FIT1049: IT professional practice

Week 5: How to make most of meetings

Things to cover today…

At the end of this lecture, you will broadly understand:

1. Understand meetings as a form of communication; and
2. Understand how to prepare for, conduct and manage, and follow up a meeting effectively.

Week 5 ePub revision: Recall and apply…

Please head to **https://flux.qa** and sign in with your Monash account (you should then stay logged in for the semester).

Hit the plus button in the top right and type in code **8JQJ4J** to join the FIT1049 group. The code is case sensitive.

*Please note that this is a Monash system, and your responses to questions are not anonymous.
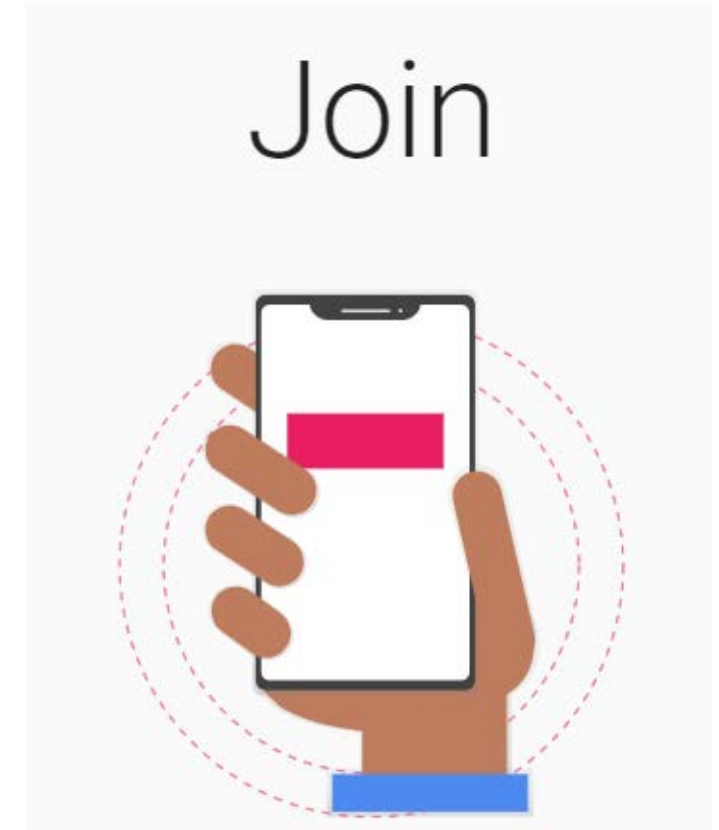
Question 1: Definition of a meeting

Which of the following is not strictly a 'meeting' as such?

1. Two colleagues bumping into each other at a bus stop, and started to discuss a project they have been working on, eventually making a decision of some sort;
2. Two colleagues having a chat about how to put together a progress report of the project over lunch, as they agreed prior to make sure this report gets written on time; or
3. You are invited to an interview after submitting a written application for a software developer role.
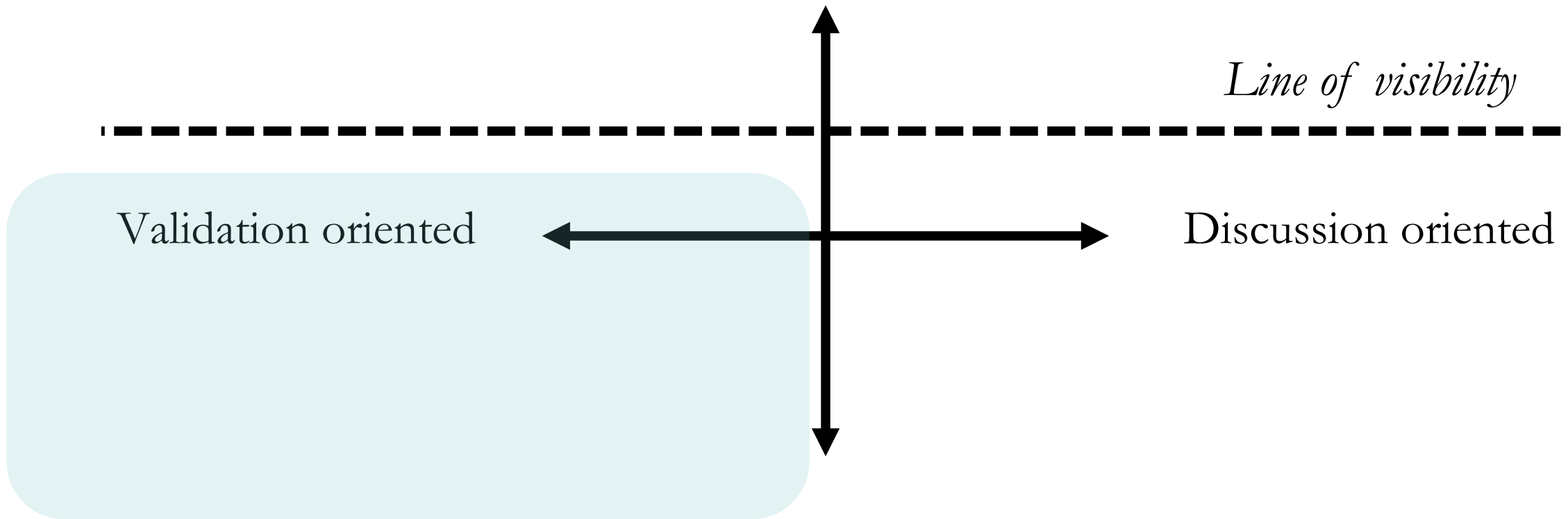
Question 2: Purpose of a meeting

You were asked to provide a report on your project prior to a meeting with the senior management of the organisation. The report was tabled as part of the lengthy agenda, and while you prepared so much before the meeting to be elaborate on the details of the project, the report was only 'noted' at the meeting, and no discussion was held. What's going on?

1. The report was so not well done, people just thought it wasn't worth discussing;

2. The report delivered exactly what the management needed to know, so no further discussion was necessary; or

3. People were too busy and did not have time to read the report, so it was just noted. They might follow this up with you later.
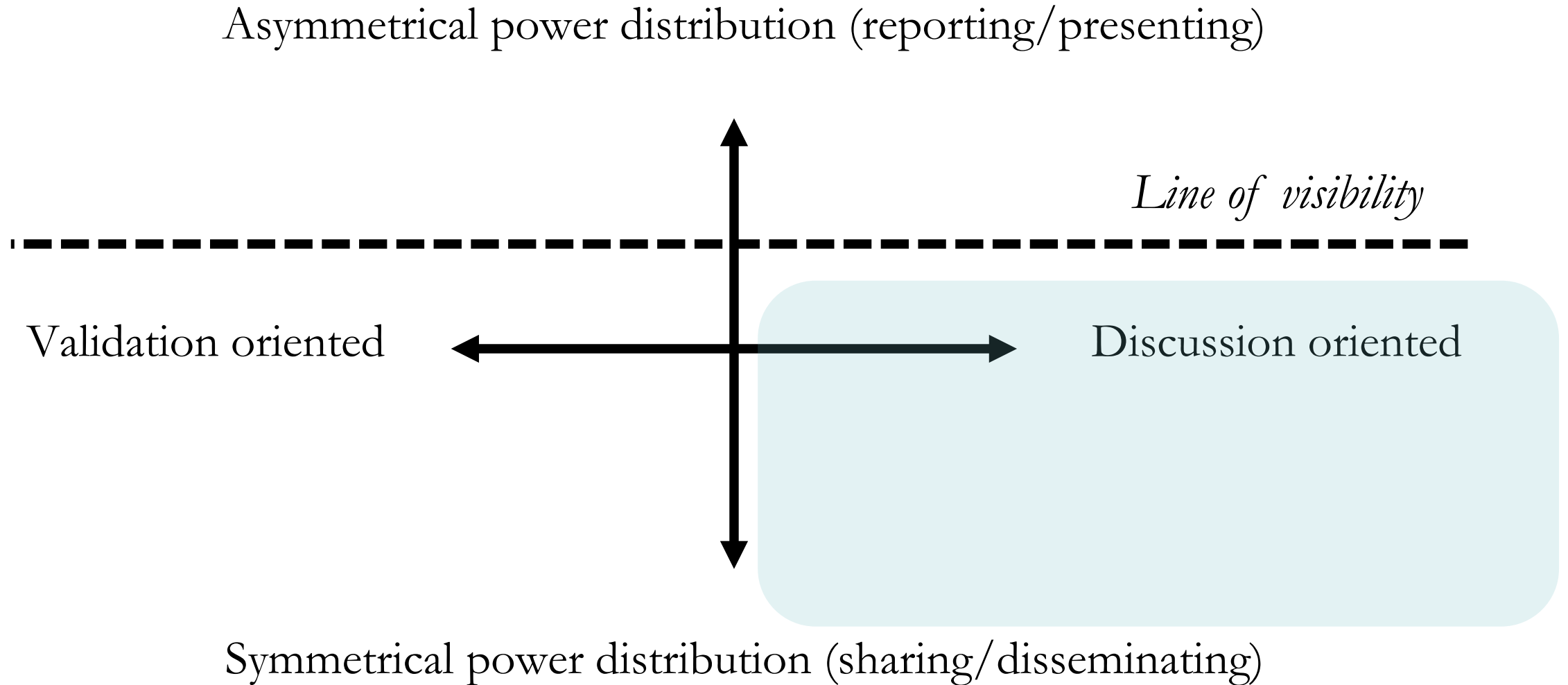
Contexts and purpose: Decision making in meetings

Asymmetrical power distribution (reporting/presenting)

Line of visibility

Validation oriented

Discussion oriented

Symmetrical power distribution (sharing/disseminating)

Contexts and purpose of meetings

Asymmetrical power distribution (reporting/presenting)

Line of visibility

Validation oriented

Discussion oriented

Symmetrical power distribution (sharing/disseminating)

Contexts and purpose of meetings

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Validation oriented ←——————→ Discussion oriented

Symmetrical power distribution (sharing/disseminating)

Contexts and purpose of meetings

Asymmetrical power distribution (reporting/presenting)

Line of visibility

Validation oriented

Discussion oriented

Symmetrical power distribution (sharing/disseminating)

Question 3: Membership of a meeting

You are to hold a kick off meeting for a new project that was initiated at the instruction of your team's manager though there are still a few points that are not clear about the specifics of this project. There is also another manager from a different section, whose help you might need later on. Some of your colleagues think your team can have his meeting without these managers' attendance. What would you do?

1. Your colleagues are right, and you should just go ahead. Your kick off meeting can clarify what needs to be followed up with these managers, which would also save time for these managers too;

2. You should just check with these managers if they wish to attend this meeting. They might just trust you and let you go ahead anyway; or

3. You should have these managers attend the meeting.

Question 4: Roles in a meeting

You and your equal colleagues (i.e. 8 of you altogether) with different expertise are meeting for the first time in person to discuss the initiative you have been working on for some time. You met with them virtually or in person separately here and there, but this is the first time you all get together. The meeting won't be a formal one, but do you still need a chair in this meeting?

1. Yes – every team needs a strong leader who leads and act as an authority within the team. You should nominate someone (or you) for this role;

2. Yes – having a Chair would institute some level of structure in the meeting. You should definitely have a Chair; or

3. No - having a Chair or any formal role would limit the dynamism and spontaneity of the meeting where all the members are equal colleagues.

Question 5: Proxemics for a meeting

It is 16:30 on Tuesday, and you are on a platform when your junior colleague rang you to have a chat with you as a senior colleague about the progress of the project which has some confidential contents with some sensitivities around how this colleague communicates with the client organisation. You know that both you and this colleague will be at work tomorrow in the morning; what would you do?
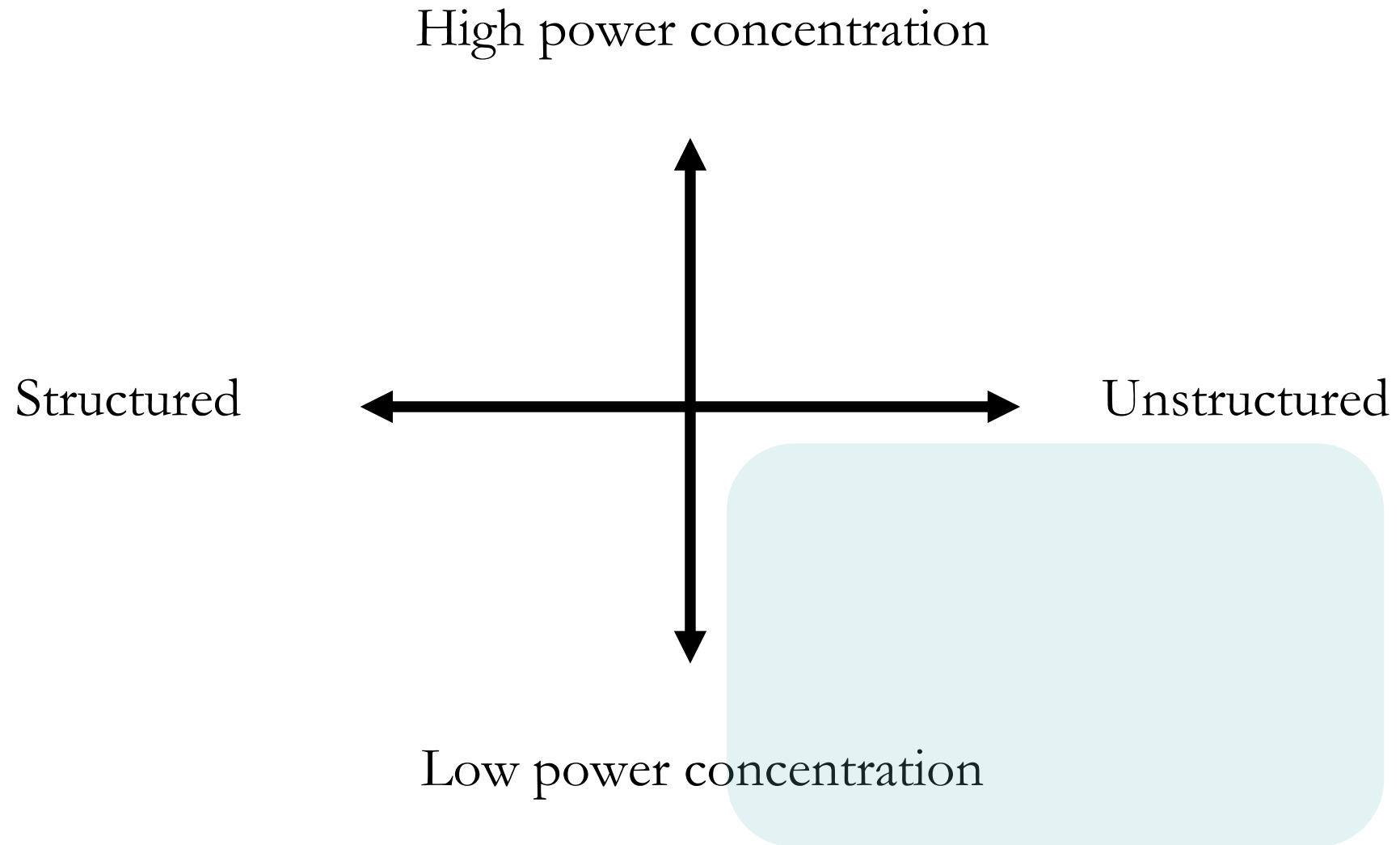
1. You go to a quiet corner on the platform, and keep having a chat with this colleague;

2. You point to the fact that both you and your colleague will be at work in the morning, and suggest discussing this then; or

3. You explain that you are at a public area, and ask the colleague the nature of the call further.
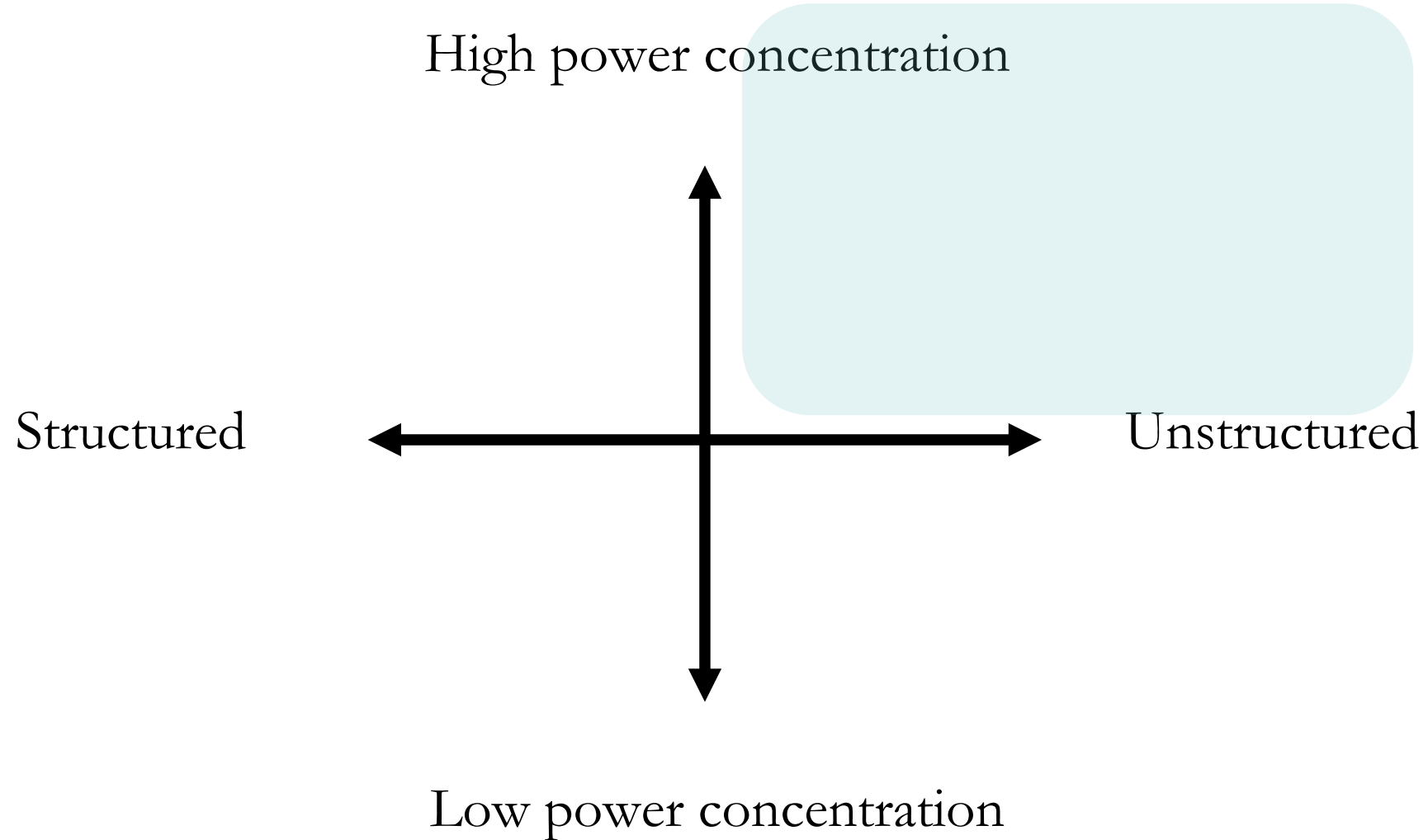
Question 6: Formality of a meeting

Why are some meetings held in such a formal manner? Choose the answer that is least applicable.

1. The formality makes these meetings and their attendees look and feel important;

2. The formality introduces a well defined process to the group's decision making, making what happens at the meeting accountable; or

3. The formality creates a visible structure in which the distributions of power amongst the attendees are defined and executed in a transparent manner.
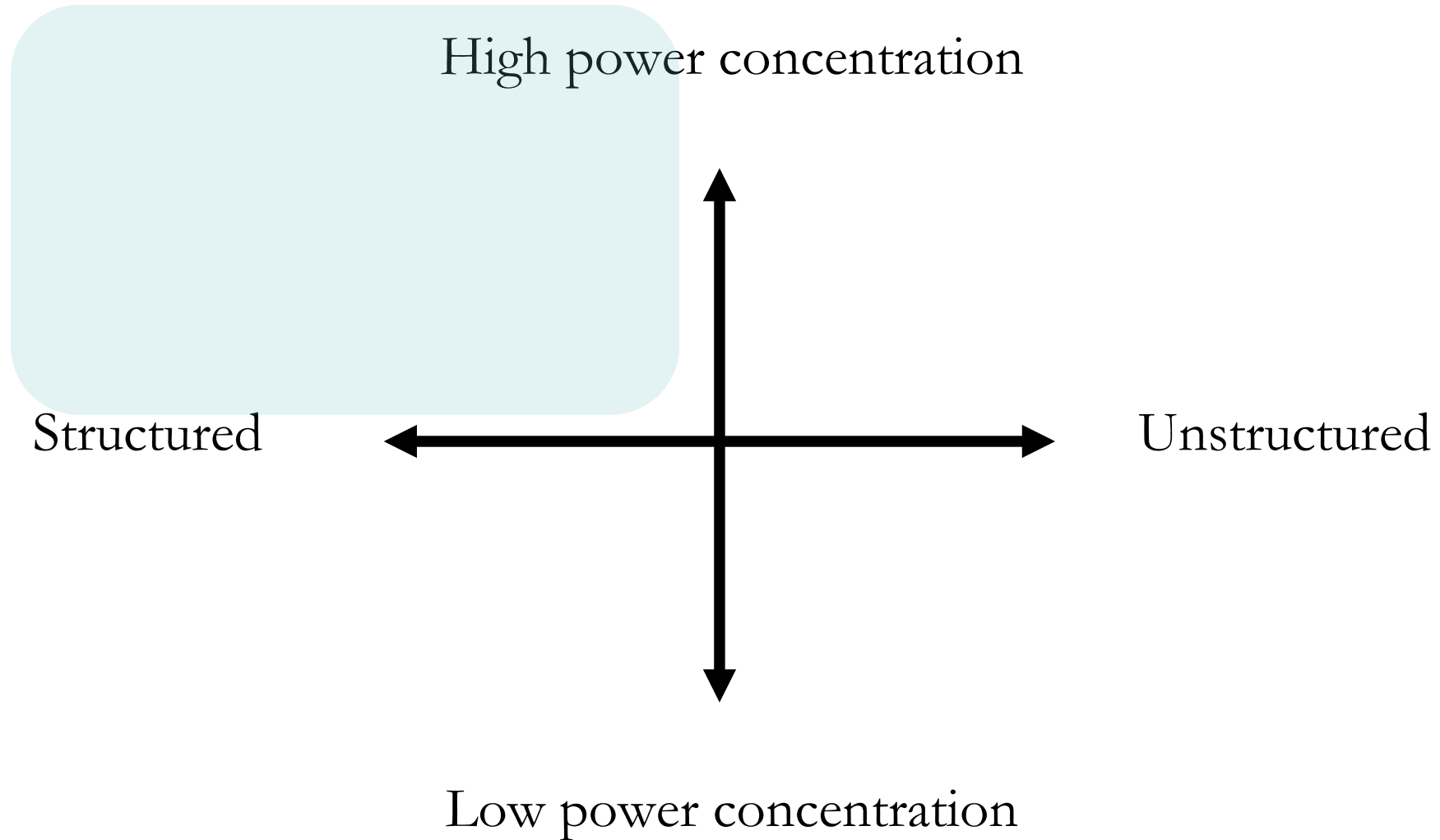
Understanding the nature of a meeting

High power concentration

Structured ←———————→ Unstructured

Low power concentration

Understanding the nature of a meeting

High power concentration

Structured ←———————→ Unstructured

Low power concentration

Understanding the nature of a meeting

High power concentration

Structured ← → Unstructured

Low power concentration

Understanding the nature of a meeting

High power concentration

Structured ←→ Unstructured

Low power concentration
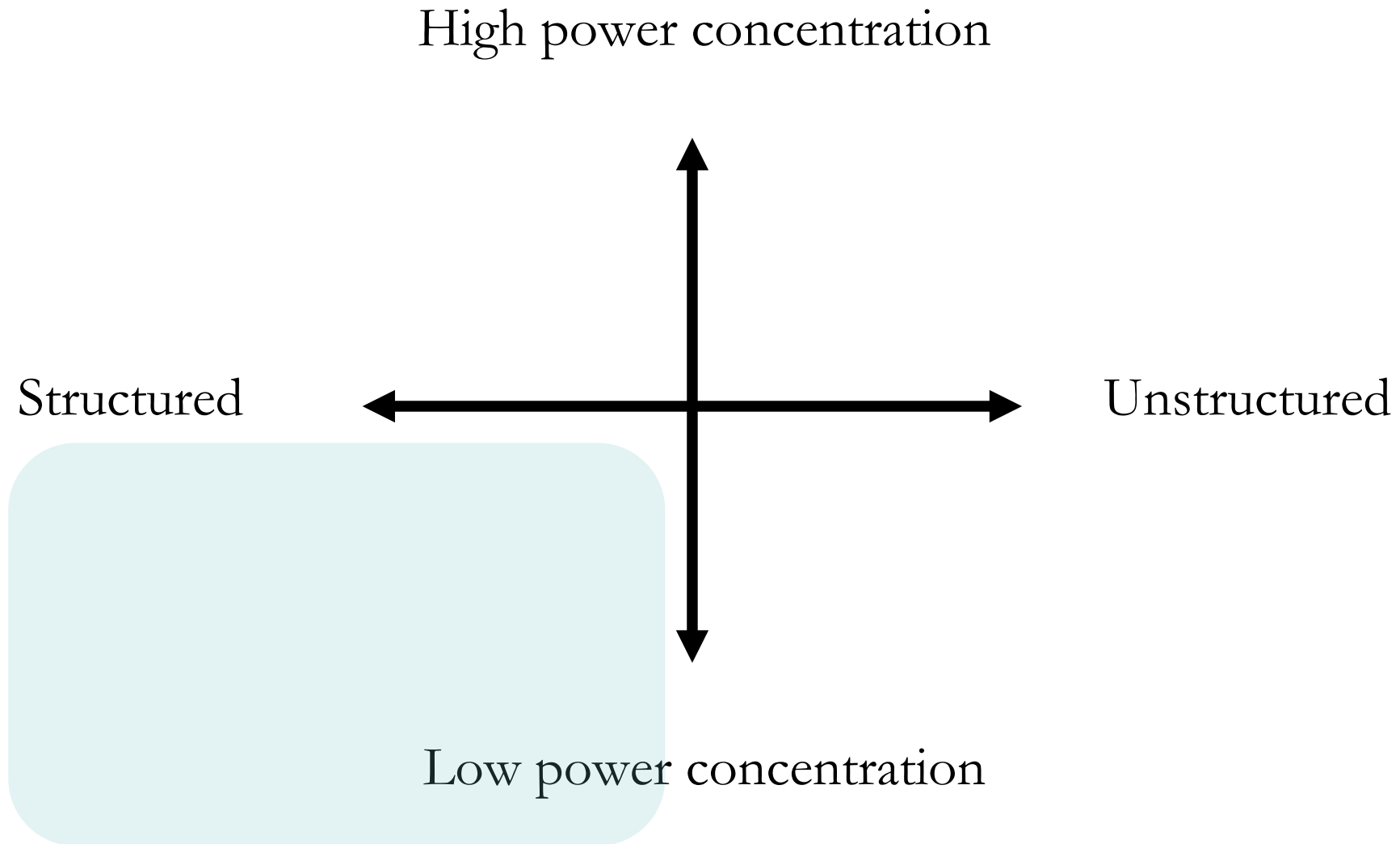
Question 7: Mode of a meeting

One of the 'rituals' conducted as part of the agile methodology is to have 'stand up' meetings. What makes this an effective means of communication amongst a relatively small team? Which one of the following is not part of the reasons?

1. A short timeframe forces the participants to be conscious of the time they spend, and focus on whatever is being discussed for efficient resolution;
2. A routinised format of the meetings shared by the group removes the unnecessary formalities and technicalities of running meetings;
3. A set of jargons and rituals generally reinforce the group's bonding.

Question 8: Notice of meeting

You and your colleagues (3 of them) are to have a meeting to discuss a project that has been parked for four months. You all know each other fairly well professionally, and communicate with each other frequently even though you haven't really talked about the project. Do you need to prepare anything specifically for this meeting?

1. No – you all know each other well, so once you got together, you'll work out what you need to do quickly;

2. Yes – you still need some structure to the meeting, so a formal agenda with a complete list of things that need to be discussed would be desirable; or

3. Yes – you do need some structure to the meeting, but an email with dot-points of what need to be decided at the meeting would be sufficient.

Question 9: Requirements of a meeting

Which of the following would not prevent one to still hold/continue a (formal) meeting?

1. Lack of agenda of the meeting;
2. Lack of quorum;
3. A member deliberately ignoring the allocated time to run out of time allocated for the entire meeting;
4. A member singing loudly; or
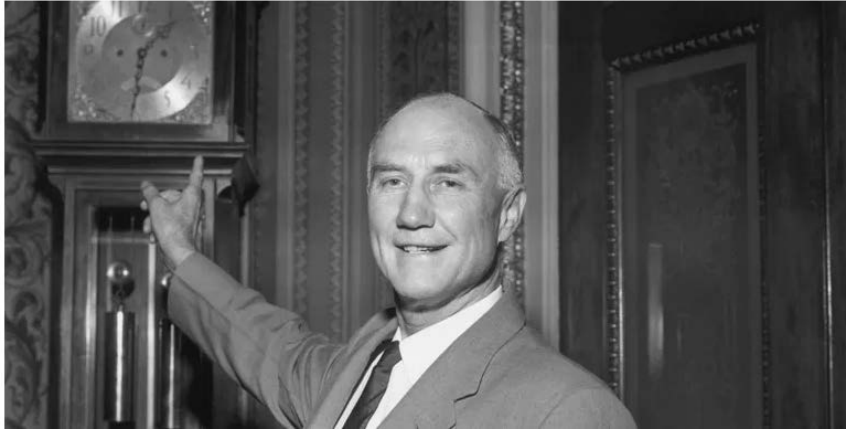5. Members preventing other members from entering the venue.

The 5 Longest Filibusters in US History

SHARE   FLIP   EMAIL   PRINT

"The record for the longest filibuster goes to U.S. Sen. Strom Thurmond of South Carolina, who spoke for 24 hours and 18 minutes against the Civil Rights Act of 1957, according to U.S. Senate records." (Murse, 2018)

"[T]he vote was repeatedly delayed late in the afternoon after opposition politicians blocked doorways in parliament…" (ABC, 2015)

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Posted 17 Sep 2015, 8:26am

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· Fire crew 'very lucky' to survive as out-of-control grass fire damages tanker
· 'A real-life thriller': An epic high-seas chase and the hunt for a criminal kingpin
· What is Ambien, the drug name-dropped by Elon Musk?

Question 10: Chair's role

Which of the following is not part of the Chair's responsibility?

1. Adjoining the meeting as required if there are matters that need to be clarified outside the meeting;

2. Mediating the members who are verbally abusing each other because of their differing points of view; or

3. Making an executive decision on the matter the votes for which were split even.

Question 11: Procedure of a meeting

When would you use a 'point of order'? Select the most likely scenario below.

1. A motion was moved without having sufficient discussion;
2. A motion was voted without having it seconded by a member other than the mover; or
3. The Chair is drunk.

Question 12: Minutes taking

There was a very heated argument between Bob and Natalie during the meeting. Which of the following would the most appropriate entry to the final minutes?

1. "During the meeting, both Bob and Natalie got quite emotional. Bob said to Natalie that her argument was rather corrupt, while Natalie was retorting harshly to Bob. In the end, Jane intervened, and we decided to discuss this again at the next meeting."

2. "During the meeting, a heated discussion took place between the members, Bob and Natalie. It was suggested that the members will come back to this topic at the next meeting for further discussion."

3. "The matter was discussed by the members, however without resolution. It was suggested that the matter be adjoined till a next meeting, at which the members agreed to have further discussion."

Question 13: Follow up

You just have had an informal meeting with your colleagues and manager. Chaired by the manager, there were lots of good discussion, but as the time ran out, the group did not agree explicitly on the actions to follow. Now what would you do?

1. You send an email to the manager to see if she wishes you to send around some minutes of the meeting based on your notes;

2. You send everyone in the group the notes you took as 'minutes'; or

3. You share with the group a summary of your notes, and ask to see if your understanding of the actions to follow is consistent with others.

In place of a summary: 3 steps to go through in a meeting…

1. Understand what is going on…

2. Contribute your expertise…

3. Make things happen in the way you wish…

Answers and comments for the quizzes

1) The answer is **1**. What makes a meeting a 'meeting' are primarily the presence of a structure and the agreed goal(s). The options 2 and 3 ticks both, even though one is a lunch meeting and another being a job interview. The first option is just a chat, which incidentally ended up with a decision as a by-product.

2) The answer is **2**. It is important to understand the nature and the context of the meeting, whether it is for discussion, or just for reporting. Sometimes the focus is on decision making, while in others, the focus is more on discussion (or something else).

3) The answer is **3**, and you might want to persuade these people to attend the meeting even if they might initially think unnecessary. The option 1 may well give the team a wrong premise/assumption, and/or waste time by going back and forth between the team and the managers. The option 2 may seem reasonable, but given there is not context formed amongst the team and the stakeholders, the latter's attendance is desired.

4) The answer is **2**. Given the number of attendees and their different types of expertise, it is likely that the focus of the meeting would be hard to maintain. The Chair here is functional, not necessarily 'leading' as such (i.e. the option 1), and you can still chair a meeting without compromising the spontaneity (i.e. the option 3).

Answers and comments for the quizzes

5) The answer is **3**. Choosing the right moment as well as environment is important. Here the confidential nature of the discussion requires one to consider this is something they can discuss in public. It would be good to establish that you are not in a position to discuss anything confidential on the phone, and ask the colleague if the matter is urgent or not. If not, wait till tomorrow, and discuss in person, especially in light of the sensitivities.

6) The answer is **1**, though there is some truth in it. There is not much to add aside form what I discussed in class.

7) The answer is **3**. There are some who argue the option 3 has a point, but from the communication point of view, it is not that relevant. It's more to do with teamwork, which we'll cover next week.

8) The answer is **3**. When the team know each other well, discussion can get easily obscured by other matters of interest. It is important for the team to first decide what needs to be decided at the meeting.

Answers and comments for the quizzes

9) The answer is **4**. You can remove this person and carry on. All the others make the proceeding of the meeting impossible, and people from time to time used these as a way to sabotage some resolutions.

10) The answer is **2**, though the Chair may intervene personally. The point is that if you are an attendee, don't wait for the Chair to intervene when someone is behaving inappropriately! The option 1 is the Chair's call, and the option 3, may be, depending on the Constitution or T&R.

11) The answer is **2**. In case of the option 1, you only need to move a motion to amend, or argue against in reply. The option 3 is not a matter of procedure, while the option 2 would make it possible for members to raise a point of order to refer back to the T/R to see if the process was followed. If not, the decision would be invalid, of course.

12) The answer is **3**. You do not need the 'who said what' type of information, unless this was specifically requested. You generally avoid evaluative words, and focus on factual information on what was discussed and decided.

13) The answer is either **3** or **1**. The option3 is a cautious approach to respect the line of management. If the team is quite flat, you might as well for the option 3 though the wording needs to be very carefully made.

Interviews… [NFE]

Which one of the following would be most useful in preparation for a job interview?

1. Do some research on the organisational details, such as the number of employees and their products and services;
2. Come up with some model answers to sample interview questions; or
3. Find some examples of your previous experience you can discuss at the interview.

Hints and comments: All are important, but the option 3 would be crucial. The option 1 is useless if one does not extend his/her research on to the culture of the organization to see what kind of an employee they wish to hire (Cf. Week 3). You can actually pinpoint fairly accurately on this one once you get used to all this. The option 2 is actually pretty useless, because it is pretty unlikely that you would get the same questions anyway. The option 3, however, is extremely important when responding to behavioral questions (Cf. the tutorial activities in Week 5).

A couple of points from a hiring manager…

1. You have given the facts already, and you now need to paint a picture of your professional self.

2. Be creative and unique, but for a very good reason (not just for the sake of it).

3. Being a smooth talker may take you somewhere but not too far professionally.

So, how will this week's topics be assessed in the exam?

Sample question 1 (based on this week's ePub and lecture): What's wrong with the following minutes from a meeting?

<div style="border:1px solid black;padding:1em;">

Item 3.2: Amendment to the membership of Departmental Meetings

As a result of discussion, a motion to vote for the following resolution was proposed by Ms Alex Lim. Motion passed unanimously.

Resolution: Future departmental meetings will be attended by at least two representatives from the senior management of the Department.

</div>

Hints and comments: What can I say? This is very much a procedural matter, so there is not much for me to say as a 'hint' as such. Read the ePub please…

So, how will this week's topics be assessed in the exam?

Sample question 2 (based on this week's ePub and lecture): A relatively unstructured meeting with low power concentration can lead to certain risks. Describe one of the risks, and give an example of a strategy to prevent this risk.

Hints and comments: With a team with low power concentration, one of the risks is that people will start saying whatever without much structure, and the meeting may well not produce the outcomes you had hoped to achieve. So what would you do?

You may also have some factual and technical questions, based on the ePub and the tutorial exercises to be conducted this week.

Things to do this week…

1. Attend your Tutorial session(s) this week.
2. Choose your article for your Assignment 1.
3. Read the ePub for Week 6 before the lecture next week. You will also see in the Week 6 tab on the Moodle Site a summary of what to come in Week 6.

Pre-lecture activities (30 minutes)

Before you attend the Week 6 lecture, please read the following chapter from the ePub, which is on teamwork (be it in IT or more generally).

We understand that sometime your life may get in a way of these tasks, and just in case you could not have 30 minutes for reading the full chapter, we have also prepared a summary version, which can be read in approximately 5 minutes. Please at least read these before you attend the lecture, thank you.

Please also note, that aside from its obvious purpose to prepare you for the lecture activities, reading the ePub in a timely manner will also help you prepare for the final examination, since all the contents in the ePub will be assessed as part of the final examination.

FIT1049 ePub Chapter 6: Teamwork ☐

FIT1049 ePub Chapter 5 - 5 minutes version 90.3KB PDF document ☐

FIT1049 IT Professional Practice
Assignment 1 Library Workshop
How to maximise your grade

Damian Gleeson

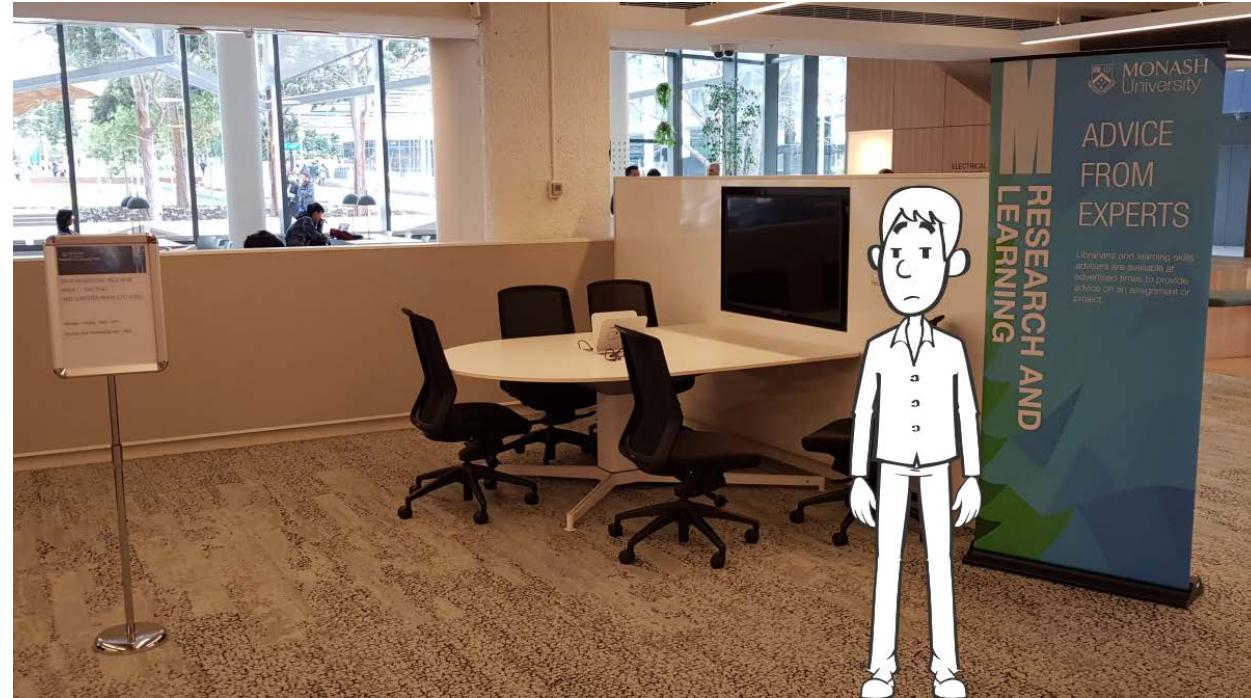Learning Skills Adviser

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- Who am I? Who I am
- An overview of assignment 1
  - Written task
  - Oral presentation
- Some useful, final tips
- Library resources to assist you with your assignments and studies
- Q & A
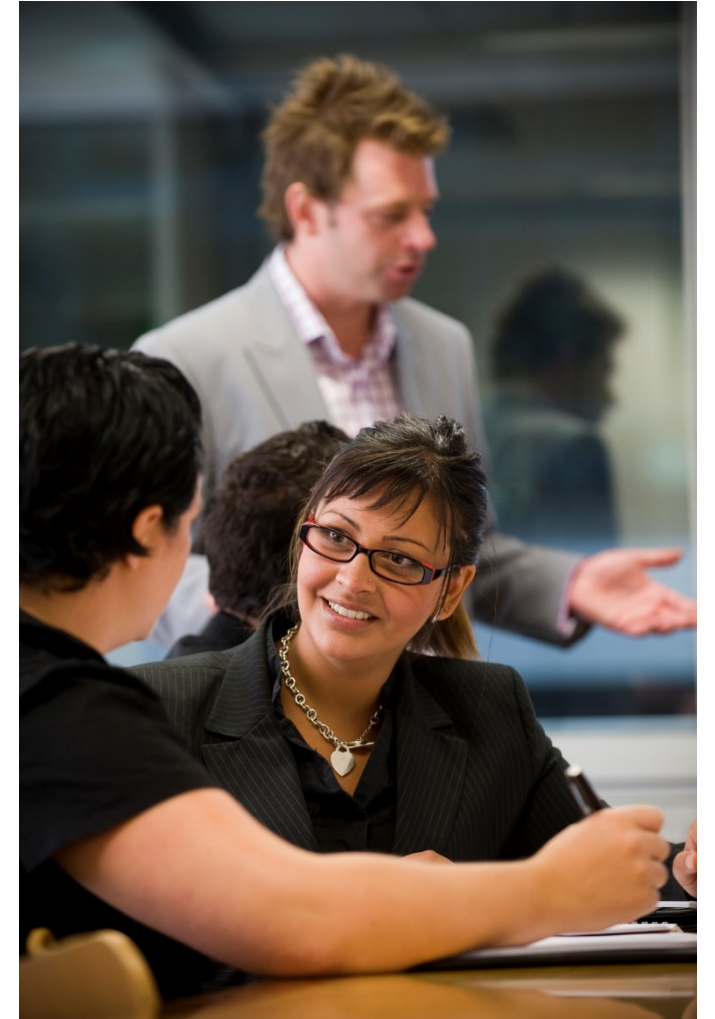
- Our expertise is as follows. We can help you to:
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  - analyse tasks and assignments
  - cite and reference sources
  - write effectively for assignments
  - read and take notes effectively
  - communicate effectively
  - manage time and get organised
  - work effectively in groups
  - prepare for and perform effectively in exams

- Librarians and Learning Skills Advisers develop and deliver teaching materials online (e.g. Moodle, Library website)
- and face to face (lectures, drop ins)
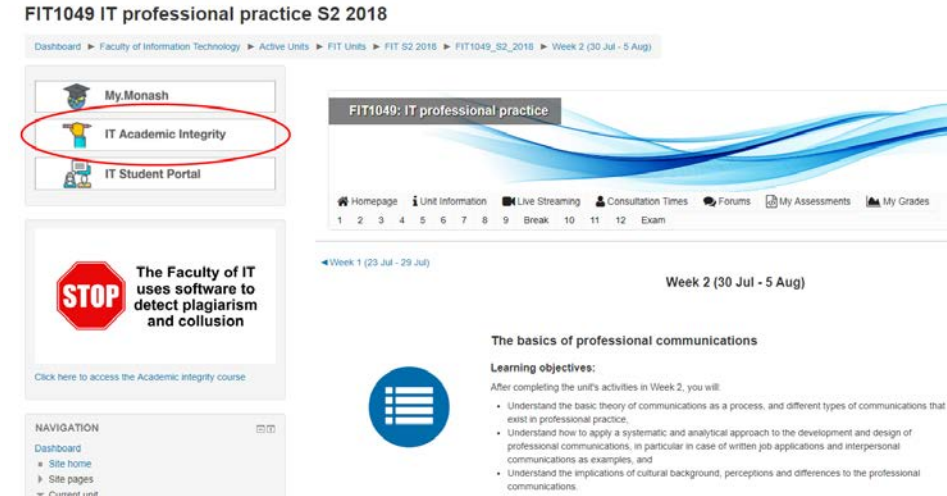
- Some administrative points:

1. Please register your chosen article as soon as possible

Please enter your name against the article you wish to choose for your assignment 1. If you choose your own, please enter your article details and your name.			
NO	ARTICLE NAME AND LINK	FIRST NAME LAST NAME	TUTORIAL DAY AND TIME
1.	What Will A Programmer Job Be Like In 20-30 Years? https://www.forbes.com/sites/quora/2015/04/09/what-will-a-programmer-job-be-like-in-20-30-years/#49b199f06db4	Brian Mwangi	Wednesday 9am
2.	The self coding future is closer than you think https://jaxenter.com/make-coding-great-again-146760.html	Hsien-Chi Angela Wu Lan Xu Haeju Kim Zindzi Mogaka	Wednesday 9am Wednesday 12pm Wednesday 12pm Wednesday 9am
3.	What will the game industry look like in five years? https://www.polygon.com/features/2017/11/14/16533054/the-game-industry-five-years-2022	Natalie Tran Krisha Suryavanshi Xuanying Kan Trong Hoang Phung	Wednesday 9am Wednesday 9am Wednesday 9am Wednesday 12pm

2. Slides must be uploaded to Moodle prior to your presentation

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- A five minute oral presentation
- From the assignment instructions:

Your presentation should include:

- an introduction to the presentation
- an introduction to the topic of the article
- a summary of the article's main points
- a brief analysis of the article
- a conclusion to the presentation

- Key items often missing or poorly done
- The point of the analysis is to <u>determine your view on the article's quality</u>

- Again, from the assignment instructions:

Your presentation will be assessed based on the criteria below, and the marking sheet is designed to reflect these criteria. It is recommended that you practise your presentation beforehand, and that you use the 'Assignment 1 Oral Presentation Assessment Sheet' available on Moodle as a guide.

1. Selection and organisation of content
2. Voice and use of language
3. Non-verbal communication
4. Quality of visual aids
5. Timing

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- Let's look more closely at the rubric used to assess your presentation
- It should look very familiar by this point in the semester:

- The feedback you received in week 4 (and week 1) should be considered
- Are the items here weighted evenly?
- Any questions about the oral p?

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FIT1049 Assignment 1 Oral Presentation Marking Sheet

Student Name _____ Student ID _____

Criteria	Aspect	Qualitative Assessment
1. Content, structure and narrative [10]	Introduction	None Poor Fair Good Very Good Excellent
	Conclusion	None Poor Fair Good Very Good Excellent
	Overall coherency and flow	Poor Fair Good Very Good Excellent
	Clarity of explanations and arguments	Poor Fair Good Very Good Excellent
	Relevant material included	Poor Fair Good Very Good Excellent
2. Voice and language [10]	Projection	Poor Fair Good Very Good Excellent ☐ Too loud ☐ Too soft ☐ Unclear
	Intonation	None Poor Fair Good Very Good Excellent ☐ Flat ☐ Inconsistent
	Speed	Poor Fair Good Very Good Excellent ☐ Too fast ☐ Fast at times ☐ Too slow ☐ Slow at times
	Irritating habits	☐ None ☐ Rising intonation ☐ Repeating words or phrases ☐ Um / yeah / like
	Tone / mannerism	Poor Fair Good Very Good Excellent ☐ Too casual ☐ Too formal
	Language	Poor Fair Good Very Good Excellent ☐ Too much jargon ☐ Poor Grammar ☐ Misuse of words
3. Non-verbal communication [10]	Body movement, posture and mannerisms	Poor Fair Good Very Good Excellent ☐ Moving too much ☐ No movement at all ☐ Bad posture ☐ Not Centred ☐ Rocking
	Hand movement	Poor Fair Good Very Good Excellent ☐ Too much ☐ Not used at all
	Eye contact	Poor Fair Good Very Good Excellent ☐ Looked only at some ☐ Looked elsewhere ○ notes ○ screen ○ roof ○ read notes only
	Use of notes	None Poor Fair Good Very Good Excellent ☐ Shaking ☐ Noisy ☐ Lost Place ☐ Only read from note decreasing engagement ☐ Available but not required ☐ No notes required for effective presentation
4. Visual aids [10]	Visual components	Poor Fair Good Very Good Excellent ☐ Text too small ☐ Text hard to read ☐ Good use of visual ☐ Poor use of visual
	Content components	Poor Fair Good Very Good Excellent ☐ Too much text ☐ Too little text ☐ Relevant ☐ Structure needs work
5. Overall [10]	Timing	Poor Fair Good Very Good Excellent ☐ Too short ☐ Overtime
	Overall Impression	Poor Fair Good Very Good Excellent
	Evidence of preparation	None Poor Fair Good Very Good Excellent
Comments:		

Total Mark: /50

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- **From the unit guide:**

- **The key areas where students may perform worse than expected**

- **Let's examine the sheet and compare it to the week 3 eFolio task**

Your worksheet will be assessed based on the criteria below, and the marking sheet is designed to reflect these criteria. It is recommended that you use the Assignment 1 Written Report Marking Guide available on this sheet as a guide to ensure you have addressed all the criteria prior to submission.

1. Quality of the summary
2. Depth of analysis of the chosen article, its sources and independent research
3. Quality of writing including spelling and grammar (dot points are acceptable)
4. Appropriate referencing of sources (including correct use of APA reference style)

Assignment 1 – part B

- What does <u>this</u> entail and how might you do it?
- Let's say the author's name is Suki-yō Buta and he wrote it in 2017

- The feedback you received from your tutor on the week 3 summary is very useful here
- This activity is worth 10/50

Activity 1: Summarising the article

Compose a one or two paragraph summary of the article. Include <u>relevant quotes as appropriate</u>, following the APA referencing style.

[Insert your response here.]

For marking only

Criteria	Very good	Good	Okay	Adequate	Unsatisfactory
Quality of summary	The summary provides all the contextual publication details, and covers all the key points made in the article. The writing is also clear, grammatically sound, and has a cohesive structure. Maintains a clear voice of the writer throughout.	The summary provides most or all the contextual publication details, and covers most or all the key points made in the article. The writing is generally also clear, grammatically sound, and has a cohesive structure. Maintains a clear voice of the writer most of time.	The summary provides most of the contextual publication details, and/or covers most of the key points made in the article. The writing is mostly clear though may contain some grammatical errors. Overall it has a cohesive structure. Maintains a clear voice of the writer most of time.	The summary provides some/most of the contextual publication details, and/or covers some/most of the key points made in the article. The writing is generally clear though containing some/few grammatical errors, and overall it has a cohesive structure however with much 'retelling of facts', without a clear voice.	The summary does not provides many of the contextual publication details, and/or does not covers most/any of the key points made in the article. The writing may also be unclear due to grammatical errors, and/or overall it has an ineffective structure, without a clear voice.
Use of APA style	Correct use of APA style, with in-text citations used appropriately throughout the summary.	Correct use of APA style with a few minor errors, and in-text citations used appropriately for the most part of the summary.	Use of APA style with some errors, but in-text citations used appropriately for the most part of the summary where applied.	APA style not used consistently, however with applications of in-text author-date citations.	APA style not used (or a wrong style used), or with minimal use of in-text citations in the summary.

Section mark: /10

Assignment 1 – part B

- Citing and referencing = easy marks to gain (and lose)
- Realistically, where would you check to see you are doing this accurately?

- If you said the [Faculty of IT Style Guide](), that links to the Library Guide to [APA citing and referencing](), give yourself a clap

Activity 1: Summarising the article

Compose a one or two paragraph summary of the article. Include relevant quotes as appropriate, following the APA referencing style.

[Insert your response here.]

For marking only

Criteria	Very good	Good	Okay	Adequate	Unsatisfactory
Quality of summary	The summary provides all the contextual publication details, and covers all the key points made in the article. The writing is also clear, grammatically sound, and has a cohesive structure. Maintains a clear voice of the writer throughout.	The summary provides most or all the contextual publication details, and covers most or all the key points made in the article. The writing is generally also clear, grammatically sound, and has a cohesive structure. Maintains a clear voice of the writer most of time.	The summary provides most of the contextual publication details, and/or covers most of the key points made in the article. The writing is mostly clear though may contain some grammatical errors. Overall it has a cohesive structure. Maintains a clear voice of the writer most of time.	The summary provides some/most of the contextual publication details, and/or covers some/most of the key points made in the article. The writing is generally clear though containing some/few grammatical errors, and overall it has a cohesive structure however with much 'retelling of facts', without a clear voice.	The summary does not provides many of the contextual publication details, and/or does not covers most/any of the key points made in the article. The writing may also be unclear due to grammatical errors, and/or overall it has an ineffective structure, without a clear voice.
Use of APA style	Correct use of APA style, with in-text citations used appropriately throughout the summary.	Correct use of APA style with a few minor errors, and in-text citations used appropriately for the most part of the summary.	Use of APA style with some errors, but in-text citations used appropriately for the most part of the summary.	APA style not used consistently, however with applications of in-text author-date citations.	APA style not used (or a wrong style used), or with minimal use of in-text citations in the summary.
Section mark:	/10				

Assignment 1 – part B

- Again, feedback from week 3 is your friend
- A key difference from week 3
- Where students may perform below the expected standard:
  - Description, not analysis
  - Lack of evidence to support claims
  - Misunderstanding currency, authority, etc.
  - Not understanding what should appear in the last column
- Where would the aforementioned evidence appear?

Activity 2: Analysing the article

Analyse the article to answer the questions in the table below. Answers may be provided in a bullet-points format, but use complete sentences in your responses. Make sure you indicate all the sources you used to respond to the questions using the APA referencing style.

Attributes of information	Your analysis and evidence	How does your analysis inform your reading of the article?
Currency When was the article written and published? Is the information in the article up to date, or is it less relevant?		
Authority Who wrote the article, and what are their credentials? What is the publication outlet and its standing?		
Accessibility How easy is it to access the article? Do you have to pay? How easy was it to understand the material? In what kind of language and tone is it written in?		
Stability How likely is it that the information in the article would remain the same next time you visit the site?		

For marking only

Criteria	Very good	Good	Okay	Adequate	Unsatisfactory
Depth of analysis of the following attributes of the article: 1) currency, 2) accessibility, 3) stability, and 4) authority	All the attributes are identified and analysed consistently and comprehensively. The findings are used to form a well-grounded view on the general reliability of the article studied.	All the attributes are identified and analysed mostly consistently and comprehensively. The findings are generally used to form a well-grounded view on the general reliability of the article studied.	All the attributes are identified, but not all are analysed consistently or comprehensively. The findings are generally used to form a well-grounded view on the general reliability of the article studied.	All the attributes are identified, but some are not analysed consistently and comprehensively. The findings are also used only to form a limited view on the general reliability of the article studied.	Not all the attributes are identified, and/or some are not analysed sufficiently. The findings are also not used adequately to form any view on the general reliability of the article studied.

Section mark: /10

Assignment 1 – part B

- A difference from week 3

- In short, what research and evidence does the writer use to support their claims?

- And what does this mean in terms of the article's quality

- Assessed thus

Activity 3: Analysing the sources that are used in the article

Identify up to three key sources that are used by the author to support the main argument of the article, and analyse them in the table below. If there are no sources, or less than three sources used, explain how this impacts on the ways we read the article. Answers may be provided in a bullet-points format, but use complete sentences in your responses.

In-text citation of the sources used in the article (in the APA referencing style)	Relationship between the article and the source Describe what kind of points the author made by using these sources Describe how the author used these sources (e.g. as a primary, secondary, tertiary source) Describe how the source was used to support the author's statements	What conclusions can be drawn in terms of the credibility of the article based on the use of these specific source? (e.g. the source adding further trustworthiness to the article or is it compromising the credibility of the article)

For marking only

Criteria	Very good	Good	Okay	Adequate	Unsatisfactory
Analysis of the sources used in the article	The sources are identified and analysed consistently and comprehensively.	The sources are identified and analysed mostly consistently and comprehensively.	The sources are identified, but not all are analysed consistently or comprehensively.	The sources are identified, but some are not analysed consistently or comprehensively.	Not all the sources are identified, and/or some are not analysed sufficiently.
	The findings are used to form a well-grounded view on the general reliability of the article studied.	The findings are generally used to form a well-grounded view on the general reliability of the article studied.	The findings are generally used to form a well-grounded view on the general reliability of the article studied.	The findings are also used only to form a limited view on the general reliability of the article studied.	The findings are also not used adequately to form any view on the general reliability of the article studied.

Section mark: /10

Assignment 1 – part B

- The point of this activity?

- Congratulations to the person who said, "To verify whether three of the author's points or claims are supported by evidence from independent research"
- That is an excellent answer
- Well done

Find **three** independent sources (i.e. other than the sources used in the original article) to validate certain key statements made in the article.

In-text citation of the independent sources that you found	Relationship between the article and the source. For each source, answer the following: Key point that you selected to check Nature of the source (e.g. primary, secondary, tertiary) How are the statements consistent in each source that you found? How credible is the source you found?	How does the source inform you about the article being analysed?

For marking only

Criteria	Very good	Good	Okay	Adequate	Unsatisfactory
Analysis of the external sources identified	Appropriate sources are purposefully identified, and they are analysed consistently and comprehensively. The findings are also used to form a well-grounded view on the general reliability of the article studied.	Appropriate sources are identified though arbitrarily, but they are analysed mostly consistently and comprehensively. The findings are also generally used to form a well-grounded view on the general reliability of the article studied.	Appropriate sources are identified though arbitrarily, and not all are analysed consistently or comprehensively. The findings are however generally used to form a well-grounded view on the general reliability of the article studied.	Sources are identified though arbitrarily and ineffectively for the purpose, and some are not analysed consistently and comprehensively. The findings are also used only to form a limited view on the general reliability of the article studied.	Not all sources are identified, or some inappropriate sources were identified. Some may not have been analysed sufficiently. The findings are also not used adequately to form any view on the general reliability of the article studied.

Section mark: /10

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- The last piece of the puzzle, and some easy marks

- No real excuses for getting this wrong when the link is even provided here
- Be aware of different conventions for dates for different sources
- The Library Guide has a sample reference list (useful to check formatting)

Activity 5: Referencing from the article

Create a Reference list in APA 6th style for the original article, the sources that you cited in Activities 2 and 3, and the three sources that you used in Activity 4. You will find instructions on how to cite and reference using the APA style here.

[Insert your response here.]

For marking only

Criteria	Very good	Good	Okay	Adequate	Unsatisfactory
FEEDBACK/ COMMENTS Use of APA style	Correct use of APA style, with a reference list composed appropriately without an error.	Correct use of APA style, with a reference list composed appropriately with a few minor errors.	Generally correct use of APA style, however with a reference list composed with several errors.	Generally correct use of APA style, however with a reference list composed with major inconsistency and/or many errors.	APA style not used.
OVERALL COMMENTS					

TOTAL MARK: /50

- Collusion! What is it?
- One key difference between this assignment and the week 3 eFolio task
- The University's policy on plagiarism and collusion:

Collusion occurs when you work without the authorisation of the teaching staff to:
- work with one or more people to prepare and produce work
- allow others to copy your work or share your answer to an assessment task
- allow someone else to write or edit your work (except for the use of a scribe approved by Disability Services)
- write or edit work for another student
- offer to complete work or seek payment for completing academic work for other students (Monash University, 2018)

MONASH University

- Provide evidence for every critique and claim you make regarding the article's quality

- For example, what feedback would you expect for these two excerpts from a student's work?

1. Author X has worked at company Y for over 8 years   Source?

2. Z publication is highly reputable
   According to whom?

Also, do not use numbers <100 in academic writing. Write them as words

- Avoid speculation, and do not invite your reader to do the work you are supposed to do
- For example
  - It seems unlikely that the article will change
- Another example
  - The source is used as evidence for a main point identified in the article

- How might this be done better?

The website has an archive of news articles, and the original versions of updated articles are provided on the website. The article has not been updated since it was published in June, and considering two months have passed since its publication with the subject matter slightly outdated, it is likely to remain the same.

- The Library has numerous useful resources available to you as Monash students
- Research and Learning Online (RLO)
- Library Guides
- Drop ins
- Why not get some expert advice?

- Any questions?

References

Monash University. (2018). Academic integrity, plagiarism and collusion. Retrieved from
https://www.monash.edu/students/academic/policies/academic-integrity