Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ACADEMIC READING AND WRITING IN EDUCATIONAL RESEARCH
Unit ID:	EDMED7058
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This unit develops students' capabilities in academic reading and writing. The focus is on sourcing, evaluating and critiquing contemporary research literature in education. Students will learn about the functions and structures of academic writing and how to present an in-depth synthesis of complex ideas and themes in educational research. Students completing this unit will have developed the written communication and academic reading skills required of graduate studies in the field of education.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component:	No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate					✔	
Advanced						

Learning Outcomes:

Knowledge:

K1. Critique contemporary research literature systematically and coherently, at an advanced level

K2. Recognise the functions and structures of academic writing, e.g. research gaps, literature reviews, methods, results, discussion

Skills:

S1. Identify, locate, review and critically analyse literature related to a topic or issue

S2. Reflect on and present an in-depth synthesis of complex ideas and themes identified in the literature

S3. Demonstrate effective written communication skills that are in keeping with accepted guidelines for presentation of high level academic work

Application of knowledge and skills:

A1. Critically reflect on and explain how complex theoretical concepts, themes and issues identified in the critical review of the relevant literature can inform development of a rigorous research proposal

A2. Source, synthesize and critically evaluate existing research in a literature review

Unit Content:

This unit will cover the following topics:

- The structure of academic writing (Literature review, method, results, discussion)
- The features of academic writing (Referencing, paraphrasing, voice, research gaps, etc.)
- Finding, evaluating and critiquing relevant research for a project/thesis

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor	Development and acquisition of GAs in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, A1, A2	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, S2, S3	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, S3, A1, A2	Presentation and analysis of a chosen article (group or individual)	Presentation	20-40%
K1, K2, S1, S2, S3, A1, A2	Prepare a comparative critical analysis of two academic papers relevant to a chosen research topic	Literature Review	60-80%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool