Unit Outline 2014
Faculty of Arts and Design

Foundations of Research and Creative Inquiry

Unit Number: 9437
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*


b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*


c) Any additional information specified in section 6h.

### 1: General Information

<table>
<thead>
<tr>
<th>1a</th>
<th>Unit title</th>
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<tbody>
<tr>
<td></td>
<td>Foundations of Research and Creative Inquiry</td>
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<table>
<thead>
<tr>
<th>1b</th>
<th>Unit number</th>
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<td></td>
<td>9437</td>
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<table>
<thead>
<tr>
<th>1c</th>
<th>Teaching Period and year offered</th>
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<tbody>
<tr>
<td></td>
<td>Semester 2, 2014</td>
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<table>
<thead>
<tr>
<th>1d</th>
<th>Credit point value</th>
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<tbody>
<tr>
<td></td>
<td>3 Credit points</td>
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<table>
<thead>
<tr>
<th>1e</th>
<th>Unit level</th>
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<tr>
<td></td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>1f</th>
<th>Name of Unit Convener and contact details (including telephone and email)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Barbara Walsh, Room: 9B40 ph. (02) 6201 2980</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Barbara.Walsh@canberra.edu.au">Barbara.Walsh@canberra.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1g</th>
<th>Administrative contact details (including name, location, telephone and email)</th>
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<tbody>
<tr>
<td></td>
<td>Administrative contact details</td>
</tr>
<tr>
<td></td>
<td>Room: 20C4</td>
</tr>
<tr>
<td></td>
<td>Phone: 6201 2635</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:FADadmin@canberra.edu.au">FADadmin@canberra.edu.au</a></td>
</tr>
</tbody>
</table>
2: Academic Content

2a Unit description and learning outcomes

This unit will introduce students to: foundational academic literacies; critical thinking; understanding research; concepts of understanding what attitudes and attributes are necessary for a successful participation in professional fields and use divergent thinking to generate ideas and creative solutions to solve problems.

LEARNING OUTCOMES

On completion of this unit, students will be able to:

1. Map out their academic and professional trajectories over the next five years;
2. Identify the key discipline-specific and generic skills, attitudes and abilities needed in their academic and professional lives over the next five years;
3. Locate, assess, and make use of relevant information and research as part of a process of investigation;
4. Analyse and evaluate complex academic texts;
5. Generate ideas and problem solve using creative thinking methods;
6. Develop, construct and communicate logical, well-grounded and persuasive arguments effectively in writing.
7. Communicate argument and analysis effectively in writing.

2b Generic skills

1. Communication

The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. Analysis and inquiry

The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. Problem solving

The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions

4. Working independently and with others

The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively
5. Professionalism and social responsibility

The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

Personal Attributes

Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change.

2c Prerequisites and/or co-requisites

Nil

3: Delivery of Unit and Timetable

3a Delivery mode

On campus, 2 hours per week.

Lecture

The lecture is presented twice. Please allocate yourself to one of the following lecture times:

Wednesday, 12.30, 6B45, 1 hr
OR
Thursday, 12.30, 2B9, 1 hr

Tutorials

On campus tutorials are all 1 hour in length.

There are a number of tutorials on offer throughout the week. To avoid the disappointment of missing out on a tutorial favourable to your timetable, please ensure you have allocated yourself to one of the tutorials on offer.

This can be achieved by:

1. Accessing ‘My UC Students’ portal
2. Clicking the tab ‘Enrolments and Timetable’
3. Click on the link ‘UC Tutorial System - Personal timetable and class selection’
4. Click on the ‘Go to Allocate+’ button
5. Selecting your preferred lecture and tutorial attendance.

The tutorials are also listed on your Moodle site.
### 3b Timetable of activities.

PLEASE NOTE: Tutorial activities and readings for each week will be placed on your Moodle site.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11/08-15/08</td>
<td>Introduction to the unit. Content, scope, assessment, attendance.</td>
</tr>
<tr>
<td>2</td>
<td>18/08-22/08</td>
<td>“Professionalism” and what it means for your academic life and career</td>
</tr>
<tr>
<td>3</td>
<td>25/08-29/08</td>
<td>No lecture this week; tutorials only to workshop Assessment 1</td>
</tr>
<tr>
<td>4</td>
<td>01/09-05/09</td>
<td>Doing Research: How does research work? The nuts and bolts of research.</td>
</tr>
<tr>
<td>5</td>
<td>08/09-12/09</td>
<td>Becoming a Critical Learner: critical reading; reading and learning for ideas</td>
</tr>
<tr>
<td>6</td>
<td>15/09-19/09</td>
<td>Writing for Research: Researching, structuring, writing, referencing</td>
</tr>
<tr>
<td>7</td>
<td>22/09-26/09</td>
<td>Judgement</td>
</tr>
<tr>
<td>8</td>
<td>29/09-03/10</td>
<td><strong>Non-teaching week</strong></td>
</tr>
<tr>
<td>9</td>
<td>06/10-10/10</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>10</td>
<td>13/10-17/10</td>
<td>Design Thinking: Divergent to Convergent</td>
</tr>
<tr>
<td>11</td>
<td>20/10-24/10</td>
<td>What is Creativity?</td>
</tr>
<tr>
<td>12</td>
<td>27/10-31/10</td>
<td>Creativity in Action</td>
</tr>
<tr>
<td>13</td>
<td>03/11-07/11</td>
<td>No lecture and no tutorials this week; time to be spent finalising Assessment 3.</td>
</tr>
</tbody>
</table>
4: Unit Resources

4a Lists of required texts/readings

Required readings will be featured on your Moodle site.

Recommended reading


The UC Library provides extensive guides to how to correctly reference your sources. Many of these are downloadable in PDF format, others are URL links to other sites. The library page for these resources is at: http://www.canberra.edu.au/library/research-gateway/research_help/referencing-guides

The APA style of referencing is used for this unit.

Academic Skills Moodle site
The Academic Skills Centre provides some handy information on study techniques and methods.

4b Materials and equipment

No special materials required.

4c Unit website

As soon as you are enrolled in this unit, the LearnOnLine (Moodle) site for the unit will be visible on your myMoodle page at: http://learnonline.canberra.edu.au/course/view.php?id=11663

To find your unit site online, login to LearnOnline(Moodle) using your student ID.

Note that your unit site has a profiles page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, click here for instructions.

All information on the unit Moodle site is applicable to students in both On Campus and Online students.

You should check the Moodle site regularly — at least 3 times per week — to make sure you keep up with any changes to the site or to class arrangements, and with lecture notes and any other new information. It will be assumed that any information released via the Moodle site will have been seen by all students in the unit within one week of its posting.

Lecture recordings (and notes, where relevant and useful) will be made available on the Moodle site. Recordings and notes are useful to check on details and fill in any
gaps in your knowledge, but a poor substitute for attendance at the live lecture. This Moodle site has been set to automatically track your activity on the site.

5: Assessment

5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Five year plans</td>
<td>Week 3: Friday 29th August, 11:55 pm</td>
<td>20%</td>
<td>1, 2 and 3.</td>
<td>1, 2 and 5</td>
</tr>
<tr>
<td>2. Annotated bibliography and essay structure</td>
<td>Week 7: Friday 26th Sept, 11:55 pm</td>
<td>40%</td>
<td>3, 4, 5, 6.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>3. Research plan</td>
<td>Week 13: Friday 7th November, 11:55 pm</td>
<td>40%</td>
<td>1, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

UC Generic Skills
1 - Communication
2 - Analysis and Inquiry
3 - Problem Solving
4 - Working independently and with others
5 - Professionalism and Social Responsibility

5b Details of each assessment item

To achieve a grade in this unit you are required to complete all three (3) assessments.

Assessment One: The five year plans (20%), 600 words, due Friday, 11:55pm, Week 3:

Using the following Smart Goal worksheet as a guide, write a 5 year plan that explicitly identifies one professional, and one academic goal that you hope to achieve in the next five years.

- The document is to begin with a short statement of the goal you wish to achieve in each area.
- Then, using the items in the left-hand column of the SMART worksheet as headers, address the questions in the right-hand side of the worksheet, in full sentences (i.e. no bullet points or bits of ideas)
- The word length for each goal is 300 words (or 60 words per item). That is 600 words in total.
- Both plans should be in a single Word document (.doc or .docx) and be uploaded to Moodle (no hardcopy is required)
- The assignment should be presented in 12pt, Times New Roman, with 1.5 line spacing
Your name and student number should appear as either a header in the document, or at the top of the first page of your submission.

Your file should be name **Lastname_Firstname_plans**

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**SMART Goal Worksheet**

<table>
<thead>
<tr>
<th>S.M.A.R.T.</th>
<th>Questions...</th>
</tr>
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<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>Does your goal clearly and specifically state what you are trying to achieve?</td>
</tr>
<tr>
<td></td>
<td><em>If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.</em></td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td>How will you (and others) know if progress is being made on achieving your goal?</td>
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<tr>
<td></td>
<td>Can you quantify or put numbers to your outcome?</td>
</tr>
<tr>
<td><strong>Attainable</strong></td>
<td>Is achieving your goal dependent on anyone else?</td>
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<tr>
<td></td>
<td>Is it possible to reframe your goal so it only depends on you and not others?</td>
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<tr>
<td></td>
<td>What factors may prevent you from accomplishing your goal?</td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
<td>Why is achieving this goal important to you?</td>
</tr>
<tr>
<td></td>
<td>What values in your life does this goal reflect?</td>
</tr>
<tr>
<td></td>
<td>What effect will achieving your goal have on your life or on others?</td>
</tr>
<tr>
<td><strong>Time-bound</strong></td>
<td>When will you reach your goal?</td>
</tr>
<tr>
<td></td>
<td><em>Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.</em></td>
</tr>
</tbody>
</table>

This worksheet asks that you choose a specific medium term goal. And when I say ‘specific’, I mean ‘specific’.

Goals are targeted things that can be achieved by clearly identified steps and are measurable. **They are things you have control over.** ‘Being smarter’ isn’t a goal. ‘Graduating with a GPA over 5.2’ is a good goal as you have a clear statement of achievement that is measured clearly by your GPA and your degree. ‘Being bigger than Kanye’ isn’t a goal. ‘Writing and recording an album-length demo’ is a good goal.

**Marking criteria**

- Outlines specific and achievable goals
- Clearly addresses items listed in the SMART table.
- Follows correct presentation and submission procedures.
- Clearly expressed prose with attention to grammar and spelling.
Assignment 2: Essay outline and annotated bibliography 40%, 1000 words, due Friday 11.55 Week 7

Select one of the following questions:

- Is street art really Art?
- Is ‘good’ design environmentally sustainable design?
- How does foreign aid affect Australia internationally?
- Is the fantasy genre racist?
- Is journalism a dying profession?
- How are brands using social media?
- What does ‘space’ mean in architecture?
- The use of psychological themes in the films of Alfred Hitchcock.
- How does the museum construct an idea of nation?

Essay Outline: you are to present on a single page (400 words maximum), a draft structure or outline of your response to your chosen question. The Purdue Owl website has some handy tips for how you might do this: https://owl.english.purdue.edu/owl/resource/544/03/

Annotated Bibliography: Using the APA referencing style (http://canberra.libguides.com/content.php?pid=238252&sid=1966106), and this guide from the Purdue Owl website (https://owl.english.purdue.edu/owl/resource/614/01/), construct an annotated bibliography containing eight (8) references in relation to your chosen question.

While a bibliography is simply a list of sources used in an essay, an annotated bibliography takes the bibliography one step further by asking you to comment and evaluate the sources, citing how they are useful in constructing an argument.

- Format the annotated bibliography as per the guidelines on the Purdue Owl website.
- Each annotation should be around 100 words.
- At least five (5) of the sources should be attained from library databases. The other three can be films, newspaper or magazine articles, or reputable online sources. Wikipedia, Facebook, Google are not sources. Check with your tutor if you are unsure about a resource.

Assessment Presentation:

- The annotated bibliography and the draft outline should be in a single Word document (.doc or.docx) and be uploaded to Moodle (no hardcopy is required).
- The assignment should be presented in 12pt, Times New Roman, with 1.5 line spacing.
- Your name and student number should appear as either a header in the document, or at the top of the first page of your submission.
- Your file should be name Lastname_Firstname_biblio
Marking Criteria

- Correct number and types of sources in the annotated bibliography
- Sources are relevant to selected question, annotated clearly showing the elements of summary, assessment and reflection in the annotation.
- Presents a coherent and manageable draft essay structure
- Follows correct presentation and submission procedures.
- Clearly expressed prose with attention to grammar and spelling.

Assignment 3: Project Proposal, 1200-1500 words, 40%, Due Friday 11.55pm, Week 13

The highly respected international funding body, the Barbara Walsh Foundation, has approached the university with the aim of funding a range of diverse projects in the Faculty of Arts and Design. The Faculty has asked you, as first-year students, to develop project proposals for possible funding that align with your passions, goals and expertise. The BWF has a reputation for funding projects in creative and non-creative fields alike.

Your task is to produce a 1300-1500 word project proposal that outlines a project of your choosing related to your field of study or practice, and which would benefit from funding. This can be an idea for a creative project (eg. a piece of writing; a graphic design project; a film or website; a piece of investigative journalism; an architectural drawing or idea; a branding or marketing proposal; a curatorial or conservation proposal) or a project designed to engage in a more traditional piece of research.

Your proposal will be made up of seven (7) distinct sections:

1. The proposed idea ("WHAT") (100 words)
2. The context of the proposed idea, and why it is significant – why it matters and should be funded ("WHY") (300 words)
3. The methods you will use in approaching the project ("HOW") (600-800 words)
4. An expression of the time it will take to complete the project ("WHEN") (100 words)
5. Any problems or limitations you can foresee (50-100 words)
6. A brief statement of who you are and your capacity to carry out this project. ("WHO") (100 words)
7. A bibliography of at least 5 sources. (using APA style)

This assessment is about taking one of those goals you outlined earlier in the semester, or something that’s been on your mind for a while and seeing if you can break it down into a manageable project. This will help you think about one of your passions and translate it into a realistic project brief – a task that all of you, at some stage, are likely to undertake.

- Each section should be appropriately titled. The word counts for each section are suggestions.
- The proposal should be submitted in a single Word document (.doc or.docx) and be uploaded to Moodle (no hardcopy is required).
- The assignment should be presented in 12pt, Times New Roman, with 1.5 line spacing.
- Your name and student number should appear as either a header in the document, or at the top of the first page of your submission.
- Your file should be named Lastname_Firstname_proposal

**Marking Criteria**

- Overall clarity of project idea
- Evidence of considered thought in each aspect of the proposal
- Correct number and quality of appropriate resources
- Follows correct presentation and submission procedures.
- Clearly expressed prose with attention to grammar and spelling.

5c **Submission of assessment items**

All assessment items will be submitted online via the unit Moodle site. See each individual assessment for further details.

5d **Special Assessment requirements**

Assessment extensions will only be granted on provision of documentary evidence such as; medical certificate or request from UC Accessibility, to the tutor before the due date. If approved, students must attach a copy of this approval to the assignment upon submission.

Without an extension request supported by documentation, tutors will apply the following to marking assessments:
- 1 day late: 10% docked
- 2 days late: 20% docked
- 3 days late: 30% docked
- 4 days late: 40% docked.

Please note: Assessments over four days late will be marked on a Pass/Fail basis, with no comments provided. Assessments submitted after seven days will not be marked.

5e **Supplementary assessment**

**REFER TO THE UC SUPPLEMENTARY ASSESSMENT POLICY**

5f Please see UC’s Academic Integrity Policy

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values. Please see UC’s Academic Integrity Policy.

The Academic Skills Centre provides opportunities to enhance student understanding of academic integrity.
To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study. The module is automatically available as a listed site when students log into LearnOnline.

5g Use of Text-matching software

The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. Click here for further information on the URKUND text-matching software.

Students have opportunities to submit drafts of their assignments through URKUND before submitting the final draft on Moodle. Once uploaded on Moodle, the assignment is sent to URKUND automatically. This specifically includes checking for any signs of copying between students. Note that the unit convenor cannot interfere with this process and every uploaded assignment is automatically sent to URKUND. The student should also be sent a copy of the URKUND report. Only the submitted copy with an URKUND report will be marked.

6: Student Responsibility

6a Workload

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Accessibility Unit

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility as soon as possible so the necessary arrangements can be made.

6c Participation requirements

There is an expectation that students will attend and participate in all lectures and tutorials. This is because participation through attendance is an important and significant component of learning design. Not only is this relevant to the gaining of knowledge and skills appropriate to this particular subject but it also applies to your degree as a whole.

From our experience, there is a significant link between a student’s attendance/participation, and the quality of their learning outcomes demonstrated by the submitted assessment items.
For students in the fully online mode, participation in forum discussions and watch recorded lectures online are essential. Each week, echo lectures will be available on the Moodle site. Forums will be opened progressively as the semester proceeds. There will be six structured discussion activities. To get a credit in this assessment item you will need to make at least 6 posts / responses of intelligent and thoughtful comment on a range of topics.

6d Withdrawal

If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.

6e Required IT skills

Internet access is needed to interact with the unit website, internet resources and university email.

6f In-Unit Costs

(Note: To calculate your unit fees see: How do I calculate my fees?. The online UC Co-op Textbook Search is available for purchasing text books.)

6g Work placements, internships or practicums

Not applicable.

6h Additional information

None

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address.
Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.