

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	INTRODUCTION TO PROFESSIONAL WRITING (NON ASSESSED)
Unit ID:	HENAA1114
Credit Points:	0.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(HENAA1004)
ASCED:	109999

Description of the Unit:

The ability to write professionally is one of the most crucial skills for success in work and life. In this unit students will learn how to communicate clearly, effectively, accurately, and persuasively in all professional writing contexts. Students will practise writing for a variety of professional purposes, focusing on clarity, accuracy, use of evidence and persuasion. Students who complete the unit will demonstrate confident and accurate use of grammar, syntax and punctuation; the ability to write for a variety of professional purposes and audiences; and confidence in planning, drafting and editing their own writing. Students will also develop the professional skills to accurately and effectively edit others' writing through engaging in a structured peer-review and workshop process. Students will have the opportunity to develop a portfolio of professional writing which may include summaries, persuasive articles, essays and reports, relevant to a broad range of study areas and careers.

Grade Scheme: Ungraded (S, UN)

Work Experience:

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

Placement Component: No

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Learning Outcomes:

Knowledge:

- K1.** Identify the rules of grammar, syntax and punctuation.
- K2.** Evaluate the fundamentals of effective writing for a variety of professional purposes and audiences, including the use of evidence and persuasion.
- K3.** Reflect on the relationship between analytical skills and clear expression.
- K4.** Appraise the key stages in the writing process (planning, drafting, editing).

Skills:

- S1.** Read for comprehension and composition
- S2.** Analyse and evaluate techniques of persuasion and argument in written texts.
- S3.** Develop an audience-centred, reader-oriented approach to writing.
- S4.** Use grammar, syntax and punctuation to write clearly, concisely, correctly and effectively.

Application of knowledge and skills:

- A1.** Confidently employ grammar, syntax, punctuation, evidence and persuasion to write clearly, concisely and effectively for a variety of professional purposes and audiences.
- A2.** Demonstrate confidence in planning, drafting and editing their own and others' writing.
- A3.** Develop a portfolio of professional writing which may include summaries, persuasive articles, essays and reports, relevant to a broad range of study areas and careers.

Unit Content:

Topics may include:

- The importance of writing professionally
- Barriers to communication
- Characteristics of clear, effective, accurate and persuasive written communication
- Parts of speech
- Punctuation
- Effective sentences
- Writing for a variety of purposes and audiences
- Structuring an effective and persuasive argument
- Rhetorical appeals
- Editing and proofreading
- Writing summaries, articles, essays and reports
- Applications of professional writing in a variety of disciplines and careers

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.	K2, K3, K4, S2	N/A
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.	A3	N/A
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.	S2, S3, A1	N/A
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.	K1, K2, K3, K4, S3, S4, A1, A2, A3	N/A
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.	S3	N/A

Learning Task and Assessment:

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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:

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

Fed Cite - [referencing tool](#)