

# **THE UNIVERSITY OF NEW SOUTH WALES**

**Exercise Physiology Program**

**School of Medical Sciences**

**Faculty of Medicine**

**HESC4551/4571**

**RESEARCH PROJECT**

Course Outline – Semester 1, 2011

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### Course details

**Credit Points:** 6 UOC

**Course Prerequisites / Assumed Knowledge** MATH1041

## Course Description

Short theoretical or experimental research project, supervised by a member of academic staff. The project may encompass a literature review, resource or project development, clinical or laboratory experiments, statistical analyses, and oral and written reporting. Projects may also involve 'placements', possibly outside UNSW, in the form of externally funded research programs, industrial placements or other programs either during the usual session or in the session breaks. In these cases students will require an academic member of staff to supervise the internship.

## Aims of the Course

- To provide skills in effective scientific communication
- To develop critical thinking in relation to the scientific literature
- To foster independence in undertaking small scale research projects, such as reviews of the literature or collecting and analysing scientific and clinical data

## Student Learning Outcomes

This term is used to describe what it is that you should be able to do, explain or understand if you have learned effectively in the course. The assessment in the course will be matched as closely as possible to the stated learning outcomes. That is, the assessment will test how well you have achieved the learning outcomes of the course. The general learning outcomes for the course are as follows:

*At the end of the course you should be able to:*

- Synthesize and present data from critical review of the literature
- Be aware of current techniques used in biomedical research
- Be able to write a literature review
- Write an article of an imposed format and style
- Generate original scientific illustrations
- Be able to organize, present and discuss research data

## Graduate Attributes

- Engage in independent and reflective learning for the betterment of professional clinical practice, following an evidence-based approach
- Communicate effectively with patients, colleagues and other health professionals

## Rationale for the inclusion of content and teaching approach

**How the course relates to the Exercise Physiology profession** – The information and ideas presented in this course will enable to build critical thinking and good communication skills necessary to professionals. Good communication skills are necessary to build an effective relationship between the patient and the practitioners. Along with the base knowledge of techniques used in experimental research, understanding how science is published and ranked is a prerequisite to appreciate scientific outputs quality. A solid understanding of research in the field of Exercise Sciences is essential to appreciate the progress and evolution of techniques and knowledge in the course of a professional carrier.

**How the course relates to other courses in the Exercise Physiology program** – Together with Research Seminar (HESC4501), this fourth year course builds upon the knowledge accumulated throughout the whole program. It uses previously understood fundamental concepts to build the necessary critical thinking towards professional independence.

## Teaching strategies

**Independent study** –. Either with a research internship or writing a review article, independent study will take a major portion of the course.

**Assessments** – These tasks have been chosen as tools to enhance and guide your learning as well as a way of measuring performance, and are therefore a central teaching strategy in this course.

**Presentations** – Presentations will be delivered by the student on 2 occasions.

## Assessment

The assessment tasks offered in this course are specific to the scheme selected, i.e., whether this course is taken as a research internships or review articles.

### 1-Research Internship

Assessment will consist of one written report, two oral presentations and a supervisor evaluation described hereunder.

<b>Summary of Assessment tasks for the Internship</b>	<b>Weight</b>	<b>Due Date</b>
<i>ASSESSMENT TASK 1 – ORAL PRESENTATION 1</i> An oral presentation discussing literature overview, and aims and methods of the research project.	<b>20%</b>	<b>Week 5</b>
<i>ASSESSMENT TASK 2 – WRITTEN REPORT</i>	<b>40%</b>	<b>Week 11</b>
<i>ASSESSMENT TASK 3 – ORAL PRESENTATION 2</i> This oral presentation is a defense of the research report.	<b>30%</b>	<b>Week 13</b>
<i>ASSESSMENT TASK 4 – SUPERVISOR EVALUATION</i>	<b>10%</b>	<b>Week 13</b>

## 1- Research Internship

### Assessment Task 1 – ORAL PRESENTATION 1

Of the format 10 minutes presentation, 5 minutes questions/discussion

#### Learning Outcomes for the ORAL PRESENTATION 1

- To synthesize and present data from critical review of the literature
- To be able to organize, present and discuss research data

#### Assessment Criteria for the ORAL PRESENTATION 1

	10-9	9-8	8-7	7-5	5-0
<b>BACKGROUND</b>  /10 x 2	Introduction very well in scope with the topic. All concepts and terminology described to allow understanding by a non-expert audience.	Introduction well in scope with the topic. Most concepts and terminology described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding by a non-expert audience.	Introduction out of scope with the topic. Cannot be understood by a non-expert audience.
<b>HYPOTHESIS and AIMS</b>  /10 x 0.5	Very clear link between background, hypothesis and aims.	Clear link between background, hypothesis and aims.	Reasonable link between background, hypothesis and aims.	Moderate link between background, hypothesis and aims.	No link between background, hypothesis and aims. Or no hypothesis or aims.
<b>METHODS</b>  /10 x 1.5	Very clear description of the methodology to allow understanding by non-expert audience.	Clear description of the methodology to allow understanding by non-expert audience.	Clear description of the methodology to allow understanding by non-expert audience, but some details are lacking	Description of the methodology is mostly clear. Major inconsistencies in experimental design.	Description of the methodology lacks major details, or methodology not described.
<b>STYLE</b>  /10 x 3	The font, colour graphics and slide layout used greatly enhanced the presentation. Figures used and clearly labeled. No errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic and interesting.	The font, colour graphics and slide layout used enhanced the presentation. Figures used and clearly labeled. Minor errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Mostly clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Lacking clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used distracted from the presentation. Figures used not labeled with major errors. No logical structure to presentation. Delivery unclear or inaudible. Not confident with poor body language.
<b>QUESTIONS</b>  /10 x 3	All responses demonstrated clear understanding of complex technical and contextual issues. Consistently strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated clear understanding of complex technical and contextual issues. Strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated understanding of complex technical and contextual issues. Accurate answers to questions drawing from related literature.	Responses demonstrated some understanding of complex technical and contextual issues. A number of major errors made in answers to questions.	Responses demonstrated little or no understanding of complex technical and contextual issues. Significant number of errors made in answers to questions.

### Assessment Task 2 - WRITTEN REPORT

The research report should follow the following guidelines:

**Title** – Up to 150 characters

Student number and name, address of department and contact detail of supervisor

**Abstract** – Up to 800 characters

**Introduction** – Up to 2000 characters

**Material and Methods** - Up to 3000 characters

**Results and discussion** – Up to 4000 characters

**Figures and tables** – 2 to 3 figures or tables including legends (up to 2000 characters)

**Conclusion** – Up to 500 characters, providing perspective and future directions

**References** – Up to 20 references of original research articles. No review article should be cited.

Space included.

Article should be formatted in times roman, 1.5 line-spacing, Margins 3cm. Body text should be 12 font.

Illustration legend text 10 font. The file should be a word document (.doc or .docx format).

## Learning Outcomes for the *WRITTEN REPORT*

- To write an article of an imposed format and style
- To be able to write a research report

## Assessment Criteria for the *WRITTEN REPORT*

	10-9	9-8	8-7	7-5	5-0
<b>TITLE</b>  <b>/10 x 0.2</b>	Concise and informative title fitting the size of 150 characters	Rather concise and informative title fitting the size of 150 characters	Title is fitting the size of 150 characters, but not exactly in line with the report.	Title is fitting the size of 150 characters, but not in line with the report.	Title not informative and exceeding the size by more than 20%(150 characters)
<b>ABSTRACT</b>  <b>/10</b>	Concise and very clear summary of the article. Contains the following pattern: Background, Methods, Results and Conclusion. Fitting the text size (500 characters)	Concise and clear summary of the article. Contains the following pattern: Background, Methods, Results and Conclusion. Fitting the text size (500 characters)	Abstract in line with the article. Some unclear points. Contains the following pattern: Background, Methods, Results and Conclusion. Fitting the text size (500 characters)	Abstract not entirely in line with the article. Do not contain one of the following section: Background, Methods, Results and Conclusion. Fitting the text size.(500 characters)	Abstract not in line with the article. Do not contain one or more of the following section: Background, Methods, Results and Conclusion. Exceeding the text size by more than 20% size.
<b>INTRODUCTION</b>  <b>/10 x 0.8</b>	Introduction very much in scope with the topic. All concepts and terminology described to allow understanding of the background. Very clear link between background, hypothesis and aims. Final sentence summarize the conclusions. Fitting the text size (1000 characters)	Introduction in scope with the topic. Most concepts and terminology described to allow understanding of the background. Clear link between background, hypothesis and aims. Final sentence summarize the conclusions. Fitting the text size.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding of the background. Reasonable link between background, hypothesis and aims. No final sentence to summarize the conclusions. Fitting the text size.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding of the background. Moderate link between background, hypothesis and aims. Fitting the text size.	Introduction out of scope with the topic. Cannot be understood. No link between background, hypothesis and aims, or no hypothesis or aims. No final sentence to summarize the conclusions. Exceeding the text size by more than 20% size.
<b>METHODS</b>  <b>/10 x 1.5</b>	Very clear description of the methodology to allow understanding of the whole procedures.	Clear description of the methodology to allow understanding of the whole procedures.	Some details are lacking in the description of the methodology to allow understanding of the whole procedures.	Description of the methodology is not clear. Major inconsistencies in experimental design.	Description of the methodology lacks major details, or methodology not described.
<b>RESULTS</b>  <b>/10 x 2</b>	Very clear, simple but technical. Very appropriate choice of figure. Figures clearly labeled. No errors. Clear and logical structure throughout. Appropriate interpretations of results.	Clear and technical. Appropriate choice of figure. Figures clearly labeled. Some minor errors. Clear and logical structure throughout. Appropriate interpretations of results.	Mostly clear. Reasonable choice of figure. Figures clearly labeled. Some minor errors. Clear and logical structure throughout. Appropriate interpretations of results.	Not entirely clear. Questionable choice of figure. Figures not clearly labeled. Not a logical structure throughout. Some errors in interpretations of results.	Lacking clear and logical structure. Inappropriate choice of figure. Some major errors in interpretation.
<b>DISCUSSION</b>  <b>/10 x 0.5</b>	Very clearly explains the interpretations of the result section. Critical analysis of the results. Replaces nicely the findings in the scope of the literature. Very elegant predictions of next directions.	Clearly explains the interpretations of the result section. Critical analysis of the results. Replaces the findings in the scope of the literature. Further predicts the next directions of the research.	Explains the interpretations of the result section. Some minor errors. Critical analysis of the results. Replaces the findings in the scope of the literature. Lacks in prediction of the next directions of research.	Explains the interpretations of the result section. Some errors. No critical analysis of the results. Fail to replace the findings in the scope of the literature. Do not predict the next research directions	Fail to explain the interpretations of the result section. Major errors. No critical analysis of the results. No attempt to replace the findings in the scope of the literature.

## Assessment Task 3 – ORAL PRESENTATION 2

Of the format 10 minutes presentation, 10 minutes questions/discussion

### Learning Outcomes for the ORAL PRESENTATION 2

- To generate original scientific illustrations
- To be able to organize, present and discuss research data

### Assessment Criteria for the ORAL PRESENTATION 2

	10-9	9-8	8-7	7-5	5-0
<b>BACKGROUND</b>  /10 x 1	Introduction very well in scope with the topic. All concepts and terminology described to allow understanding by a non-expert audience.	Introduction well in scope with the topic. Most concepts and terminology described by a non-expert audience.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding by a non-expert audience.	Introduction out of scope with the topic. Cannot be understood by a non-expert audience.
<b>HYPOTHESIS and AIMS</b>  /10 x 0.5	Very clear link between background, hypothesis and aims.	Clear link between background, hypothesis and aims.	Reasonable link between background, hypothesis and aims.	Moderate link between background, hypothesis and aims.	No link between background, hypothesis and aims. Or no hypothesis or aims.
<b>METHODS</b>  /10 x 0.5	Very clear description of the methodology to allow understanding by non-expert audience.	Clear description of the methodology to allow understanding by non-expert audience.	Clear description of the methodology to allow understanding by non-expert audience, but some details are lacking	Description of the methodology is mostly clear. Major inconsistencies in experimental design.	Description of the methodology lacks major details, or methodology not described.
<b>RESULTS and CONCLUSIONS</b>  /10 x 2	Very clear, simple but technical. Very appropriate choice of figures. Figures clearly labeled. No errors. Clear and logical structure throughout. Very clearly explains the interpretations of the result section. Very elegant predictions of next directions.	Clear and technical. Appropriate choice of figures. Figures clearly labeled. Some minor errors. Clear and logical structure throughout. Clearly explains the interpretations of the result section. Critical analysis of the results. Further predicts the next directions of the research.	Mostly clear. Reasonable choice of figures. Figures clearly labeled. Some minor errors. Clear and logical structure throughout. Explains the interpretations of the result section. Critical analysis of the results. Lacks in prediction of the next directions of research.	Not entirely clear. Questionable choice of figures. Figures not clearly labeled. Not a logical structure throughout. Explains the interpretations of the result section. Some major errors in interpretation. No critical analysis of the results. Do not predict the next research directions	Lacking clear and logical structure. Inappropriate choice of figures. Major errors. Fail to explain the interpretations of the result section. No critical analysis of the results. Do not predict the next research directions
<b>STYLE</b>  /10 x 3	The font, colour graphics and slide layout used greatly enhanced the presentation. Figures used and clearly labeled. No errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic and interesting.	The font, colour graphics and slide layout used enhanced the presentation. Figures used and clearly labeled. Minor errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Mostly clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Lacking clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used distracted from the presentation. Figures used not labeled with major errors. No logical structure to presentation. Delivery unclear or inaudible. Not confident with poor body language.
<b>QUESTIONS</b>  /10 x 3	All responses demonstrated clear understanding of complex technical and contextual issues. Consistently strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated clear understanding of complex technical and contextual issues. Strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated understanding of complex technical and contextual issues. Accurate answers to questions drawing from related literature.	Responses demonstrated some understanding of complex technical and contextual issues. A number of major errors made in answers to questions.	Responses demonstrated little or no understanding of complex technical and contextual issues. Significant number of errors made in answers to questions.

**EVALUATION FORM FOR  
HESC4551/4571 RESEARCH PROJECT**

*(to be completed by the supervisor)*

*The supervisor is encouraged to discuss this evaluation with the student before sending the evaluation to the course convenor.*

*Student Name:* \_\_\_\_\_

*Supervisor Name:* \_\_\_\_\_

*This internship started on (date) \_\_\_\_\_ and was completed on (date) \_\_\_\_\_*

*at (location) \_\_\_\_\_*

*Please give a brief summary of the internship:*

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	<b>excellent</b>	<b>good</b>	<b>average</b>	<b>poor</b>	<b>does not apply</b>
<i>Enthusiasm for the experience</i>					
<i>Accuracy and precision in experiments</i>					
<i>Decision-making, judgments, setting priorities</i>					
<i>Attention to detail</i>					
<i>Willingness to ask for guidance</i>					
<i>Persistence to complete tasks</i>					
<i>Data analysis skills</i>					
<i>Ability to synthesize information and communicate it effectively</i>					
<i>Ability to work cooperatively with others</i>					
<i>Ability to create and communicate possible solutions to problems</i>					

*Additional comments:*

*Signature of Supervisor and date of evaluation:* \_\_\_\_\_

*Electronic copies of completed evaluations to be sent to [rachel.ward@unsw.edu.au](mailto:rachel.ward@unsw.edu.au)*

## **2 - Review article**

Assessment will consist of one written report and two oral presentations described hereunder.

<b>Summary of Assessment tasks for the review articles</b>	<b>Weight</b>	<b>Due Date</b>
<b>ASSESSMENT TASK 1 – ORAL PRESENTATION 1 - LITERATURE OVERVIEW</b> An oral presentation about literature overview, describing 3 of the most relevant original articles.	<b>20%</b>	<b>Week 5</b>
<b>ASSESSMENT TASK 2 – FIRST VERSION OF REVIEW ARTICLE</b>	<b>10%</b>	<b>Week 8</b>
<b>ASSESSMENT TASK 3 – REVISED VERSION OF REVIEW ARTICLE</b>	<b>50%</b>	<b>Week 11</b>
<b>ASSESSMENT TASK 4 – ORAL DEFENSE</b> This oral presentation is a defense of the literature review.	<b>20%</b>	<b>Week 13</b>

## **Assessment Task 1 – ORAL PRESENTATION 1 - LITERATURE OVERVIEW**

Of the format 10 minutes presentation, 5 minutes questions/discussion

### **Learning Outcomes for the ORAL PRESENTATION 1 - LITERATURE OVERVIEW**

- To synthesize and present data from critical review of the literature
- To be able to organize, present and discuss research data

### **Assessment Criteria for ORAL PRESENTATION 1 - LITERATURE OVERVIEW**

	<b>10-9</b>	<b>9-8</b>	<b>8-7</b>	<b>7-5</b>	<b>5-0</b>
<b>BACKGROUND</b>  <b>/10 x 0.5</b>	Introduction very well in scope with the topic. All concepts and terminology described to allow understanding by a non-expert audience.	Introduction well in scope with the topic. Most concepts and terminology described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding by a non-expert audience.	Introduction out of scope with the topic. Cannot be understood by a non-expert audience.
<b>ANALYSIS and SYNTHESIS of LITERATURE</b>  <b>/10 x 0.5</b>	Excellent critical analysis, evaluation and synthesis of selected literature.	Very good critical analysis, evaluation and synthesis of selected literature.	Good critical analysis, evaluation and synthesis of selected literature.	Slight critical analysis, evaluation and synthesis of selected literature.	No critical analysis, evaluation and synthesis of selected literature.
<b>FIGURES</b>  <b>/10</b>	Very clear description of the figures to allow understanding by non-expert audience. Clear dissociation between description and interpretation.	Clear description of the figures to allow understanding by non-expert audience. Dissociation between description and interpretation.	Description of the figures to allow understanding by non-expert audience, but some details are lacking. Not always dissociation between description and interpretation.	Description of the figures is mostly clear. Major inconsistencies in experimental design. No dissociation between description and interpretation.	Description of the figures lacks major details, or methodology not described.
<b>STYLE</b>  <b>/10</b>	The font, colour graphics and slide layout used greatly enhanced the presentation. Figures used and clearly labeled. No errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic and interesting.	The font, colour graphics and slide layout used enhanced the presentation. Figures used and clearly labeled. Minor errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Mostly clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Lacking clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed.	The font, colour graphics and slide layout used distracted from the presentation. Figures used not labeled with major errors. No logical structure to presentation. Delivery unclear or inaudible. Not confident with poor body language.
<b>QUESTIONS</b>  <b>/10</b>	All responses demonstrated clear understanding of complex technical and contextual issues. Consistently strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated clear understanding of complex technical and contextual issues. Strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated understanding of complex technical and contextual issues. Accurate answers to questions drawing from related literature.	Responses demonstrated some understanding of complex technical and contextual issues. A number of major errors made in answers to questions.	Responses demonstrated little or no understanding of complex technical and contextual issues. Significant number of errors made in answers to questions.

## **Assessment Task 2 - FIRST VERSION OF REVIEW ARTICLE**

Key words – Up to five key words defining the topic developed in the review

Abstract – up to 500 words

Introduction – up to 700 words

Headings and body text – up to 2000 words

Illustrations – 2 to 3 original art figures and legends will be made to schematize or summarize the current knowledge in the topic

Conclusion – Up to 200 words, providing perspective and future directions

Summary points – Up to 5 summary points developed in the review

References – Up to 50 references of original research articles

Article formatted in times roman, 1.5 line-spacing, Margins 3 cm. Body text should be 12 font. Illustration legend text 10 font.

## Assessment Task 3 - REVISED VERSION OF REVIEW ARTICLE

### Learning Outcomes for the REVIEW ARTICLE

- To write an article on an imposed format and style
- To be able to write a literature review

### Assessment Criteria for the REVIEW ARTICLE

	10-9	9-8	8-7	7-5	5-0
<b>TITLE</b>  /10 x 0.2	Concise and informative title fitting the size of 150 characters	Rather concise and informative title fitting the size of 150 characters	Title is fitting the size of 150 characters, but not exactly in line with the report.	Title is fitting the size of 150 characters, but not in line with the report.	Title not informative and exceeding the size by more than 20%(150 characters)
<b>ABSTRACT</b>  /10	Concise and very clear summary of the article. Contains the following pattern: Background, Methods, Results and Conclusion. Fitting the text size (500 words)	Concise and clear summary of the article. Contains the following pattern: Background, Methods, Results and Conclusion. Fitting the text size (500 words)	Abstract in line with the article. Some unclear points. Contains the following pattern: Background, Methods, Results and Conclusion. Fitting the text size (500 words)	Abstract not entirely in line with the article. Do not contain one of the following section: Background, Methods, Results and Conclusion. Fitting the text size (500 words)	Abstract not in line with the article. Do not contain one or more of the following section: Background, Methods, Results and Conclusion. Exceeding the text size by more than 20% size.
<b>INTRODUCTION</b>  /10 x 0.8	Introduction very much in scope with the topic. All concepts and terminology described to allow understanding of the background. Very clear link between background, hypothesis and aims. Final sentence summarize the conclusions. Fitting the text size (700 words).	Introduction in scope with the topic. Most concepts and terminology described to allow understanding of the background. Clear link between background, hypothesis and aims. Final sentence summarize the conclusions. Fitting the text size (700 words).	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding of the background. Reasonable link between background, hypothesis and aims. No final sentence to summarize the conclusions. Fitting the text size (700 words).	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding of the background. Moderate link between background, hypothesis and aims. Fitting the text size.(700 words).	Introduction out of scope with the topic. Cannot be understood. No link between background, hypothesis and aims, or no hypothesis or aims. No final sentence to summarize the conclusions. Exceeding the text size by more than 20% size.
<b>HEADINGS and BODY OF TEXT</b>  /10 x 2	Very clear description of the literature search methodology. Excellent critical analysis, evaluation and synthesis of selected literature. Very good logical flow and structure to your article. Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information was very well demonstrated. Fitting the text size (2000 words).	Clear description of the literature search methodology. Very good critical analysis, evaluation and synthesis of selected literature. Good logical flow and structure to your article. Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information was well demonstrated. Fitting the text size (2000 words).	Some details are lacking in the description of the literature search methodology. Good critical analysis, evaluation and synthesis of selected literature. Moderate logical flow and structure to your article. Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information was moderately demonstrated. Fitting the text size (2000 words).	Description of the literature search methodology is not clear. Not enough critical analysis, evaluation and synthesis of selected literature. Minimal logical flow and structure to your article. Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information was demonstrated. only slightly Fitting the text size (2000 words).	Description of the literature search methodology lacks major details, or methodology not described at all. No critical analysis, evaluation and synthesis of selected literature. No logical flow or structure to your article. Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information was not demonstrated. Exceeding the text size by more than 20% size
<b>CONCLUSIONS</b>  /10 x 1.5	Literature was used very well to create your own interpretation of the research and draw reasonable and appropriate conclusions. Fitting the text size (200 words).	Literature was used to create your own interpretation of the research and draw reasonable and appropriate conclusions. Fitting the text size (200 words).	Literature was moderately used to create your own interpretation of the research and draw conclusions. Fitting the text size (200 words).	Literature was not used well to create your own interpretation of the research and draw conclusions. Fitting the text size (200 words).	Literature was not used to create your own interpretation of the research, no conclusions were drawn. Exceeding the text size by more than 20% size.
<b>SUMMARY POINTS</b>  /10 x 0.5	Summary points described very clearly and succinctly.	Summary points described clearly and succinctly.	Summary points described moderately clearly and succinctly.	Summary points not described clearly, too vague and not succinct enough.	Summary points not described clearly or succinctly, or not discussed at all.

## Assessment Task 4 – ORAL DEFENSE

Of the format 10 minutes presentation, 10 minutes questions/discussion

### Learning Outcomes for the ORAL DEFENSE

- To generate original scientific illustrations
- To be able to organize, present and discuss research data

### Assessment Criteria for the ORAL DEFENSE

	10-9	9-8	8-7	7-5	5-0
<b>BACKGROUND</b>  <b>/10 x 0.5</b>	Introduction very well in scope with the topic. All concepts and terminology described to allow understanding by a non-expert audience.	Introduction well in scope with the topic. Most concepts and terminology described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding by a non-expert audience.	Introduction out of scope with the topic. Cannot be understood by a non-expert audience.
<b>FIGURES</b>  <b>/10 x 1.5</b>	Very clear description of the figures to allow understanding by non-expert audience. Clear dissociation between description and interpretation.	Clear description of the figures to allow understanding by non-expert audience. Dissociation between description and interpretation.	Description of the figures to allow understanding by non-expert audience, but some details are lacking. Not always dissociation between description and interpretation.	Description of the figures is mostly clear. Major inconsistencies in experimental design. No dissociation between description and interpretation.	Description of the figures lacks major details, or methodology not described.
<b>STYLE</b>  <b>/10</b>	The font, colour graphics and slide layout used greatly enhanced the presentation. Figures used and clearly labeled. No errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic and interesting.	The font, colour graphics and slide layout used enhanced the presentation. Figures used and clearly labeled. Minor errors. Clear and logical structure throughout. Delivery clear, well paced, articulate and technical. Confident stance and body language. Enthusiastic.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Mostly clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labeled with some errors. Lacking clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used distracted from the presentation. Figures used not labeled with major errors. No logical structure to presentation. Delivery unclear or inaudible. Not confident with poor body language.
<b>QUESTIONS</b>  <b>/10</b>	All responses demonstrated clear understanding of complex technical and contextual issues. Consistently strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated clear understanding of complex technical and contextual issues. Strongly argued and accurate answers to questions drawing from related literature.	Responses demonstrated understanding of complex technical and contextual issues. Accurate answers to questions drawing from related literature.	Responses demonstrated some understanding of complex technical and contextual issues. A number of major errors made in answers to questions.	Responses demonstrated little or no understanding of complex technical and contextual issues. Significant number of errors made in answers to questions.

## Submission of Assessment Tasks

Assignments are to be submitted electronically through Turnitin via Blackboard.

**Penalties for late submission of assignments** – In cases where an extension has NOT been granted, the following penalties will apply: For assignments submitted after **9:00am** on the due date, a penalty of 50% of the maximum marks available for that assignment will be incurred. A further 25% of the maximum possible allocated marks (i.e., a total of 75%) will be deducted from assignments which are two (2) days late. Assignments received more than two (2) days after the due date **will not be allocated a mark**, however, these assignments **must** still be submitted to pass the unit.

## Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft and is regarded by the university as academic misconduct. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. The University has adopted an educative approach to plagiarism and has developed a range of resources to support students. The Learning Centre can provide further information via <http://www.lc.unsw.edu/plagiarism>.

## Course schedule

Week	Date	Item
1	Wed 2 March 5-7pm	Introductory Lecture Red Centre West 4034
2		
3		
4		
5	Thurs 31 March 6-8pm	Oral presentations 1 Red Centre West 4034
6		
7		
8	Thurs 21 April	Review article - 1 <sup>st</sup> version review article
9		
10		
11	Thurs 19 May	Research internship written report Review article – revised version review article
12		
13	30 May- 3June	Oral presentations 2 Red Centre West 4034

## Resources for students

### Blackboard

Information about the course and a number of electronic study resources can be accessed via the UNSW Blackboard system. Blackboard is an internet-based set of Course Tools designed to enable online learning. You can access the system from the following site:

<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

You can use Blackboard to download lecture notes, access your grades, find reference material in the course (such as this document), and communicate with the lecturer and your peers. Please see the lecturer if you would like more information to help you to make the most of this resource.

### Lectopia

The Lectopia system (iLecture) provides digital audio recordings of lectures that can be accessed via streaming media over the web or as a podcast (if permitted by the lecturer). Lecture slides may be embedded in these presentations. <http://telt.unsw.edu.au/lectopia/content/default.cfm?ss=1>

### UNSW Library

The University Library provides a range of services to assist students in understanding how to identify what information is required for assignments and projects; how to find the right information to support academic activities; and how to use the right information most effectively.

<http://www.library.unsw.edu.au>

### Reserve (MyCourse)

Many items (books and journal articles) set as recommended reading for courses will be located in Reserve, which is on Level 2 of the Main Library. Some of the journal articles will be available in electronic format via MyCourse. To search for these items, go to the library website catalogue and search for the course code.

## Course evaluation and development

Every year, feedback from the student is collected through the Course and Teaching Evaluation and Improvement (CATEI) organised online by UNSW. This evaluation and feedback are used to constantly improve the course content and make it more relevant to the students. Significant changes are then communicated to the following cohort of students.

## Occupational Health and Safety

Class activities must comply with the NSW Occupational Health & Safety Act 2000 and the Occupational Health & Safety (OHS) Regulations 2001. For students completing lab-based projects, it is mandatory to complete a minimal OHS training. The training courses that you have to undertake also depend of the nature of the techniques you will be using or the environment itself. To get a list of your specific mandatory training, contact your supervisor at least one month before the commencement of your intership. Further information can be collected on the SOMS OHS website (Important Occupational Health and Safety (OHS) notice for students completing a lab-based project: <http://www.med.unsw.edu.au/SOMSWeb.nsf/page/OHS>) or contact the OHS coordinator ([j.hartley@unsw.edu.au](mailto:j.hartley@unsw.edu.au)). It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach OHS regulations. Further information on relevant OHS policies and expectations is outlined at: [http://www.hr.unsw.edu.au/ohswc/ohs/ohs\\_policies.html](http://www.hr.unsw.edu.au/ohswc/ohs/ohs_policies.html)

## Examination procedures and attendance requirements

Attendance is expected at all lectures and presentations for this course. Attendance at all classes will be recorded. Students who do not participate in these sessions for any reason other than medical or misadventure, will be marked absent and will be awarded a grade of FAIL for the entire course. If absent for medical reasons, a medical certificate must be lodged with the lecturer within 7 days of the time period of the certificate's expiry. No consideration will be given after this time. Although lectures will be available on iletecture, student participation is encouraged in the lectures and these are important to attend.

## **Deferred Exams**

If you miss an exam for medical reasons you must supply adequate documentation (including a medical certificate). Your request for consideration will then be assessed and a deferred exam may be granted. You cannot assume you will be granted supplementary assessment. The deferred exam may include a significant oral element.

## **Special consideration in the event of illness or misadventure**

**Please note the following Statement regarding Special Consideration.**

If you believe that your performance in a course, either during session or in an examination, has been adversely affected by sickness, misadventure, or other circumstances beyond your control, you should notify the Registrar and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs. **Applications made more than three working days after the relevant assessment will not be accepted except in TRULY exceptional circumstances.**

When submitting a request for special consideration you should provide all possible supporting evidence (eg medical certificates) together with your student number and enrolment details. Consideration request forms are available from Student Central in the Chancellery or can be downloaded from the web page linked below.

Note that normally, if you miss an exam (without medical reasons) you will be given an absent fail. If you arrive late for an exam no time extension will be granted. It is your responsibility to check timetables and ensure that you arrive on time.

Students who apply for consideration to Student Central must also contact the Course Convenor immediately.

All applications for Special Consideration will be processed in accordance with UNSW policy (see: <http://my.unsw.edu.au/student/atoz/SpecialConsideration.html>). If you miss an assessment and have applied for Special Consideration, this will be taken into account when your final grade is determined. You should note that marks derived from completed assessment tasks may be used as the primary basis for determining an overall mark. Where appropriate, supplementary examination may be offered, but only when warranted by the circumstances.

## **Student equity and diversity issues**

Students requiring assistance are encouraged to discuss their needs with the course convenor prior to, or at the commencement of the course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (EADU) (9385 4734). Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au/disabil.html>