UNSW, Sydney

GSOE9360

Academic Discourse in Engineering

Term 2 2020

We bid you welcome to the online GSOE9360.

This course outline contains staffing details, class details, an overview of the course aims and outcomes, what you need to do to be successful in this course, assessment details, and a list of resources. Read and keep this document. It is important!

Associated Staff
The course convener is:
  Dr Steven Davis: s.davis@unsw.edu.au [Faculty of Engineering].
Most of the classroom teaching will be done by:
  Sarah Fletcher: sarah.fletcher1@unsw.edu.au [SACS]
  Caroline Lunt: c.lunt@unsw.edu.au, [SACS] and
  Bronwen Phillips: b.m.phillips@unsw.edu.au [SACS],
  James Heath: J.Heath@unswglobal.unsw.edu.au [UNSW Global]
  Sarah Han: S.Han@unswglobal.unsw.edu.au

Note: If there is no action on your email communication after three days, don't be afraid to send it again.

Course dates and location
This course is worth 6 UoC and **begins in week 1**.
It runs for the entire term, i.e., **week 1 to week 11** and has 4 hr/week class-time. All classes course will be held online via Blackboard Collaborate located in our Moodle site.

Mondays 12 noon to 1pm
Mondays 2pm to 3pm [grammar]
Wednesdays 9 am to 11am
Wednesday 11am to 12 noon [grammar]
Wednesday 12 noon to 1pm [grammar]
Note only two grammar classes will be held.

If you do not attend at least 80 % of classes, you will fail this course.

Students should allocate at least 8 hours per week for independent study (outside classes) related to the course. This includes preparation for class participation (pre-reading and completing set tasks) and completion of the assessment tasks.

1. Aims & objectives

This course is designed to introduce you to the way we communicate with each other in technical professions, notably Engineering. This is not always the same way we communicate in other contexts. The course helps to bridge the gap between the expectations of your respective prior education and expectations in Engineering at UNSW. It is your first step towards the standard practices of a professional. Written documents are the lifeblood of professional activity of all kinds, and these must be clear and concise. If it is not concise, it costs more money; if it is not clear, there may be disastrous outcomes. It is easier to communicate if you put information together as your readers expect, and so conventions are important. Those conventions include: the structure of different genres of technical writing and the structure of paragraphs within them; the production of clear tables and figures, and the standards of labeling these; the components of clear oral presentations and debates; and the principles of team work and giving feedback.

Consequently, GSOE9360 is designed with this primary aim:
To improve students' confidence and competence when communicating in English at a professional level by:
- enabling students to analyse and construct the conventional structures used when presenting technical, academic arguments; and
- enhancing students' engagement in independent learning and their critical reflection on that learning through exposure to a variety of feedback.

The specific, assessable learning outcomes are that you will:
- demonstrate appropriate structure in formal communication, both written and oral;
- correctly use formal language and conventions (i.e., aligned with professional expectations);
- identify grammatical structures and correct grammatical errors;
- identify and produce forms of communication appropriate for different purposes;
- summarise, paraphrase and reference correctly;
- provide feedback to other people; and
- learn how to find and evaluate relevant information from several sources.

2. Teaching & learning strategies

The formal teaching will be in the context of a small class held online. There will be practical in-class exercises to develop students' professional writing and presentation skills and on-going opportunities for discussion and practice of key learning areas. Group interaction and teamwork will be frequent features of the classes. Feedback mechanisms will include peer review. These activities allow students to engage

<u>actively with the learning process and provide structured opportunities for reflection.</u> They emphasise the relevance of what is being learnt, and encourage students to accept responsibility for their own learning. The emphasis on group-work prepares students for future teamwork and leadership roles. There will be meaningful feedback.

UNSW's *Guidelines on learning that inform teaching* explain why you need to engage in 'active learning' to develop your graduate attributes
(see www.guidelinesonlearning.unsw.edu.au).

Active learning means you need to make use of the ideas you are receiving. Your teachers cannot know what problems you are having or what you can do unless you show them. <u>Active learning means that you should come to classes with the relevant work prepared.</u> Remember that classes are about your learning; teachers simply facilitate this.

The design of GSOE9360 ensures that the learning activities are linked to professional practice in the fields of Engineering and Science and are also relevant to your further studies.

3. Assessment

The assessment tasks have been designed to reward you for your achievements, measured against the stated aims and within the context of the nominated graduate attributes. They involve you producing items of communication, and in doing so, thinking about how well you and your peers are doing and how you can improve your work. Table 1 provides details of how the final composite mark in this course will be calculated.

Table 1. Assessment tasks and weightings

Task	Criteria	Weight	Due
Expression of interest	task fulfilment; quality of description and reasons; concise language; appropriate language structures	5%	Wk 2 Wed 10th June
Topic report & associated drafts	task fulfilment; inclusion of all elements of a topic-based report; evidence of research and critical thought; accurate referencing of sources; appropriate use of technical language	25%	Wk 4 Wed 24th June & Wk 6 Wed 8th July
Oral presentation of book review	task fulfilment; structure of presentation; delivery; evidence of critical thought	15%	Wk 8 Mon 20th July & Wed 22nd July
Written book review	task fulfilment; inclusion of all stages of a review; balance between summary & evaluation	10%	Wk 12 Mon 17th August
Debate	task fulfilment; demonstrated teamwork; inclusion of all stages of a debate; accuracy of information; use of evidence and reasoning	15%	Wk 10 5th August Wk 11 Mon 12th August
Grammar test	Ability to identify and to accurately use a range of grammatical structures to enhance clarity in communication	10%	Wk 11 Wed14th August
In-class participation	Demonstrated diligent approach: regular contributions to class discussions and exercises; pre-reading; writing in class; practice presentations; providing peer reviews and completing Moodle activities	20%	Ongoing

All written assignments must be submitted on Moodle by the due date. All presentations must be completed in class on the assigned day. **Requests for extensions must be made a week before the due date**. Later completion will be penalised. In cases of unforeseen misadventure or illness, accompanying documentation is required. Absences from class will require a medical certificate or a letter from an authority.

There is no final examination in this course.

Students must not commit plagiarism, which will be discussed further during classes.

4. Miscellaneous administrative details

Course evaluation and development

There are always some things that will need to improve and that we need to know about. <u>If you don't tell us, no-one will</u>. We depend upon you to let us know how your learning could be helped, for you are the learner. There will be a formal evaluation at the end of the session.

Student equity and diversity

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).
Information for students with disabilities is available at
http://www.studentequity.unsw.edu.au/content/default.cfm

5. Resources
 (i) This course has an online [Moodle] component which can be accessed at: https://moodle.telt.unsw.edu.au/login/index.php . Login with your z-pass and select course GSOE9360.
 (ii) You will receive weekly handouts to build up your course notes and these will also be available in Moodle. Moodle is where you can download slides and resources, upload your assignments, check your feedback/grades, and ask/answer questions in the online forums.
 (iii) Additional online resources are available via The Learning Centre homepage: www.lc.unsw.edu.au

Report writing: https://student.unsw.edu.au/report-writing-support
Technical writing: https://student.unsw.edu.au/technical-writing-features-and-conventions
Harvard referencing: https://student.unsw.edu.au/harvard-referencing

> The Learning Centre website is the main UNSW repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via www.lc.unsw.edu.au/plagiarism.

 (iv) Additional resources are available from UNSW Library. One starting point for assistance is https://www.library.unsw.edu.au/study. Note that you are required to read a science fiction novel for you book review assessment.