Introduction

Welcome

Welcome to Critical Literacy which is part of the Foundation Studies and Diploma Program. The aim of Foundation and Diploma Studies is to prepare you in the best way possible for your choice of degree at UniSA.

The course is run by two passionate course coordinators Dr Sarah Hattam and Dr Snjezana Bilic who are graduates of UniSA and have been teaching at UniSA since 2005.

The aim of this course is to develop your ability to remain critical when reading and writing. That is, you will understand that written texts should not be accepted at face value but rather you will be aware that texts have different purposes and will convey messages in diverse ways. The more insight you have into the techniques and strategies writers employ to express their meaning and affect you as a reader, the better equipped you will be to evaluate texts clearly and objectively – a crucial skill for your academic studies.

Although some of the language in the course will be challenging, don’t panic, and don’t let it distract you from the interesting ideas it describes! As we progress through the course and the reading material, these ideas and the language will begin to make sense, so hang in there!

All the best with the semester and we hope you find the journey stimulating and revealing.

Dr Sarah Hattam & Dr Snjezana Bilic
Course Coordinators

Course Teaching Staff

Coordinator: Dr Snjezana Bilic
Location: UniSA College
          DP1-21
Telephone: +61 8 8302 0380
Fax: +61 8 8302 7250
Email: snjezana.bilic@unisa.edu.au
Staff Home Page: people.unisa.edu.au/snjezana.Bilic

Primary Coordinator: Dr Sarah Hattam
Location: UniSA College
          DP1-21
Telephone: +61 8 8302 9243
Fax: +61 8 8302 7250
* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

UniSA College

Physical Address: UniSA College
David Park Building, Level 2
160 Currie Street
Adelaide, South Australia
Adelaide 5001

School Phone: (08) 8302 7407
School Email: college@unisa.edu.au
School Website: http://www.unisa.edu.au/Study-at-UniSA/UniSA-College/
Course Overview

Prerequisite(s)
There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)
There are no corequisite courses to be completed in conjunction with this course.

Course Aim
To enable students to manage the demands of literacy in a critical manner in a university environment.

Course Objectives
On completion of this course, students should be able to:

CO1. Draft, edit and redraft texts
CO2. Structure and organise texts
CO3. Identify fact, opinion, evidence and argument
CO4. Recognise the function and purpose of texts and their intended audiences
CO5. Apply concepts such as perspective, positioning and impact
CO6. Critically read, think and analyse.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

<table>
<thead>
<tr>
<th>Graduate Qualities being assessed through the course</th>
<th>GQ1</th>
<th>GQ2</th>
<th>GQ3</th>
<th>GQ4</th>
<th>GQ5</th>
<th>GQ6</th>
<th>GQ7</th>
</tr>
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<tbody>
<tr>
<td>CO1</td>
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<td>CO6</td>
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</tbody>
</table>

Graduate Qualities
A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community
GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content
This course develops students' critically for academic purposes. Students are introduced to critical thinking and reading through the analysis of a range of texts. This involves the assessment of strength of argument, bias, credibility, reliability as the students learn first how to critique non-academic texts right through to conducting a literature review of a journal article. The literature review process involves learning about research methods, ethics and importance of new and reliable knowledges in academia. The course develops the students understanding of language use for different purposes, as well as practical skills such as summarising, note-taking and reading techniques.

Teaching and Learning Arrangements

<table>
<thead>
<tr>
<th></th>
<th>1 hour x 13 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>Tutorial</td>
<td>2 hours x 13 weeks</td>
</tr>
</tbody>
</table>

Unit Value
4.5 units

Additional assessment requirements
There are no additional assessment requirements identified for this course.

Further Course Information

Extensions

Extensions or reasonable adjustment for assessments are available under the following conditions:
Requests for an extension must be made in writing to the Course Coordinator and received at least 3 working days prior to the due date via LearnOnline. Documentation (i.e. doctor’s certificate, note from the Learning and Teaching Unit) will typically be required.

Requests for an extension of more than 7 days will only be granted under extenuating circumstances and must be directed to the Course Coordinator who will consult with the Program Director(s).
Assessments submitted late will be penalised by 5% per day (including weekends).

Students with disabilities or medical conditions may be entitled to reasonable adjustment to assessment arrangements including extra time and alternative forms of assessment. See: http://www.unisa.edu.au/disabilityservices/support/default.asp Please provide your Course Coordinator with a copy of your access plan early in the study period so that your needs may be accommodated.

COMMUNICATION WITH STUDENTS

The University’s primary method of communication with students is electronic, through the myUniSA student email account and the student portal. Students may re-direct their University email to a personal account, but University staff will only use the myUniSA student email account.

All students are expected to monitor their email inbox volume to ensure emails can be received.

UniSA College staff will endeavour to respond to student enquiries via email within 48 hours. Please note that emails will not be responded to on weekends.
All students are expected to check their myUniSA student email account and any announcements on the student portal on a regular basis (at least twice a week).

Special provisions will be made for non e-students who do not have access to electronic communication. Normally this will be in writing to the student at the mailing address on the student record system. Refer to Guidelines on Electronic Communications with Students at the following website: http://www.unisa.edu.au/policies/codes/miscell/ecomstudents.asp.

Academic staff and visiting speakers may be unable to attend their scheduled teaching session due to illness or unanticipated life events. When this occurs the coordinator will make every effort to ensure that the teaching session takes place and is supported by an appropriate member of staff. In the event that cancellation of the session becomes necessary, students will be notified by email and alternative arrangements made. To avoid an unnecessary journey, as a result of cancellation, students need to routinely check their student emails PRIOR to lectures, tutorials and workshops.
Learning Resources

Textbook(s)
There are no textbooks listed for this course.

Materials to be accessed online

learnonline course site
All other course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

myUniSA
All study related materials can be accessed through: https://my.unisa.edu.au
Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help and in myUniSA.

Assessment Summary

<table>
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<tr>
<th>#</th>
<th>Form of assessment</th>
<th>Length</th>
<th>Duration</th>
<th>Weighting</th>
<th>Due date (Adelaide Time)</th>
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<td>On-going</td>
<td>In person</td>
<td>CO3, CO5, CO6</td>
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</table>

Feedback proformas

The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Assignment (Graded)

Assignment: Personal Response to Background Readings - Reflection

The aim of the assignment is for you to engage with the reading material. Thus, this assignment involves you writing reflectively to share your personal insights and understanding of the readings with others. Here you will draw on the work we have done on reflective writing as well as how to summarise the main ideas of the text. This is your first opportunity to practice analysing what you have read in the course and you are provided with a range of questions to guide your responses. An example of a personal response is provided in the study guide for you to view.

You are required to write a personal response to two of the following readings (you write two responses in total):

5. Sarre, R (2016) ‘Do we need more police, or are there better ways to cut crime?, The Conversation, January 15 2016.

It is up to you which two readings you select. Your assignment should be structured using the following headings for each reading:

- Text: Reference details using Harvard referencing system. This is where you include the author’s name, year of publication, title of reading and publication details.

You may have already been introduced to the importance of referencing in your other courses. If you need further assistance with referencing, access the following resources:

Description (300 words): The description section is where you write a summary of the key ideas in the reading. This is constructed in an objective style as you list the main ideas.

Comment (300 words): The comments section is where you conduct your analysis based on your own views of the reading and adopt a reflective writing style. This is where you adopt a more subjective style and use ‘I’. Here are some questions for you to consider in your analysis:
What is your view on the reading?
Is it clear?
Biased?
Engaging?
Is there anything significant proposed/ found?
How does the reading link to other texts you have read on this or similar topics?
What questions/implications does it raise for you?
In your analysis you need to point to specific parts of the text to explain your view. What this means is that if you make a statement that it is written clearly, explain specifically what it is about the source that is ‘clear’ (such as the language used, the flow of the sentences, arrangement of ideas) or if it is biased, explain that the author has only considered one view/perspective/topic and explain this view specifically.

Your personal responses must be formatted in paragraphs. If you are discussing other sources, you must refer to these using the Harvard Referencing system. As this is a reflective piece of writing, you should not copy any text verbatim unless it is vital to your response. You do not need to find additional references for this assignment. In your response, it is important to show how you are thinking critically; actively engaging with the material and analysing it.

Submission details:
Due date: Friday, 24th March 11:00pm
Submit on-line via the course site. Please ask your tutor for help if you are unsure how to submit assignments on-line.
Total word count: 1,200 words

Presentation details:
1. Format: Use Word program and submit all three responses in the one Word document.
2. Spacing and Font: 1.5 spacing; justified text; Arial size 10 or Time New Roman size 12.

Review (Graded)
Guided Critical Review

This assignment assists the development of your text analysis skills. This is your first opportunity to apply the linguistic tools that are outlined between weeks 1-7 on your own: Source; Purpose; Impact; Perspective; Position; Argument and Evidence. You are guided through the process by writing directly onto the template which is provided. This assignment provides you with the opportunity to research for a text which interests you such as an article in a newspaper, magazine, a politician’s speech or government report – the only exclusion is academic articles. This also provides practice for your final assignment, which is an independent review of an academic article.

A number of resources can be found on the course site in the section titled ‘Assessment 2: Guided Critical Review’ to assist your completion of this assessment:
1. A word version of the template which you can write directly onto.
2. A range of articles which you can choose from if you do not want to select one yourself.
3. An example of a critical review of a newspaper article plus the article which is analysed.

Submission details
Due on Wednesday 3rd May 11:00pm

Spacing and Font: 1.5 spacing; justified text; Arial size 10 or Time New Roman size 12.
Referencing of article: You will need to include the referencing details of your text at the top of the first page of the review (as you did with the personal response to readings).
Total word count: 1200 words (not including the template)

Writing Style
Use third person and retain an objective tone (avoid using personal pronouns such as ‘I, we, you’). Ensure spelling, grammar and punctuation is correct.
Use of template: Ensure you write directly onto the template which is provided.
Content/Analysis
Have you addressed all relevant aspect of the template? For example; if your text does not have a picture or image, you may not be able to respond to the aspect of 'visual literacy'. Otherwise, ensure you have attempted to apply the 'tool' of analysis and link this to a specific element of the text – if you are unsure about this part of the assignment, please talk to your tutor. We are practicing this analysis to assist you with this assignment in our tutorials.

Have you met the word requirement? This assignment word requirement is 1200 words. Remember the policy is 10% over or under without penalty.

Inclusion of chosen text
You will also need to include the chosen text with your assignment so that we can view the original version. You have two options for this.

1. If it is an article which is found on-line you can provide the URL link by including this on the template at the top of the page (with the referencing details). Please ensure the URL is correct as we need to view the article to properly assess your review.
2. If you have found a hard copy, please scan the article and save as a pdf file (please talk to your tutor if you are unsure how to do this). You will be able to upload the assignment and the pdf file to Grader Report as there are two spaces on Grader Report for each student.

Best approach to the assignment
1. Get an early start on this assignment. You can then show your tutor the article to ensure that it is appropriate in terms of content to give you enough to analyse.
2. Have a look at the example we have provided on the following pages.
3. Have a look at the template you will be using on the following pages.
4. Give yourself enough time to write a few drafts and to edit – even though you are addressing each point individually, it should become clear that all of these aspects are linked. What this means is that your response to the aspects of perspective or rhetorical function will assist your response to audience and position and so on. You may find that what you originally write for an aspect will change and develop as you progress through the other aspects.
5. Do your best with it; but keep in mind that this is your first serious text analysis and therefore view this as a work in progress! It is best to see all of our writing as a work in progress. Your analysis of the text with these tools will become more sophisticated along the way so give it your best shot and ask for further guidance if you need it.

Good luck everyone!

Portfolio (Graded)
Assessment Activities

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<tr>
<th>Name</th>
<th>Sub-weighting</th>
<th>Due date (Adelaide Time)</th>
<th>Submit via</th>
</tr>
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<tbody>
<tr>
<td>Reading Log</td>
<td>40%</td>
<td>26 May 2017, 11:00 PM</td>
<td>learnonline</td>
</tr>
<tr>
<td>Critical Review of Academic Article</td>
<td>60%</td>
<td>16 Jun 2017, 11:00 PM</td>
<td>learnonline</td>
</tr>
</tbody>
</table>

Guidelines for Assessment 3: Portfolio (Part 1):
The Reading Log
The reading log helps develop the skills to read critically and identify the key aspects; themes or ideas in a text. What you need to do - there are two parts to this assessment:

1. You have a choice of number of topics/questions from the different areas of study that you may move into after Foundation Studies. Please choose one of the questions/topics from the following list:
   - Health Sciences: Should Euthanasia be legalised?
   - Engineering: Does the world need nuclear power?
   - Education: Is access to university education a right or privilege?
   - IT: Is the digital divide gender based?
   - Business: Should businesses be held to a different standard of conduct than consumers/ordinary people’
Social work: Does ‘work for the ‘dole’’ work in increasing well-being and solving unemployment?

You do not have to choose the one that relates to your future area of study if you would prefer to choose another topic from the list above instead. You will find that some aspects of the above questions are addressed in the academic articles we provide. The academic articles on these topics are located on the course site, at the bottom of the page in a section titled ‘Assessment 3: The Portfolio (Part 1)’. These articles are titled according to the different areas (such as ‘Education’ or ‘Engineering’ or ‘IT’ or ‘Health Sciences’).

2. You need to complete a reading log of your source. A hard copy of a reading log is provided in this study guide and you can find a word-friendly copy on the course site in the assessment 3 section. You need to complete the word-friendly copies and submit it as a word document. The reading log encourages you to consider the perspective being presented, whether the source is similar or different to other sources, as well as personal reflection questions. Here we are looking for your identification of the author’s reasoning and viewpoints included to support their argument. You are required to complete all questions. The total word count of the reading log is 1000 words.
   - Approximately 750-800 words for the reading log questions
   - Approximately 150-200 words for personal response questions

Presentation:
You can structure your responses in the ‘Reading Log’ using dot points
Ensure the text is organised neatly and you have been consistent with font size and use.
Total word count: 1,000 words

Referencing of article: You will need to include the referencing details of the source on the reading logs.

Submission details:
Due date: Friday 26th May 11:00pm
Submit on-line. You need to submit the following file:
1 Reading Log saved as one Word document file

Guidelines for Assessment 3: Portfolio (Part 2):
Independent Critical Review of an Academic Article

This assessment is designed to demonstrate the reading, writing and analytical skills you have gained over the study period in Critical Literacy. This assessment builds on the work of Assessment 2 where you conducted your first critical review of a shorter text, such as a newspaper article or government report using the review concepts for the first time. This assessment also builds on the work of Assessment 3 where you practiced your critical reading skills and academic and effective writing skills, with a focus on understanding academic language.

You have a choice of a number of academic articles that were offered for Part 1 of the Portfolio these are from the different areas of study. These are located on the course site, at the bottom of the page in a section titled ‘Assessment 4: Independent Review’. You will see they are titled according to the area (such as ‘Education’ or ‘IT’ or ‘Health Sciences’). You can choose any of these articles and do not have to choose the one that relates to your future area of study if you would prefer.

An example of a complete critical review is available after these guidelines.

Submission details:
Due: Friday 16 June, 11:00pm

Presentation details:
1. Spacing and Font: 1.5 spacing; justified text; Arial size 10 or Time New Roman size 12.
2. Referencing of article: You will need to include the referencing details of your text at the top of the first page of the review.

Writing Style:
1. Use third person and retain objective tone. Ensure spelling, grammar and punctuation is correct.

Content/Analysis:
Have you addressed all relevant text analysis aspects (topic, content, purpose, audience, argument, evidence, impact, rhetorical function, perspective?). Ensure you apply the ‘tools’ of analysis and link this to a specific element of the text.

You must provide both a summary and critical review of the article. As with the personal response to readings,
the summary (or description section) comes before the analysis (comment section).

The review should be structured in the following way:

**Introduction**
This is where you outline the topic, type of source and identify the central argument.

**Summary**
This is where you outline the content – the key themes or main points and the perspective of the author.

**Critique**
This is where you assess the strengths and weaknesses of the argument by applying the tools of purpose; positioning; and impact as well as the specific criteria for evaluating academic texts (see below).

In the critique section, you also need to demonstrate your text comparison skills by referring to another text (you need to conduct your own research) and comparing the perspectives presented.

Have you met the word requirement? This assignment word requirement is 1,500 words. Remember the policy is 10% over or under without penalty.

Best approach to the assignment:
1. Get an early start on this assignment by finalising the text before the break.
2. Give yourself enough time to write a few drafts and to edit – even though you are addressing each point individually, it should become clear that all of these aspects are linked. Approach us if you need any guidance with the assessment.

Good luck everyone!
If a student meets the criteria above and has demonstrated strong course participation, they will be contacted in writing with the opportunity to complete a supplementary assessment at a scheduled time. If you fall within this grade bracket, please monitor your email closely for this information.

**Important information about all assessment**


**Students with disabilities or medical conditions**

Student with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: [http://w3.unisa.edu.au/policies/manual/default.asp](http://w3.unisa.edu.au/policies/manual/default.asp).

Students can register for an Access Plan with UniSA Disability Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: [http://www.unisa.edu.au/Disability/Current-students](http://www.unisa.edu.au/Disability/Current-students).


**Deferred Assessment or Examination**

Deferred assessment or examination is available for this course. APPM 7.6.4

**Special Consideration**

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

**Variations to assessment tasks**

Variation to assessment methods, tasks and timelines may be provided in:

- **Unexpected or exceptional circumstances**, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

- **Special circumstances**, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

**Extra time in exams (ENTEXT)** and the use of a dictionary may be available to some students (for example, Indigenous Australian students and those of non-English speaking background) as follows:

- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
- the use of an English language or bilingual print dictionary (without annotations). (APPM 7.2.2)

Marking process
Your assessments will be marked by your tutor or lecturer and will be reviewed through a moderation process.

Re-submissions
Assignments cannot be resubmitted

Re-marking
Re-marking can be requested by a student however this is at the discretion of the Academic Director. If you would like an assessment item to be re-marked, you should contact the Academic Director within five business days of receiving your returned assignment.
The Academic Director will decide which of the following outcomes is the most appropriate and will notify the student in writing within five working days:
Arrange for a second assessor to re-mark the assessment. The second assessor’s mark will be the final mark for a re-marked assessment.
Deny the request.

Academic Integrity
Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin http://www.turnitin.com.


Submission and return of assessment tasks
See above under Assessment details.

Action from previous evaluations
This course will be evaluated through a couple of online surveys: Course Evaluation Instrument (CEI) and Student Evaluation of Teaching (SET) at the end of the study period. We value the feedback from all surveys so that we could improve the content and delivery of the course in the future.
Previous feedback has been used to change the order of topics and inclusion of new topics and changes with assessment for the course this study period.
Further Assessment Information

LANG 1002 READING LIST 2017

WEEK 1: CRITICAL THINKING AND TEXT ANALYSIS
READING 1.1
READING 1.2

WEEK 2: READING STRATEGIES
READING 2.1
READING 2.2
Learning and Teaching Unit, 2009, Summarising, Learning Advisers, University of South Australia.

WEEK 3: REFLECTIVE WRITING
READING 3.1
READING 3.2

WEEK 4: GENRE
READING 4.1

WEEK 5: MEDIA LITERACY & SOURCES
READING 5.1
READING 5.3

WEEK 6: PURPOSE AND IMPACT
READING 6.1
READING 6.2

WEEK 7: PERSPECTIVE AND POSITIONING
READING 7.1
READING 7.2

WEEK 8: ARGUMENT AND EVIDENCE
READING 8.1

WEEK 9: TEXT COMPARISON AND NOTETAKING
READING 9.1
READING 9.2
Reading Log, Learning and Teaching Unit, University of South Australia.

WEEK 10: EVALUATING AN ACADEMIC TEXT PART 1
READING 10.1
READING 10.2

WEEK 11: EFFECTIVE ACADEMIC WRITING
READING 11.1

WEEK 12: EVALUATING AN ACADEMIC TEXT PART 2
READING 12.1

Unplanned learnonline outages
The information below show the suggested alterations/considerations for assessment items and exam dependent on the duration of the unplanned outage

less than 1 hour outage. No impact on either assessment or examination

1 to 4 hour outage. Assessment - Consider an extension. Examination - No impact.

4 to 24 hour outage. Assessment - 24 hour extension. Examination - Be mindful of outage when marking

Over 24 hour outage. Assessment - 48 hour extension. Examination- Be mindful of outage when marking
## Course Calendar

### Study Period 2 - 2017

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<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Tutorial</th>
<th>Notes</th>
<th>Assessment Details (Adelaide Time)</th>
<th>Lecture</th>
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<tr>
<td>1 27 February - 5 March</td>
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<td>Course introduction: What is critical thinking and text analysis</td>
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