Unit Learning Guide
School of Humanities and Communication Arts

Communication Research Project

Unit Number: 101930
Teaching Period: AUTUMN 2014
Unit Weighting: 10 credit points
Unit Level: Level 3
Unit Co-ordinator: Raymond Archee
Teaching Staff: Navin Doloswala, Myra Gurney
First Point of Contact: Please contact your tutor for any immediate problems, or the coordinator

Student Consultation
Face-to-face consultations can be arranged by email. Email all teaching staff for an appointment time.

General Student consultation times are:
- Ray Archee: Mon 10-12
- Navin Doloswala: Mon 10-12
- Myra Gurney: Tue 9-11
**Student Communication**

Students must use their UWS student e-mail address in all correspondence with the Unit Coordinator and Tutors.

**Attendance Requirements**

Attendance is expected at all lecture/tutorials/practicals. Students are expected to attend a minimum of 80% of classes. Records will be taken for verification purposes.

Lectures and tutorials are an essential part of your learning.

Students have the responsibility to keep up with the unit content by attendance at lectures and tutorials.

No consideration will be made or consideration will be given to students who do not attend regularly except in the case of illness or misadventure.

Non-attendance due to illness or misadventure or other, legitimate reasons should be documented and submitted to the Unit Coordinator. More significant problems need to be supported with an Application for Special Consideration

**Essential Equipment and/or Resources**

A laptop or iPad for tutorials is advised

**Student Feedback on Unit Surveys**

Student Feedback on Unit Surveys will be distributed in Week 12

**Changes and Improvements to the Unit as a Result of Student Feedback**

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, changes and improvements to this unit will be made next year.

**Expectations of Student Conduct**

Students are expected to be familiar with and abide by the terms of the UWS Student Code of Conduct: [http://policies.uws.edu.au/view.current.php?id=00258](http://policies.uws.edu.au/view.current.php?id=00258)

Students should be familiar with the University of Western Sydney’s O H, S & R Policy which can be viewed at [http://apps.uws.edu.au/uws/policies/ppm/policies.phtml#OHS](http://apps.uws.edu.au/uws/policies/ppm/policies.phtml#OHS)

The University of Western Sydney Occupational Health, Safety and Risk policy states that it is the responsibility of employees, students, contractors, visitors and others to ensure this policy is carried out and to regard accident prevention and safe working as a collective and individual responsibility.

**Unit Details**

**Position of this Unit in the Course**

This is a core third year unit, which assumes knowledge of a range of skills and competencies from the previous two years of university study at the School of Humanities and Communication Arts.

**UWS Graduate Attributes**
1. Commands multiple skills and literacies to enable adaptable lifelong learning
2. Demonstrate knowledge of indigenous Australia through cultural competency and professional capacity
3. Demonstrates comprehensive, coherent and connected knowledge
4. Applies knowledge through intellectual inquiry in professional or applied contexts
5. Brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world

Course Graduate Attributes: Bachelor of Communication

The UWS Bachelor of Communication attributes are:
1. Commands a full range of skills and literacies independently and collaboratively by means of self-directed study across communication and media generally and in the context of vocational specialization.
2. Demonstrate an understanding of and sensitivity to cultural and intercultural issues, especially those of Indigenous Australian
3. Demonstrates comprehensive, coherent and connected knowledge of systems and technologies through contemporary and emergent communication.
4. Applies knowledge through intellectual inquiry in the professional or applied environment of Communication industries and practice.
5. Brings knowledge to life through ethical as well as responsible engagement and appreciation of diversity in an evolving world.

Unit Learning Outcomes

The Unit’s Learning Outcomes specifically support the above Course Attribute numbers.

On completion of this unit, students should be able to:
A. Identify and develop a research question (1,2,3,4,5)
B. Demonstrate an understanding of the academic and professional context for their research, including ethics (1,2,3,4,5)
C. Present a rationale for a research project (1,2,3,4)
D. Evaluate, demonstrate and use appropriate methods for their research (1,2,3,4)
E. Predict possible research outcomes related to selected methods (1,2,3,4,5)

Student Workload

The expected workload in this unit is: 10 hours per week (for all 10 credit point units), including 2 hours in class and 8 hours in own study time. Due to the Anzac Day holiday there will only be 12 weekly tutorials, plus 7 mandatory lectures (first seven weeks of the semester)

Schedule Learning and Teaching Activities:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture Topics (Draft)</th>
<th>Workshop Activities</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10 Mar 2014</td>
<td>Qualitative Research. Use of Leximancer (ND)</td>
<td>Using Leximancer with a dataset</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17 Mar 2014</td>
<td>Critical Game Design (NR)</td>
<td>Media research</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>24 Mar 2014</td>
<td>Professional Communication Research (MG)</td>
<td>Professional research</td>
<td>Annotated Bibliography due</td>
</tr>
<tr>
<td>6</td>
<td>31 Mar 2014</td>
<td>Digital Ethnography (TN)</td>
<td>Ethnographic research</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7 Apr 2014</td>
<td>Media Arts Research (MH)</td>
<td>Case studies, photo essays, Research Question</td>
<td></td>
</tr>
</tbody>
</table>
### Communications Research Project Learning Guide

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>14 Apr 2014</td>
<td>Intra-Session Break</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21 Apr 2014</td>
<td>Public Holiday: Monday 21 April 2013 and Friday 25 April</td>
<td>Proposal due</td>
</tr>
<tr>
<td>10</td>
<td>28 Apr 2014</td>
<td>Student videos. (Text Analysis)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>5 May 2014</td>
<td>Student videos. (Content Analysis)</td>
<td></td>
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<tr>
<td>12</td>
<td>12 May 2014</td>
<td>Student videos. (Surveys)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>19 May 2014</td>
<td>Research ethics/professional ethics</td>
<td>Research Methods Proposal due</td>
</tr>
<tr>
<td>14</td>
<td>26 May 2014</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2 Jun 2014</td>
<td>STUVAC</td>
<td>Research Portfolio due</td>
</tr>
</tbody>
</table>

### Assessments

#### Assessment Requirements

- **Annotated Bibliography**: 20%
- **Research Question Critique**: 20%
- **Research Methods Proposal**: 40%
- **Research Portfolio**: 20%

Students will be expected to participate in weekly discussions, both online and in person. A special online Research Lab will be established which will ask students to collaborate, and give feedback to others on a regular basis.

#### Alignment of Teaching Activities with Unit Learning Outcomes

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Length</th>
<th>Unit Outcomes</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography. Minimum of 8 key academic references, and minimum of 2 key professional projects (non-academic) for one field of interest. Plus annotations describing their value for research.</td>
<td>1000 words or equivalent. The references themselves are not counted in word count.</td>
<td>A,B</td>
<td>20%</td>
</tr>
<tr>
<td>Research Question Critique. May be in the form of an essay, Literature Review, or a form of media practice, which embodies the research question.</td>
<td>1000 words or equivalent with figures and supporting visuals</td>
<td>A,B,C</td>
<td>20%</td>
</tr>
<tr>
<td>Research Methods Proposal. Evaluation of 3 alternate methods, and identification of one method that may be used to gather data for project. Video presentation &amp; Written report.</td>
<td>1500 words or equivalent</td>
<td>A,B,C,D,E</td>
<td>Video 10% Report 30%</td>
</tr>
<tr>
<td>Research Portfolio. Selection of minimum of 4 best classroom activities</td>
<td>1000 words or equivalent</td>
<td>A,B,C,D,E</td>
<td>20%</td>
</tr>
</tbody>
</table>

#### Submission of Assessment Tasks
Students may be asked to submit in hard copy and/or electronically. Assignments submitted electronically and in hard copy must be accompanied by a copy of the Assignment Cover Sheet. Note that, in some case, the tutor may not be the marker for the given assignment.

Students are required to keep a copy of all written work submitted.

**Return of Assessment Material**
Hard copy and/or electronically submitted assignments will be returned as soon as practicable.

**Resubmission**
NO resubmission will be permitted.

**Late Submission**
Work submitted late without consultation with the Unit Coordinator will not be accepted.

A student who submits a late assessment without approval for an extension will be penalised by 10% per day up to 10 days, i.e. marks equal to 10% of the assignment’s weight will be deducted as a ‘flat rate’ from the mark awarded. For example, for an assignment that has a possible highest mark of 50, the student’s awarded mark will have 5 marks deducted for each late day. Saturday and Sunday each count as one day.

Assessments will not be accepted after the marked assessment task has been returned to students who submitted the task on time.

**Extension of Due Date or Special Consideration for assessment task/s and/or whole of the teaching session**
A student may apply for an extension of the due date for an assessment task if extenuating circumstances outside their control, and sufficiently grave in nature or duration, cause significant disruption to their capacity to study effectively. To apply, complete a Request for Extension form: [http://www.uws.edu.au/__data/assets/pdf_file/0004/118273/Request_for_Extension_RO_00205_0112.pdf](http://www.uws.edu.au/__data/assets/pdf_file/0004/118273/Request_for_Extension_RO_00205_0112.pdf)
Submit the form, with supporting documentation, to the Unit Coordinator or other designated staff member (with a copy to the Unit Coordinator) by email or at the relevant School Office.
The Request for Extension form must be lodged 3 working days prior to the due date of the assessment task. After that, you must apply for Special Consideration (via online eForm).

If you have been granted Special Consideration, when submitting your assignment please indicate on the assignment cover sheet that Special Consideration has been granted.

Please note: Lodgement of an Application for Special Consideration does not automatically result in the granting of Special Consideration and students should make every effort to submit assessments as soon as practicable (if possible), even though an application has been submitted.

More information about Special Consideration can be found at [www.uws.edu.au/students/stuadmin/specialconsideration](http://www.uws.edu.au/students/stuadmin/specialconsideration).

**Writing and Presentation**
High quality written expression is an expectation of all UWS graduates.

All written pieces of assessment in this unit must meet the minimum writing standard required. These are specified below. Any piece of written work that does not meet the required standard will be failed on this basis.
Literacy Minimum Standards Level 2/3
At this level, your written expression should be clear, concise and direct, free of major structural and presentational faults and, most importantly, not require any ‘deciphering’ on the part of the reader, that is, that it can be read and understood on a first read through and that it has ‘flow’.

Specific requirements include:
Formal writing requirements-
• Complete sentences, typically with Subject Verb Object order.
• Avoidance of minor sentences, sentence fragments and run-ons.
• Conciseness, coherence and cohesion.
• Grammatical agreement and consistency including the correct use of tense, syntax, word class and lexical choices.
• Correct and consistent spelling and punctuation.
• Correct and consistent use of terminology relating to the unit that the student is writing for.
• Correct use of phrases, clauses and conjunctions.
• Consistency in the register appropriate for the unit that the student is writing for.
• Correct use of cohesive devices linking sentences and paragraphs: including topic sentences and thesis statements.
• Use of formal structure: including introduction and conclusion.
• Integrated use of quoted and paraphrased material: including metacommentary and linking phrases.

The following ‘Language and Learning Links’ site provides a good range of resources to help you develop your writing: http://tdu.uws.edu.au/languagelearning/

Academic conventions
Integrated use of source material (few quotes, paraphrases etc.)
Accurate and consistent use of the APA referencing system
Your work should be submitted through Turnitin as directed by the coordinator.

Formatting and presentation
Fully blocked style, well formatted with standard 2cm margins on A4 (not US letter) paper.
Line spaces indicate paragraphs, not just new lines.
Referenced in APA publication style, no footnotes
No handwriting
12 point Times New Roman or equivalent (as approved or directed by unit coordinator)
Page numbers, name and SID in footer
Stapled top left corner (hard copy submission)
Good print quality in black ink (hard copy submission)
Cover sheet attached (hard copy submission)
Other elements, such as cohesive paragraphing
Accurate spelling, please use spellcheck and read written documents
No text abbreviations such as “don’t” or “isn’t”
Assessment 1: Annotated Bibliography

Due Date
Week 5, Thu 27 March, 4pm

Aims/Objectives
• To perform the necessary background research to investigate an area of research specific to a students’ major eg Journalism, PR, Advertising, Media Arts, Design, Law, Education
• To evaluate a variety of sources of previous research, both academic and professional
• To present the background research in the formal academic style: APA format

Assessment Description
You will be instructed on how to use the UWS library databases in order to gather a range of suitable background resources. You will complete a brief overview of your proposed project and an annotated bibliography of 8 (minimum) academic and 2 (minimum) professional references that you could use. Annotations comprise a single paragraph as to why the particular reference is useful. It is not a paraphrase of the Abstract. If your overview, selection of references, writing or bibliographic layout is not satisfactory, you will be asked to revise and resubmit.

Assessment Requirements
Simple memo report format. Headings are: 1.1 Overview; 1.2 Annotated References e.g.

REFERENCE #6

This textbook is aimed at undergraduate students studying fundamentals of communication at the tertiary level. It gives a broad introduction to a range of communication topics and departs from similar books by including chapters on Communication Research and Mediated Communication. Case studies and student activities are plentiful and well thought-out. The book does not merely recount the current state of professional communication it also reports original research conducted by the authors. It is an invaluable source for my project because it has enlightened me about the breadth of topics related to professional communication, it has excellent cross-references, and it informs me of the latest issues surrounding such areas as non-verbal, language, mediated communication, reports, and theory.

Assessment Criteria
• Depth and appropriateness of research – you must have at least 8 references from a range of sources – books, journals, newspapers, web, and at least two from professional sources. Students using only Google references will be asked to resubmit. All information must be referenced using APA conventions.
• Range, depth and appropriateness of analysis of the problem/issue .
• Writing style – clarity, language choice, appropriateness, succinctness.

Marking Criteria
Assignment 1: Annotated Bibliography (learning outcomes A,B)

<table>
<thead>
<tr>
<th>Low scores R to P</th>
<th>Average scores P+ to C</th>
<th>High scores D to H</th>
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<tbody>
<tr>
<td>At least eight appropriately (APA style) referenced and cited academic sources and 2 professional sources are to be submitted along with an overview of the project area.</td>
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</table>

• Bare minimum number of secondary or only non-referenced anecdotal sources used.
• References not from a high
• More than 10 sources used but sources may be either not well-chosen or from unreliable sources.
• APA referencing and citation
• More than 10 well-chosen resources (both academic and professional) used to support purpose of the report.
• All citations used correctly, all
<table>
<thead>
<tr>
<th>Quality academic and/or professional sources or mainly from commercial Internet sources.</th>
<th>Attempted but may have either omissions or be inconsistent in style.</th>
<th>Quotations attributed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secondary material not properly cited or referenced using APA style. Quotations not attributed.</td>
<td>• A reasonable attempt made to use secondary material to support argument of the proposal.</td>
<td>• All secondary information appropriately and accurately cited using APA referencing and citation style.</td>
</tr>
<tr>
<td>• Overuse of Google (or Google Scholar), which is not well integrated to support the purpose of the report.</td>
<td>• Assignment is well-written using academic language (not just style), without typos, spelling mistakes and bad formatting</td>
<td>• Research used to support argument and purpose of paper in a well integrated, sophisticated way.</td>
</tr>
<tr>
<td>• Word count of 1000 words not met. The APA references themselves are not included in the word count.</td>
<td>• Meets required word count</td>
<td>• Project is novel and shows insight and creativity</td>
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<td></td>
<td></td>
<td>• Meets required word count</td>
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Assessment 2: Research Question Critique

Due Date
Week 7, Thu 10 April, 4pm

Aims/Objectives
- To devise a research question that aligns with the student’s major field of study
- To demonstrate knowledge and understanding of the previous academic/professional work relating to this research question
- To argue the value of the research question, or its probable answers, or visually demonstrate the issues surrounding the question
- To write an essay or review of literature or create a media arts production which embodies the research question as valuable to society or a particular community

Assessment Description
A critique is a critical analysis of an idea, film, book or theory that demonstrates the author’s understanding, breadth of research and critical faculties. In this case you will critique a particular field of research showing that your research question needs to be asked and answered in order to make sense of the field. Alternatively a photo essay or video (with accompanying textual explanation) may be created which visually performs the same tasks.

Students should make sure to focus on topics that are researchable, and have been researched by others. Strange, unusual or off-beat topics may seem attractive, but students will find them challenging to research because of the lack of previous study in that area.

Assessment Requirements
- Literature review – construct the review, use either a historical or categorical form of organisation, end with your research question, plus objectives, and possible benefits for society
- Essay – write an essay using your research question as the main focus. Your conclusion will be probable outcomes of your research
- Media – create a visual representation of the literature review together with short written explanations (400 words max) of the research question

Assessment Criteria
- Depth and appropriateness of research – by using your Annotated Bibliography references (and others) you should construct an argument, which leads to the research question being justified. The literature review is one form of such an argument, as is the essay. All information must be referenced using APA conventions.
- Breadth, depth and clarity of critical analysis of the problem/issue; creativity of the visual media.
- Writing style – clarity, language choice, appropriateness.
- Visual style – coherence, technique, focus.

Marking Criteria

<table>
<thead>
<tr>
<th>Marking Criteria for Assignment 1: Research Critique (learning outcomes A,B,C)</th>
<th>Low scores R to P</th>
<th>Average scores P+ to C</th>
<th>High scores D to H</th>
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</table>
1. **Organisation**: The critique should be well researched and organised into a logical and coherent structure, which is thought-provoking and relevant to an academic audience. The critique should observe APA referencing, and professional presentation in terms of fonts, headings, and numbering.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Material is not well organised, and is not linked and difficult to follow.</td>
</tr>
<tr>
<td>2.</td>
<td>Poor or inadequate use of suggested structure appropriately.</td>
</tr>
<tr>
<td>3.</td>
<td>Proposed research topic poorly chosen and would be difficult to complete satisfactorily.</td>
</tr>
<tr>
<td>4.</td>
<td>Has areas which are unclear and require further explanation and are not well integrated.</td>
</tr>
<tr>
<td>5.</td>
<td>Little or no use of relevant additional academic sources.</td>
</tr>
<tr>
<td>6.</td>
<td>Cursory or missing reference to points of main reading, Basic or no evidence of understanding main theme or question being addressed.</td>
</tr>
<tr>
<td>7.</td>
<td>Critique is generally clear and well organised with a clear opening, which addresses the question.</td>
</tr>
<tr>
<td>8.</td>
<td>Well chosen, if unoriginal research topic. Research topic would be doable.</td>
</tr>
<tr>
<td>9.</td>
<td>A few minor points may be confusing or not relevant.</td>
</tr>
<tr>
<td>10.</td>
<td>Adequate understanding of the field of research displayed through references.</td>
</tr>
<tr>
<td>11.</td>
<td>Good opening and conclusion, which allows audience to understand theme of critique.</td>
</tr>
<tr>
<td>12.</td>
<td>Critique is clear, logical and organised.</td>
</tr>
<tr>
<td>14.</td>
<td>Student demonstrates a high level of understanding of the main arguments and themes within a field of research.</td>
</tr>
<tr>
<td>15.</td>
<td>Excellent choice and number/variety of reference material, which is used to support the critique presented.</td>
</tr>
<tr>
<td>16.</td>
<td>Material is integrated and main themes are thoroughly discussed with evidence from reading and additional sources.</td>
</tr>
</tbody>
</table>

2. **Content**: Appropriate, interesting content that is extensive & well researched. It should describe an existing academic field of research and argue to extend that research.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cursory or missing reference to points of main readings.</td>
</tr>
<tr>
<td>2.</td>
<td>Basic or no evidence of understanding main theme or question.</td>
</tr>
<tr>
<td>3.</td>
<td>Material is poorly chosen, too simple or too difficult for the audience, irrelevant or shows only a basic understanding of the subject matter.</td>
</tr>
<tr>
<td>4.</td>
<td>Material is a series of non integrated points.</td>
</tr>
<tr>
<td>5.</td>
<td>Content attempts to engage with research question.</td>
</tr>
<tr>
<td>6.</td>
<td>Supporting material is mostly relevant and drawn from popular or average level academic &amp; professional sources.</td>
</tr>
<tr>
<td>7.</td>
<td>Material chosen is interesting and appropriate for the audience.</td>
</tr>
<tr>
<td>8.</td>
<td>Some insights drawn which reflect a reasonable understanding of the subject matter.</td>
</tr>
<tr>
<td>9.</td>
<td>Excellent choice of background academic material from a variety of academic sources, which are used to support the argument presented.</td>
</tr>
<tr>
<td>10.</td>
<td>Main themes clearly discussed supported by evidence from the reading and additional academic sources.</td>
</tr>
<tr>
<td>11.</td>
<td>Support material chosen is of a high level, is well chosen for the academic audience.</td>
</tr>
<tr>
<td>12.</td>
<td>Insights drawn are linked to main themes and reflect a sophisticated level of understanding of the subject matter.</td>
</tr>
</tbody>
</table>
Assessment 3: Research Methods Proposal  40%

Due Dates

- Video presentations due in class after Mid-Semester break for 3 weeks (student order to be advised, marks allocated in class)
- Written components due Week 13, Thu 22 May, 4pm

Aims/Objectives

- To evaluate several methods for conducting research considering their strengths and weaknesses
- To propose one method which could be used to collect data to analyse the research question
- To demonstrate this process using student made custom videos or performance

Assessment Description

The overall aim of this assignment is to have you familiarise yourself with a range of research methods, all of which will have strengths and weaknesses. Many academic studies thus use more than one method, but in the real world, professional research usually uses the most pragmatic approach, which may not be the best choice. For example much medical research uses short-term patient reports (surveys) when in fact long-term methods may be more accurate and avoid drug recalls due to dangerous side-effects.

Your initial task is to explore and consider a range of possible methods by which your research question can be answered. The assignment has two parts:

Part 1: Working with a partner or group of three, prepare a 3-5 minute performance or video presentation (iPhone, iPad or video camera) that visually communicates the application of your method to your research question. Each student must create their own video or performance. The aim is to make this informative and entertaining, not just to be a talking head. Place the video online by the Sunday prior to your presentation week. NO POWERPOINT OR PREZI TO BE USED. 10%

Part 2: Research, explore and evaluate three (3) possible methods that could be used to gather data for your project. Choose these from the range of methods that have been outlined in this unit. Or see your tutor if you wish to use an alternate research method. Using the academic literature, argue the strengths and weaknesses of one of these methods for your research question. 30%

Assessment Requirements

You need to cover the following elements:

- What is your research question?
- What is your preferred method?
- Why is this your preferred method? Strengths, weaknesses
- Give a brief demonstration of how it works
- Cite examples of research where this method has been used or successfully/unsuccessfully applied

Assessment Criteria

Part 1: we shall be looking at innovative ways of depicting the chosen research method. Thus a script, storyboarding, stills, action, music, and text will be useful. High production values are NOT required. Thus lighting, sound and tight editing should not concern most students. What is important is the demonstration of concepts in a creative visual manner. 5 mins maximum (equal to 500 words)
Part 2: The written part should be a report, which discusses three methods, and identifies one preferred method, which will answer the research question and related objectives. Explain your method and your research question, and hypothesise your results (briefly). 1,000 words

Marking Criteria

Marking Criteria for Assignment 3: Research Methods Proposal
(learning outcomes A, B, C, D, E)

<table>
<thead>
<tr>
<th>Low scores R to P</th>
<th>Average scores P+ to C</th>
<th>High scores D to H</th>
</tr>
</thead>
</table>

1. Video presentation: demonstrates preferred method
   - Video is too short
   - Poor use of scripting, storyboarding, text, music
   - Does not demonstrate concepts
   - Too much talking head style footage
   - Video is adequate in duration
   - Video is reasonably well-scripted and organised
   - May be imitative, but well-crafted
   - Video is engaging, employing humour and comedy
   - Excellent use of music, text or storyboarding
   - Highly original

   - Content is mostly general and has little or no relation to the specific purpose or issue
   - Content is not of appropriate depth to meet purpose
   - Content is mostly descriptive with little or no attempt at analysis
   - Content does not reflect appropriate theories studied in the course
   - Content not well organised. No clear and logical order of ideas and information. Poorly written or chosen headings and subheadings
   - Report does not meet word length
   - Content is reasonably well chosen to meet stated purpose. May have included some irrelevant or superfluous material
   - Content is of appropriate depth to meet most of the stated aims
   - Content is reasonably well organised with a logical flow of information and ideas designed to achieve purpose and convince readers.
   - Report meets word length
   - Content extremely relevant, timely and well chosen and appropriate for stated purpose
   - Content shows a sophisticated understanding of the theoretical issues and this is reflected in a well thought out argument
   - Logical, clear and consistent organisation of ideas and information which shows an understanding of the position of the reader
   - Each section of the report is necessary and relevant
   - Report meets or exceeds word length

3. Appropriate use of academic/professional writing and editing conventions:
   - Poor or colloquial word choice, overuse of jargon or abstract language. Language may be inappropriate for audience
   - Sentences too long, unclear and/or hard to read and poorly constructed
   - Paragraphs not well constructed or missing, lacking transitions and variety
   - Little evidence of proofreading, editing as shown by poor or inaccurate grammar, spelling and punctuation
   - Reference list missing, not set out using APA style, or lists references not referred to in text
   - Reasonably well written, audience appropriate word choice, minimal use of jargon or abstract language.
   - Reasonable sentences which are not too long, unclear or hard to read
   - Paragraphs reasonably well constructed with transitions and variety
   - Reasonable evidence of proofreading, with few mistakes in grammar, spelling and punctuation
   - Writing may be accurate but lack sophistication of expression
   - Reference list mostly set out using APA conventions. All references listed are referred to in text
   - Clear, well written sentences, which have few redundancies or clichés, and are more concrete than abstract
   - Appropriate use of passive voice and nominalisation
   - Sophisticated level of language used which is appropriate for the audience
   - Spelling, punctuation and grammar correct
   - Sentences and paragraphs show variety, good transition and length
   - Writing edited with few mistakes
   - References are accurately set out using APA conventions. All references listed are referred to and their relevance discussed in the text
Assessment 4: Research Portfolio  20%

Due Date
Week 15, Wed 4 June, 4pm during StuVac

Aims/Objectives
• To have students engage more closely with weekly themes and issues through a series of self-paced research, discussion and reflection exercises
• To use primary and secondary academic research skills to gather material
• To demonstrate professional writing, editing and written presentation skills in a professionally presented document

Assessment Description
Weekly reflection, short essay and research exercises will be posted on the unit web page, which you will access via vUWS. These are based around the lectures and readings and aim to consolidate the themes and skills of the unit. Exercise should be started in class and finished at home.

Assessment Requirements
Students must complete a minimum (we suggest that you do more) of 4 substantive class exercises, which were completed throughout the semester and submit them as a portfolio of work.

Assessment Criteria
• Depth and level of engagement with the exercise questions
• Well written, carefully thought out answers with good examples and which reflect more than anecdotal personal opinion
• Sources cited and referenced using APA style
• Care taken with editing – spelling, grammar, punctuation, referencing
• Inclusion of a range of exercises, not just the short, easy ones!
• Professional presentation – assignments should be word-processed and use professional layout including a table of contents, section headings and page numbering.

Marking Criteria
Assignment 4: Research Portfolio (learning outcomes A,B,C,D,E)

<table>
<thead>
<tr>
<th>Low scores P- to P</th>
<th>Average scores P+ to C</th>
<th>High scores D to H</th>
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<tbody>
<tr>
<td>1. Depth and level of engagement with a range of exercise questions: carefully researched and thought out answers with good examples. Choice of a range of exercises</td>
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<tr>
<td>• Only the minimum number of exercises attempted or only easiest exercises submitted.</td>
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<td>• Answers given are too short and/or superficial and do not show more than superficial engagement with the question.</td>
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<td>• Exercises submitted are varied with some of the more complex exercises attempted which may exceed the minimum number required.</td>
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<tr>
<td>• Answers show a reasonably good grasp of principles and student has used good secondary sources to engage with the question.</td>
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<tr>
<td>• A wide variety of exercises in excess of the minimum number are submitted which show a superior level of engagement with the various themes of the course</td>
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<tr>
<td>• Answers show a thorough grasp of the principles and excellent choice of secondary support material.</td>
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</table>
2. Writing and presentation: well written, and carefully edited and referenced answers presented in a professional portfolio, which includes a table of contents, numbered pages.

<table>
<thead>
<tr>
<th>Exercises are poorly edited with numerous grammar, punctuation and spelling errors.</th>
<th>Exercises are reasonably well written and edited with perhaps minimal grammar, punctuation and spelling errors.</th>
<th>Exercises are well written and edited with only minor errors in grammar and punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers are mostly quotes paraphrases or unattributed material from secondary sources.</td>
<td>Answers integrate and reference secondary research material to support their own answers and reflections.</td>
<td>Answers synthesise and properly reference well chosen secondary research material.</td>
</tr>
<tr>
<td>Sources not consistently attributed using APA referencing conventions.</td>
<td>Sources are mostly correctly referenced using APA conventions.</td>
<td>All sources are correctly referenced using APA conventions.</td>
</tr>
<tr>
<td>Portfolio poorly presented and laid out. It may lack proper page numbering, headings or a table of contents.</td>
<td>Portfolio reasonably well presented and set out with a contents page, page numbering and headings.</td>
<td>Portfolio is professionally presented with a table of contents, page numbering, correct headings.</td>
</tr>
</tbody>
</table>

Learning Resource Information

**Texts**

No set text

**Additional texts**

All references will be located on unit website and vUWS

**Use of vUWS**

vUWS and the unit website are essential components of this unit. Both will be used for resources (e.g. workshop slides, videos with client material, music, and communication, including discussions (e.g. on assessments and tutorials) and announcements. Students are expected to login to the unit’s vUWS site at least weekly.

**Key Weblinks**

See unit website, and vUWS

**Literacy Resources**

See unit website, and vUWS

**Referencing Requirements**

APA style conventions will be used and expected of students throughout the unit.

Referencing and assignment writing resources are provided in vUWS and will be discussed in tutorials

**Other**

NA
Links to Key UWS Policies and Information Affecting Students

Key Policies and Information Affecting Students
http://www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/key_policies_and_information_affecting_students

Student Support
http://www.uws.edu.au/currentstudents/current_students/getting_help/support_services_for_students

Course and Unit Rules
http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements
This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.

Current Students
http://www.uws.edu.au/currentstudents/current_students

Student Administration
http://currentstudents.uws.edu.au/students/stuadmin

E-learning
http://www.uws.edu.au/students/onlinesupport

Forms
http://pubsites.uws.edu.au/student/forms

E-learning Support Site
It is a student’s responsibility to ensure that prior to starting any E-Learning activities for this unit, you familiarise yourself with introductory resources available on ‘E-Learning Student Support’ site. You can access the site by logging into vUWS at https://vuws.uws.edu.au/ and clicking on E-Learning Student Support Site link under ‘My vUWS Sites’.

School Policy for vUWS use: Courtesy and Respect Online

In the interests of promoting the welfare and safety of students and staff at UWS, please ensure that you conduct yourself with courtesy and respect while in vUWS. This applies to all online communications such as tutorials, discussion groups, chat rooms, email correspondence, blogs, journals and so on.

A unit vUWS site is an online teaching and learning environment at UWS. The rules are the same as in lectures, tutorials and seminars. Keep in mind that vUWS is a public space and your comments in online discussions and chat rooms can be read by other students and academic staff. Your blog and journal entries in vUWS may be read by your lecturer or tutor. The unit coordinator may allow students to read each others’ blog or journal entries as a way of reflecting on the learning material and process or for assessment purposes.
• It is very easy to be polite, courteous and friendly.
• Avoid bad, offensive or discriminatory language.
• Respect the point of view of other students, lecturers, tutors and the unit coordinator.
• Be aware of cultural differences and cultural sensitivities.
• Humour or sarcasm does not translate well from the real world to the virtual world.
• Avoid capitals, or it will seem like you’re SHOUTING.
• No-one wants to be misunderstood. Write clearly and concisely so that you will not be misinterpreted in terms of your intention and meaning. Keep posts and emails short and simple. Re-read your message before you hit send.
• Respect the privacy of other students, lecturers, tutors and the unit coordinator.
• Respect the online literacy levels of other students.
• Remember that you can communicate face-to-face with others as well (recommended if you are not certain what you write may offend others).

The rules of copyright and plagiarism apply in vUWS. If you use someone else’s ideas, cite them appropriately. Giving other students the answers to assessment questions or online quizzes in online discussions, chat rooms or emails risks an Academic misconduct allegation.

The rules of Academic and Non-Academic misconduct apply in vUWS.

Non-Academic misconduct in vUWS includes but is not limited to: harassing, vilifying, abusing or threatening students or staff, bullying or disparaging students or staff, inappropriate conduct. Problems, complaints or concerns should be directed to the unit coordinator, privately by email, telephone or in person. You can read more about the UWS Student Non-Academic Misconduct Policy at: http://policies.uws.edu.au/

Your unit coordinator, lecturer or tutor will provide more detailed guidelines for the appropriate use of vUWS in your unit.
What is Academic Misconduct?

Academic Misconduct may involve one or more of the following:

Plagiarism

Plagiarism involves submitting or presenting work in a unit as if it were the student’s own work done expressly for that particular unit when, in fact, it was not. Most commonly, plagiarism exists when:

a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;

b) parts of the work are taken from another source without reference to the original author; or

c) the whole work, such as an essay, is copied from another source such as a website or another student’s essay.

Acts of plagiarism may occur deliberately or inadvertently

Inadvertent plagiarism occurs through inappropriate application or use of material without reference to the original source or author. In these instances, it should be clear that the student did not have the intention to deceive. The University views inadvertent plagiarism as an opportunity to educate students about the appropriate academic conventions in their field of study.

Deliberate plagiarism occurs when a student, using material from another source and presenting it as his or her own, has the intention to deceive. The University views a deliberate act of plagiarism as a serious breach of academic standards of behaviour for which severe penalties will be imposed.

Collusion

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others.

Cheating

Cheating includes, but is not limited to:

a) dishonest or attempted dishonest conduct during an examination, such as speaking to other candidates or otherwise communicating with them;

b) bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device (including mobile phones), or any other item, not authorised by the examiner;

c) writing an examination or part of it, or consulting any person or materials outside the confines of the examination room, without permission to do so;

d) leaving answer papers exposed to view, or persistent attempts to read other students’ examination papers; or

e) cheating in take-home examinations, which includes, but is not limited to:

f) making available notes, papers or answers in connection with the examination (in whatever form) to others without the permission of the relevant lecturer;

gh) receiving answers, notes or papers in connection with the examination (in whatever form) from another student, or another source, without the permission of the relevant lecturer; and

h) unauthorised collaboration with another person or student in the formulation of an assessable component of work.

For the full definition of academic misconduct and the consequences of such behaviour, students are advised to read the Misconduct - Student Academic Misconduct Policy in its entirety available at UWS Policies:
Assignment Cover Sheet
School of Humanities and Communication Arts

Student Name

Student Number

Unit Name and Number

Tutorial Group

Tutorial Day and Time

Session / Semester

Lecturer/Tutor

Title of Assignment

Length

Due Date

Date Submitted

Campus Enrolment

DECLARATION

I hold a copy of this assignment if the original is lost or damaged.

☐ I hereby certify that no part of this assignment or product has been copied from any other student's work or from any other source except where due acknowledgement is made in the assignment.

☐ No part of the assignment/product has been written/produced for me by any other person except where collaboration has been authorised by the subject lecturer/tutor concerned

☐ I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism (which may retain a copy on its database for future plagiarism checking)

Signature: ………………………………………………………………………………………………………………………………

Note: An examiner or lecturer/tutor has the right not to mark this assignment if the above declaration has not been signed