Course Outline (Higher Education)

School: School of Arts
Course Title: INTRODUCTION TO PROFESSIONAL WRITING
Course ID: HENAA1002
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED: 109999

Description of the Course:
The ability to write professionally is one of the most crucial skills for success in work and life. In this course 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 course 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: Graded (HD, D, C, P, MF, F, XF)
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:

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
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HENAA1002 INTRODUCTION TO PROFESSIONAL WRITING

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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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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.

Course 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

Values:

V1. Develop an appreciation for the importance of professional writing.
V2. Respect the ideas and skills of others.
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V3. Develop an understanding of the relationships between written texts, purposes and audiences.
V4. Develop an understanding of the complexities in undertaking and evaluating writing.
V5. Actively participate in learning in a supportive environment.

Graduate Attributes
The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program.

<table>
<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Learning Outcomes (KSA)</th>
<th>Assessment task (AT#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td>K2, K3, K4, S2</td>
<td>Not applicable</td>
</tr>
<tr>
<td>GA 2 Innovators</td>
<td>A3</td>
<td>Not applicable</td>
</tr>
<tr>
<td>GA 3 Citizens</td>
<td>S2, S3, A1</td>
<td>Not applicable</td>
</tr>
<tr>
<td>GA 4 Communicator</td>
<td>K1, K2, K3, K4, S3, S4, A1, A2, A3</td>
<td>Not applicable</td>
</tr>
<tr>
<td>GA 5 Leaders</td>
<td>S3</td>
<td>Not applicable</td>
</tr>
</tbody>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>A series of weekly online quizzes designed to support students' learning of grammar, punctuation and syntax</td>
<td>Quizzes</td>
<td>Hurdle</td>
</tr>
<tr>
<td>K1, K2, K3, K4, S1, S3, S4, A1, A2, A3</td>
<td>Write a summary of a selected article using the summary format.</td>
<td>Summary</td>
<td>25-35%</td>
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<tr>
<td>K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3</td>
<td>Research, plan, compose and edit either an argumentative essay or a persuasive piece with exegetical component.</td>
<td>Argumentative essay or persuasive piece with exegetical component</td>
<td>30-40%</td>
</tr>
<tr>
<td>K1, S1, S4, A1</td>
<td>Written test evaluating professional writing skills, such as comprehension, grammar, syntax and punctuation.</td>
<td>Test</td>
<td>25-35%</td>
</tr>
</tbody>
</table>

Adopted Reference Style:
APA

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

Fed Cite - [referencing tool](#)