



# Course Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Course Title:** ACADEMIC WRITING

**Course ID:** FASTP1015

**Credit Points:** 15.00

**Prerequisite(s):** (NIL)

**Co-requisite(s):** (NIL)

**Exclusion(s):** (NIL)

**ASCED:** 120199

**Description of the Course:**

After successfully completing this unit, students will have a greater knowledge of the structure and uses of academic writing. Students will be introduced to a range of writing skills and practice the skills required to successfully complete written academic assessments. They will develop the skills to engage with the differing and complex academic writing conventions required at university. They will also learn to effectively communicate their knowledge to others.

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

**Work Experience:**

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

**Does Recognition of Prior Learning apply to this course?** No

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	✓	■	■	■	■	■
Intermediate	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

### Learning Outcomes:

After successfully completing this unit students will be able to:

#### Knowledge:

- K1.** Explain the nature and structure of academic writing for university studies
- K2.** Identify the requirements and components of academic writing
- K3.** Demonstrate technical knowledge of academic writing specifically for assessment at university
- K4.** Engage with e-learning writing specific to a university learning environment

#### Skills:

- S1.** Identify types of academic writing
- S2.** Interpret assessment criteria
- S3.** Produce assessments that conform to university requirements
- S4.** Reflect upon the nature and structure of tertiary writing

#### Application of knowledge and skills:

- A1.** Produce and submit tertiary level assessment tasks
- A2.** Analyse the nature and structure of academic writing
- A3.** Communicate and transmit ideas about academic writing through: formal and informal discussion, written assessments, and effective use of e-learning platforms

### Course Content:

Academic Writing covers various aspects of researching, writing and producing tertiary level written communication. It contains a combination of continuous and iterative assessment that enables students to practice editing, re-drafting and incorporating feedback into their written work.

Content covered will include: research for writing, summarising and paraphrasing, referencing, using evidence, writing in a range of genres (e.g. essays, reports, reflective writing and exams), editing and proofreading, and making use of feedback.

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K3, K4, A3	AT1
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, S4, A2, A3,	AT1, AT2, AT3, AT4, AT5
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K3, K4, S1, S2, S3, A1, A3	AT1, AT2, AT3, AT4, AT5
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, K4, S3, S4, A1, A3,	Engagement with weekly class and independent activities to demonstrate comprehension of unit materials which scaffold assessment tasks.	Engagement with unit content	5 - 10%
K1, K2, K3, K4, S1, S2, S3, A1, A3	One or two online quizzes based on weekly content	Quizzes	10 - 20%
K2, K3, S1, S2, S3, A1, A2, A3,	Essay plan including topic sentences	Essay outline	10 - 20%
K2, K3, S1, S2, S3, S4, A1, A2, A3,	Essay body paragraphs and reference list	Essay draft	25 - 40%
K1, K2, K3, S1, S2, S3, S4, A1, A2, A3,	Final revised essay plus introduction and conclusion	Essay	25 - 40%

### 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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)