



COURSE OUTLINE

TPP101 Academic Skills for Success

Course Coordinator: Guy Rushton (grushton@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Session 8

USC Sunshine Coast
USC Fraser Coast

ON CAMPUS

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

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 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS LOCATIONS			
Tutorial/Workshop 1	2hrs	Week 1	13 times
Lecture	1hr	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

Must be enrolled in Program TP000

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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 2	Online Test (Quiz)
All	3	Essay	Individual	50%	600 words	Week 5	Online Assignment Submission with plagiarism check
All	4	Quiz/zes	Individual	30%	180 minutes	Week 6	Online Test (Quiz)

All - Assessment Task 1: Quiz

GOAL:	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.					
PRODUCT:	Quiz/zes					
FORMAT:	Multiple Choice Semester 1 + 2: Submit in Weeks 2, 3, 4 Session 8: submit in Weeks 1 + 2					
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</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 is provided via BlackBoard. 1 2 3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	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. 1 2 3	
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All - Assessment Task 2: Understanding academic writing

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 understanding of academic writing skills through analysis of a number of sections of an essay.
PRODUCT:	Quiz/zes
FORMAT:	Multiple choice questions 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

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 and academic writing skills through an argumentative essay and require you to use the Harvard Referencing style.		
PRODUCT:	Essay		
FORMAT:	This is an individual written task assessment in the form of an argumentative essay. You will select an essay topic of interest from a range provided and write a five-paragraph essay incorporating appropriate academic research which will be fully referenced. Word length: 600 +/- 10% Further detailed information for this task is available under the TPP101 Assessment tab on BlackBoard.		
CRITERIA:	No.		Learning Outcome assessed
	1	Introduction and conclusion: structure and content	2 3
	2	Main arguments: structure, development of ideas and integration of supporting evidence, in-text referencing, academic style, vocabulary selection, spelling and grammar	2 3
	3	Referencing: Harvard style and formatting features, number and quality of reference sources	2 3
	4	Formatting Features: page layout, font style and size, word count	2 3

All - Assessment Task 4: Report analysis

GOAL:	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.		
PRODUCT:	Quiz/zes		
FORMAT:	Multi-choice Marks are awarded for demonstration of understanding of: report structure and format, synthesis of literature and referencing, visual information [e.g. tables and graphs], academic style, grammatical accuracy and cohesion.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate an understanding of: report structure and format, synthesis of literature and referencing, visual information [e.g. tables and graphs], academic style, grammatical accuracy and cohesion.	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 • Week 1 – Course overview, introduction, access to help and support networks. • Week 2 – Introduction to academic writing. Essay structure. • Week 3 – Harvard referencing. • Task 2 – Due Week 4. Understanding academic writing quiz Module 2 – Weeks 4-8 • Week 4 – Introduction to layout and content of academic journal articles. Using USC library databases to find academic literature. • Week 5 – Critical analysis of research sources. Academic essays; review of essay structure. Understanding the writing process. Developing an essay plan. • Week 6 – Paraphrases and quotations – integrating academic research into writing. Academic essays; writing introductions and conclusions. • Week 7 – Essay critique. Integrating research into academic writing; cohesion. • Week 8 – Understanding academic argument and persuasion. Academic essays; developing cohesion. • Task 3 – Due Week 10. Argumentative essay. Module 3 – Weeks 9-13 • Week 9 - Introduction to academic numeracy; understanding visual information [graphs, tables, pie charts] • Week 10 – Introduction to scientific report structure and content. • Week 11 – Including visual information in reports. • Week 12 – Scientific report critique. • Week 13 – Transitioning to undergraduate studies. • 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

There are no required/recommended resources for this course.

8.2. Specific requirements

There are no other specific materials, equipment or clothing items for this course.

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.

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 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 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