](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Student Conduct Safety and Wellbeing](#)
- [Enrolment Policy](#)
- [Student Charter Framework](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedure](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Any student who does not understand an element of the course is encouraged to contact the tutor or the Convenor to seek clarification.

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 write clear and concise prose
- 2 write a successful academic essay in the context of a specific discourse community
- 3 use description, analysis, interpretation and critique in the construction of a written argument and apply rhetorically-based concepts in academic writing
- 4 source and appropriately use scholarly, non-scholarly, primary and secondary sources in source-based writing applying principles of academic integrity
- 5 critically reflect on previous and current writing practices and opportunities for writing transfer

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Topic: Introduction to course (Workshop)				●	●
Topic: Academic genres: The essay (Workshop)	●	●	●	●	●
Topic: Reading, Thinking and Writing Critically (Workshop)	●	●	●	●	
Topic: Argumentation (Workshop)	●	●	●	●	
Topic: Evaluation, Analysis and Synthesis (Workshop)	●	●	●		
Topic: Coherence and cohesion (Workshop)	●	●	●		
Topic: Editing and Proofreading (Workshop)	●	●	●		
Topic: Responding to Feedback: Feeding forward (Workshop)	●	●	●	●	●
Topic: Rhetoric, Style and Voice (Workshop)	●	●	●	●	●
Topic: Academic Writing in Other Genres (Workshop)	●	●	●	●	●
Independent Study (Self Directed Learning)	●	●	●	●	●
Topic: Feeding forward: Course review (Workshop)	●				●
ASSESSMENT TASKS					
Academic Writing Development	●				●
Essay Planning Document	●		●	●	
Academic essay	●	●	●	●	●

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	•	•	•