RES101: Academic Research and Writing

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SUBJECT INFORMATION

Subject Name: Academic Research and Writing
Subject Code: RES101
Organisation: 10 Credit Points
Hours: 10 per week
Pre-Requisite: None

CONTACT INFORMATION

Campus: Sydney
(02) 8839 9099
Subject Coordinator: U-Wen Low
u-wen.low@ac.edu.au
Teacher: Angela Hubert
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Teaching Assistant: Angela Hubert
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If you run into any difficulties, or have further questions please feel free to email us with your enquiries. When you email, please specify your full name, subject of study and campus (or ‘online’). We will endeavour to respond to your email enquiries within 24–48 hours. Please do not use the messaging system on Moodle to contact faculty; we cannot guarantee a response through this system.

For questions regarding lectures and assessments please contact your Subject Lecturer. For any administrative, technical or Moodle related questions please contact the nominated Teaching Assistant.
SUBJECT DESCRIPTION

This unit will develop the skills required for effective study at undergraduate level. It will provide an overview to the skills of thinking, writing, presenting and researching effectively.

LEARNING OUTCOMES

Upon successful completion of this subject, students will be able to:

1. Identify and foster the skills required for academic studies;
2. Compare different learning styles and the best techniques to harness these for academic success;
3. Demonstrate skills in thinking critically and creatively;
4. Perform academic writing, including demonstration of the ability to sustain a logical researched argument in a piece of writing;
5. Illustrate competence in a variety of academic referencing styles;
6. Demonstrate proficiency in academic research, including the reading and identification of different genres;
7. Demonstrate skills for good oral communication.

TEXTBOOK

All readings are available on Moodle.
## GRADUATE ATTRIBUTES

<table>
<thead>
<tr>
<th>Graduate Attribute</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Worldview</td>
<td>2, 3, 6</td>
</tr>
<tr>
<td>Leadership</td>
<td>N/A</td>
</tr>
<tr>
<td>Integrity and Justice</td>
<td>N/A</td>
</tr>
<tr>
<td>Communications</td>
<td>3, 4, 7</td>
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<tr>
<td>Personal and Social Skills</td>
<td>3, 7</td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Professional Knowledge</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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## RESPONSE TO STUDENT FEEDBACK
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Time Management</td>
<td>See Moodle</td>
</tr>
<tr>
<td>2</td>
<td>Bloom’s Taxonomy</td>
<td>See Moodle</td>
</tr>
<tr>
<td>3</td>
<td>Learning Styles</td>
<td>See Moodle</td>
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<tr>
<td>4</td>
<td>Critical Thinking</td>
<td>See Moodle</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Research</td>
<td>See Moodle</td>
</tr>
<tr>
<td>6</td>
<td>Writing Skills</td>
<td>See Moodle</td>
</tr>
<tr>
<td>7</td>
<td>Academic Writing</td>
<td>See Moodle</td>
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<tr>
<td>8</td>
<td>Essay Writing</td>
<td>See Moodle</td>
</tr>
<tr>
<td>9</td>
<td>Editing &amp; Feedback</td>
<td>See Moodle</td>
</tr>
<tr>
<td>10</td>
<td>Referencing Methods &amp; Plagiarism</td>
<td>See Moodle</td>
</tr>
<tr>
<td>11</td>
<td>Referencing Software &amp; Tools</td>
<td>See Moodle</td>
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<tr>
<td>12</td>
<td>Quantitative &amp; Qualitative Research</td>
<td>See Moodle</td>
</tr>
<tr>
<td>13</td>
<td>Christian Worldview</td>
<td>See Moodle</td>
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</table>
Please note that all assessment tasks are due in at 11:55pm AEST (or AEDST) the day they are due (usually a Friday). This means that if you are not located in Eastern Australia, you will need to check to ensure that you are submitting on time. If in doubt, Moodle should have the correct time – or speak to your tutor or lecturer.

**ASSESSMENT ITEM 1**

**Task: Plagiarism Quiz**

**Description**: Complete the online Plagiarism Quiz in Moodle. Please note you must achieve a grade of 90% or higher to satisfactorily complete this task. You may retake the quiz until you achieve the required grade. Once you have successfully completed the Plagiarism Quiz your score **MUST** be added to every Assessment Cover Sheet that you complete in the future, indicating that you understand the principles of plagiarism, **otherwise your assessment will not be marked**.

This is assessment task is **COMPULSORY** for **ALL** students; however, it is not a weighted assessment.

- Complete the Turabian quiz if you are a Theology, Bible or Ministry student.

Complete the APA quiz if you are an Education, Arts, Social Science or Business student.

**Due Date**: Week 4

**Marking Criteria**: Obtain 90% or higher to pass the assessment

**ASSESSMENT ITEM 2**

**Task: Essay 1 – Forum Reflection Journals (1500 words) (15%)**

**Description**: Students are to reflectively engage with the ideas presented in lectures and assigned readings in relation to five core skills for academic research and writing. Each forum is designed to provide students with the opportunity to practically apply concepts of academic research and writing, and to further develop those skills through peer and facilitator feedback. These lectures, readings and
posts are a key part of the subject's learning activities, and past students have found them vital to getting the most out of the subject.

For the forums, you will be automatically organised into small groups of 8-10 participants. Each group will be assigned their own Forum to complete this task (You will only be able to see the discussion Forum you and your group is assigned) You will also have a learning facilitator assigned to your group to help guide and give feedback on the discussion.

Completing Forums:
Students are to write a 200-word response by the Thursday evening (11:59pm) of the assigned week for each of the following forums. Afterwards, students must contribute to the wider discussion by (respectfully!) writing a 100-word response, before the Monday of the following week, to at least one other student's forum post.

When completing forums no referencing is required unless you are using a direct quote from a source. Please also make sure you are writing in academic tone, avoiding use of 1st person pronouns (I, we, me, my etc…) with the exception of Reflective Journal 5.

1. Reflective Journal 1 (Week 3): Analyse and evaluate the Shaw article, “How Critical is Critical Thinking” (required reading on Moodle “Topic 3 – Learning and Thinking”). In 200 words, briefly discuss:
   - What is the broad topic area?
   - What issue(s) are identified?
   - What argument is presented? What are the findings?
   - Then for evaluation, what is the credibility of the source / author?
   - What are the strengths / limitations of the argument?

2. Reflective Journal 2 (Week 5): How do you determine the credibility of a source for academic writing? Why is using 'good' sources an important part of writing good essays?

3. Reflective Journal 3 (Week 6): Find a source relevant to your essay and present it in the various ways you would in an essay. Explain why accurate referencing is important.
Note: To complete this forum students must use the appropriate referencing style assigned for their essay – either Turabian or APA (see Assessment 3). For Turabian, students will need to present both the footnote and bibliographic style of referencing. For APA, students will need to demonstrate in-text and reference list styles of referencing. Students will need to pay attention to the various changes in formatting that occur with the different styles of referencing within an essay.

4. **Reflective Journal 4 (Week 7):** Read the excerpt from “They Say / I Say” (additional resources on Moodle). Distinguish between ‘critiquing’ and ‘being critical.’ In your response consider various strategies for critically engaging with ideas in your essay writing.

5. **Reflective Journal 5 (Week 9):** Taking into consideration feedback received from your Annotated Bibliography, write a 200-word reflective response about the following:

- What do I need to change about my current writing style to be more academic?
- What aspects of academic writing do I struggle with?
- How can I improve?

**Due Date:** *Week 3, Week 5, Week 6, Week 7, Week 9, Thursday, 11:59pm*

**Marking Criteria:** Forums will be graded individually throughout the semester by the learning facilitator using the following marking criteria. Please take note of the criteria and ratings awarded for forum responses, especially the allocation of grades awarded for contributing to the ongoing discussion with peers.

At AC, we believe you should be responsible for your own learning and success. To get the most out of the subject, and the most marks, do engage carefully with the tasks and community discussion for each of the forum posts. Your learning facilitator will seek to support you as you do.

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<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>%</th>
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<tbody>
<tr>
<td>Relevance to the topic</td>
<td>2.0-5.0pts</td>
<td>10</td>
</tr>
<tr>
<td>Posts showed little grasp of subject. Minimal engagement with concepts</td>
<td>5.1-6.5points</td>
<td>7.6-10.0</td>
</tr>
<tr>
<td>Posts summarised the subject &amp; a little engagement with concepts</td>
<td>6.1-7.5</td>
<td>Posts displayed excellent grasp of subject &amp; contextual engagement with concepts</td>
</tr>
<tr>
<td>Critical Engagement</td>
<td>1.0-2.0 points</td>
<td>2.1-3.0</td>
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<td>---------------------</td>
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<tr>
<td>Rarely linked ideas or used correct terminology. Rarely made suggestions</td>
<td>Generally understood concepts and provided some level of critique. Made some good suggestions</td>
<td>Critically engaged with the concepts; able to critique and provide alternate suggestions or solutions to problems. Was able to articulate suggestions well</td>
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<tr>
<th>Contribution to Peer Learning &amp; Community Learning</th>
<th>2.0-5.0</th>
<th>5.1-6.0</th>
<th>6.1-7.5</th>
<th>7.6-10.0</th>
<th>10</th>
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<tbody>
<tr>
<td>Rarely asked questions to spur conversation. Rarely continued discussions</td>
<td>Asked basic questions on topics. Contributed basic ideas to others</td>
<td>Asked good questions &amp; encouraged conversations on topic. Continued general arguments from other's ideas</td>
<td>Asked open questions, raised difficult issues, &amp; shared personal experiences spurring conversations on topics not considered. Articulated new arguments from other's ideas</td>
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<tr>
<th>Promptness</th>
<th>0-0.5</th>
<th>0.6-1.0</th>
<th>1.1-2.0</th>
<th>2.1-3.0</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>Rarely responded to peer posts</td>
<td>Sometimes responded to peer posts</td>
<td>Mostly responded to peer posts in a reasonable time</td>
<td>Consistently responded to peer posts quickly</td>
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</table>

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<thead>
<tr>
<th>Professional Communication</th>
<th>0.0-0.5</th>
<th>0.6-1.0</th>
<th>1.1-1.5</th>
<th>1.6-2.0</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses had numerous grammatical, spelling, or punctuation errors. Poor communication</td>
<td>Responses had some grammar, spelling, or punctuation errors. Average communication</td>
<td>Responses largely free of grammatical, spelling, or punctuation errors. Generally effective communication</td>
<td>Responses free of grammatical, spelling, or punctuation errors. Strong effective communication</td>
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</table>

Total Points: 30

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**ASSESSMENT ITEM 3**

**Task: Essay 2 – Major Essay – 4 part assessment (85%)**

**Description:** The essay question to be addressed depends on what faculty you belong to, choose the question based on your award. If you are doing a combined or double degree, you can pick from the two options provided by your awards as below. Please note that this is a multi-part question, to be done in four separate parts:
Theology, Bible & Ministry Students

(Use Turabian 8th Edition Referencing)

- Discuss: “Christians should be lifelong learners and critical thinkers.”

Business Students

(Use APA 6th Edition Referencing)

- Discuss: “There is no such thing as Business Ethics.”

Social Science & Arts Students

(Use APA 6th Edition Referencing)

- Discuss: “Should every child be immunised?”

Part 1: Annotated Bibliography (30% - 1500 words)

Choose the appropriate essay question outlined above for your degree and commence research using academic textbooks and journal articles (not websites or popular literature). Then present your research in an annotated bibliography. An annotated bibliography, is a normal bibliography, but underneath each reference you write a short paragraph that analyses and evaluates the content and credibility of the source. See Moodle for examples of an Annotated Bibliography.

The annotated bibliography should provide a bibliography (exempt from word count) of at least eight academic resources that you plan to use in writing your
essay. Your bibliography should therefore contain texts relevant and helpful to addressing the essay question (i.e. relevant to the topic and representing valuable and recent scholarly research). These sources must be presented in accordance with the conventions of either the Turabian (Chicago Manual of Style) or APA Referencing System.

Beneath each of the bibliographic entries you must also provide annotations (summary notes) for each resource (approx. 190 words per source). Annotations should briefly note the scope of the text (topic area, issue(s) addressed, argument presented and key findings), briefly comment on its relevance to the question, noting any limitations or weaknesses that can be foreseen in its applicability. Your evaluation should also consider the credibility of the author and publication.

Note: ALL sources used must be relevant, scholarly sources and peer reviewed. Please see the ‘Library Information and Resources’ page on Moodle for access to academic books and journals. Websites and newspapers (for example) are NOT appropriate and you will receive a ZERO GRADE if non-academic sources are used.

Due Date: Friday, 11:55pm AEST, Week 6

Marking Criteria: Awarding of marks will be according to the Annotated Bibliography Marking Criteria

<table>
<thead>
<tr>
<th>Annotated Bibliography Marking Criteria</th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
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</thead>
<tbody>
<tr>
<td>Resources: The student identifies and engages with a minimum of 8 appropriate academic resources, which represent an appropriate range of perspectives on the topic.</td>
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<tr>
<td>Referencing: The student consistently acknowledges sources in accordance with either Turabian (preferred) or APA referencing styles.</td>
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<tr>
<td>Content &amp; Analysis: The student demonstrates appropriate levels of comprehension, analysis, &amp; critical thinking in relation to sources, and provides astute summaries in their annotations.</td>
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<td>Clarity of Writing &amp; Expression: The student’s ideas and content are clear, succinct and well written, with good grammar and spelling.</td>
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<tr>
<td>Relevance: The student has chosen sources relevant to the essay question and clearly demonstrated that relevance.</td>
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</table>
Part 2: Essay Outline (10% - 500 words)

For this task students will need to organize the concepts and ideas from their research into a draft outline for their essay. The essay outline should be presented under 2 or 3 main headings that represent the stages of the developing argument within the essay. Beneath each of these headings students are to present the core ideas to be argued and the supporting evidence for the argument (including sources to be engaged with). This draft outline is to be presented in dot point format (approx. 350 words). When completing this task students should carefully consider the best logical sequencing of ideas for the overall structure of the essay and within the paragraphs for each section.

Then write a draft introduction to your essay (150 words). This introduction should include a general introduction to the topic (i.e. some interesting fact or issue that sets up the scope of the essay), a thesis statement (what is to be argued within the essay), and a brief outline of the way this thesis will be explored in the essay (this should be connected to the 2 or 3 main headings presented in the outline). The overall tone should be propositional and seek to show the reader what will be done and discussed within the essay as a whole. Please also make sure you are writing in academic tone, avoiding use of 1st person pronouns (I, we, me, my etc…).

Due Date: Friday, AEST 11:55pm, Week 8

Part 3: Essay Proposal (5% - 4 min video presentation)

Each student is to prepare and deliver a 4 min presentation on the argument to be proposed in their essay (to be uploaded to a Moodle forum) and respectfully engage in providing constructive feedback to one other student’s essay proposal. To complete this task students should engage with feedback received from the Essay Outline assessment to refine / reform the presentation of the essay prior to recording their essay proposal video presentation.

Students will need to address the following aspects within their essay proposal presentation:

- Provide a brief introduction to the topic, identifying any relevant issue(s) the essay intends to respond to.
- Propose the core ideas to be presented within the essay discussion.
- Discuss how you intend to develop that discussion, by identifying key issues, positions / arguments, and supporting evidence.
• Explain the logical conclusions reached by the discussion, for each of the core ideas and the essay as a whole.

Students are to record their video, by Friday, Week 10 in the allocated forum (Topic 10 – Time Management grid on Moodle) by clicking on the video icon in the 'message' menu (see screenshot below). Students should record their presentations in a quiet space, ensuring that the camera shot is able to show both body language and facial expressions. It is recommended that students use a camera with good quality video and sound to record their presentation.

Then by the following Monday (Week 11), students must provide constructive feedback on one other student's essay proposal. To complete this task students must use the 'essay proposal peer-review criteria' and select 2 criteria to peer-review. For each of the criteria selected your feedback should (respectfully!) identify one aspect achieved and one aspect for improvement in the essay proposal. To ensure the presentation of your feedback is constructive please ensure your review is substantiated with adequate explanation and recommendations.

<table>
<thead>
<tr>
<th>Essay Proposal Peer-Review Criteria</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<tr>
<td>Critically engaged</td>
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<td>Does the proposal demonstrate analysis of the ideas / issues?</td>
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<td>Does the proposal engage with diverse perspectives on the topic?</td>
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<tr>
<td>Does the proposal demonstrate evaluation of the ideas / perspectives?</td>
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</table>
Due Date: **Video presentation** Friday, AEST 11:55pm, Week 10; **Peer-review** Monday, AEST 11:55pm, Week 11

**Part 4: Write the Essay (40% - 1500 words)**

You will now put together all of the work completed so far in Assessment 3 to demonstrate all of the principles of essay writing (as per marking grid below). Please be careful to use academic language and avoid colloquial phrases. If grammar and sentence structure is an issue for you, Grammarly is a highly valuable tool which is free to all AC students and is highly recommended.

Your **essay submission will need to include** a **coversheet** (with the plagiarism quiz score included), an **abstract** (on its own page before the essay), the **essay** and a **bibliography** (also presented on its own page). Your essay should be formatted with 12pt Arial or Times New Roman font, with double spacing and all paragraphs should have a first line indentation. Your essay must have a title and clear headings for the introduction, conclusion and main stages of the discussion in the body of the essay.

Students should take note that the bulk of the 1500-word count should demonstrate independence of thought (your own words) and therefore students are advised to keep direct quoting to a minimum. Writing an essay by stringing together direct quote...
after direct quote with minimal commentary and critical engagement with the sources is considered plagiarism.

**Note:** Students should utilise a **minimum of 8 academic sources** in this essay. In other words, you must actually cite 8 different sources within the body of the essay itself. The completed essay may contain different references and information to that provided in the Annotated Bibliography and Outline. There are no penalties for this. This in fact reflects what often occurs when writing essays. However, you are only to include sources cited in the essay in the bibliography. In light of this, **students who do not reach the minimum 8 academic sources should expect to achieve a failing grade.**

**Due Date:** Friday, AEST 11:55pm, Week 13

**Marking Criteria:**

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<table>
<thead>
<tr>
<th>Essay Marking Criteria</th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
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<tbody>
<tr>
<td>Ideas 40%</td>
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<tr>
<td>Logical &amp; Coherent (content reasonable &amp; creative original thoughts delineated &amp; well integrated)</td>
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<td>Relevant to set task/question, identified the key issues</td>
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<td>Research 20%</td>
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<td>Appropriate academic sources used</td>
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<td>Breadth of sources relied on (8 or more academic sources)</td>
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<td>Current journal literature included</td>
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<td>Organisation 20%</td>
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<tr>
<td>Clear &amp; precise abstract</td>
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<td>Structure &amp; sequence (order) of ideas &amp; argumentation</td>
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<td>Strength of introduction &amp; conclusion</td>
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<td>Language 10%</td>
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<td>Academic Tone</td>
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<td>Grammar &amp; sentence construction</td>
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<td>Gender inclusive terminology</td>
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<td>Spelling &amp; punctuation</td>
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<td>Mecanics 10%</td>
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<td>Footnoting: Ideas &amp; quotations sufficiently</td>
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<td>Footnoting: Correct style adhered to</td>
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<tr>
<td>Bibliography: Correct style &amp; appropriate inclusion of texts</td>
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<tr>
<td>Headings, layout, word count</td>
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**Assessment Information**
Policies
Assessment Policy [https://www.ac.edu.au/ppm/assessment-policy/ ]
Academic Integrity and Misconduct Policy (This policy contains information on plagiarism.) [https://www.ac.edu.au/ppm/academic-integrity-and-misconduct-policy/ ]
Grading Policy [https://www.ac.edu.au/ppm/grading-policy/ ]

Submission of Assessments
All assessment tasks are to be submitted through Moodle, the Alphacrucis College learning platform, in Word.doc format and with the correct naming convention:

Subject code_ student number_assignment name.doc
(e.g. MIN101_X02345_filmreview.doc)

Written assessments will be submitted via a program on Moodle called Turnitin, which checks assessments for “similarity to other written material, hence potential plagiarism. To assist students in uploading their assignments and interpreting their feedback, we have recorded two instructional videos for using Turnitin, which can be accessed of the Study Skills page on Moodle (within the Referencing and Plagiarism section).

When students are submitting assignments via the Turnitin website through Moodle, they are able to view their own “similarity” (potential plagiarism) scores and are able to edit their own assignments and resubmit them as long as that is happening well before the due date. But care must be taken when doing this, because a re-submission takes 24 hours to process and this reprocessing will not be considered a reason for a delayed submission.

On the other hand, when assignments are to be uploaded directly to Moodle rather than through Turnitin, students are to take care, ensuring they submit the correct document for marking. Assignments submitted directly to Moodle cannot be amended later. Thus, requests from students, to include any such assignment amendments, cannot be considered.

Plagiarism/Cheating/Contract Cheating
Plagiarism is essentially the failure to give due credit via correct referencing to a source authored by another person or organisation.

Cheating is when a student seeks to obtain an unfair advantage or assist another student to do so.

Contract cheating involves a student contracting a third party – paid or unpaid – to prepare or contribute to an assessment task or part of assessable work on their
behalf. It may also involve a student acquiring or commissioning for services related to the preparation of assessable work with the intention to cheat, misrepresent and/or plagiarise.

Examples of plagiarism include:
- submission of work in which ideas, words or other work are taken from a source, published or unpublished (for example a website, computer program, another student's essay or presentation, a book or journal article, a lecture, a performance piece), and presented as if they are the student's own, without appropriate acknowledgement of the original author;
- recycling i.e. submission of work by a student that has already been assessed in another subject without disclosing that fact;
- unintended failure of a student to appreciate appropriate referencing conventions

Examples of cheating include:
- colluding with others either in the examination venue or outside the venue including by electronic means;
- deliberately viewing other students work in an examination, or in other circumstances, without their permission;
- fabricating or falsifying data or inventing references;

Examples of contract cheating:
Using a third party, to contribute to your assessment task, such as
- a friend; a family member; a fellow student; a staff member; or
- commercial services, such as:
  - a tutoring company;
  - a document sharing website;
  - an editing service; or
  - an assignment writing service, also known as 'ghost writing'.

Alphacrucis College views plagiarism/cheating/contract cheating very seriously and requires that all students are aware of their responsibilities.

To help avoid issues with plagiarism/cheating/contract cheating, make sure you read the 'How to Avoid Plagiarism' document on the Moodle Study Skills page and complete the Plagiarism Quiz with a grade of 90% or higher (students may retake the quiz as many times as possible).

**Cover Page of Assessment – Requirements:**
- On the cover page of every submitted assessment, students are required to record the date and grade of their successful completion of the quiz.
- Also all students have to include a signed and dated declaration of authorship, stating:
  I hereby declare that the following work in this assessment is my own, except where indicated through due referencing. This assessment has not, in full or part, been submitted for another class or course at AC or any other institution.
  Signed: <insert initials> Date: <insert date of submission>
Referencing

Students should use the style appropriate to their faculty: if enrolled in a degree primarily administered by the Theology faculty (Grad Cert Arts, Grad Dip Arts, Master of Arts, Master of Theology), they should use Turabian style, whereas if enrolled in a degree primarily administered by the faculty of Education, Arts, and Social Sciences (Grad Cert Leadership, Grad Dip Leadership, Grad Dip Applied Social Science, Master of Leadership, Master of Teaching), then they should use APA.

The correct referencing style for the Faculty of Theology is Turabian. All written assignments must comply with the correct style for academic writing as set forth in Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago: University of Chicago Press, 2007.

On Moodle, the Study Skills page provides information on referencing in this format. Also, Monash University have an excellent online guide to Turabian citation (footnotes and bibliography): http://www.lib.monash.edu.au/tutorials/citing/turabian-footnote.html

The correct referencing style for the Faculty of BASE is APA. All written assignments must comply with the correct style for academic writing as set forth in American Psychological Association (Referencing Style).

On Moodle, the Study Skills page provides information on referencing in this format.

Library

The James Wallace Memorial Library exists to provide staff and students of Alphacrucis College with all the information resources they need for their teaching, study and personal pursuits. We offer a diverse collection of books and multi-media resources loan and a wide range of electronic journals and eBooks.

For more information: https://www.ac.edu.au/library/

Word Count

A variance of 10% over or under the stated assessment word count is permitted, beyond which penalties may be incurred. If an assessment is more than 10% under the stated word count, it is likely the requirements of the assessment will not have been met in an adequate fashion, which will affect the grade. If the assessment exceeds the word count by more than 10%, the marker may stop grading the assessment at that point; if the argument has not been sufficiently made (including requirements for a conclusion) then the grade will likely be adversely affected. It remains at the discretion of the marker to determine the extent to which the submission meets the requirements and expectations of the assessment, and to apply reasonable grading and penalties accordingly.
Extensions
All extensions must be applied for using the Online Extension Request Form before the due date. Extensions will only be given for the reasons outlined at the top of the request form (and also in our Assessment Policy) evidence must also be provided.

Late Assessments
HE Students are expected to submit work by the due date and students who do not do this without an extension or unavoidable disruption are liable to receive a zero mark for that assessment.

Struggling?
Please talk to your lecturer if you are having struggles with your studies. Plus, the Student Services Team can help you too. You can contact them directly via moodle or via phone (1300 228 355) or email (studentsupport@ac.edu.au). There are many resources to help you, so please get in touch.

Review or REMARKING of an Assessment
If you have any concerns with the grades you have received, please address this directly with your lecturer/facilitator/tutor in the first place. If you are unhappy with the response, and you feel that there are grounds for you to have a remark or supplementary assessment provided, please follow the guidance provided within the Assessment Policy.

Final Marks and Moderation
Please be advised that the marks that you see on Moodle for your various assignments are preliminary until they are finalised at by the Internal Monitoring of Grades Committee. Monitoring of Grades happens at the end of each Semester. Your official results will be communicated to you by the Registry Team after this process.
REFERENCES

RECOMMENDED READING


Evans, M. How to pass exams every time. 2e rvd. Oxford: How To Books, 2004


**Journals:**

*Academic writing*
*Across the disciplines*
*Journal of Writing in Creative Practice*
*Young scholars in writing*