



MONASH
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FIT1049 IT Professional Practice

Assignment 1 Library Workshop

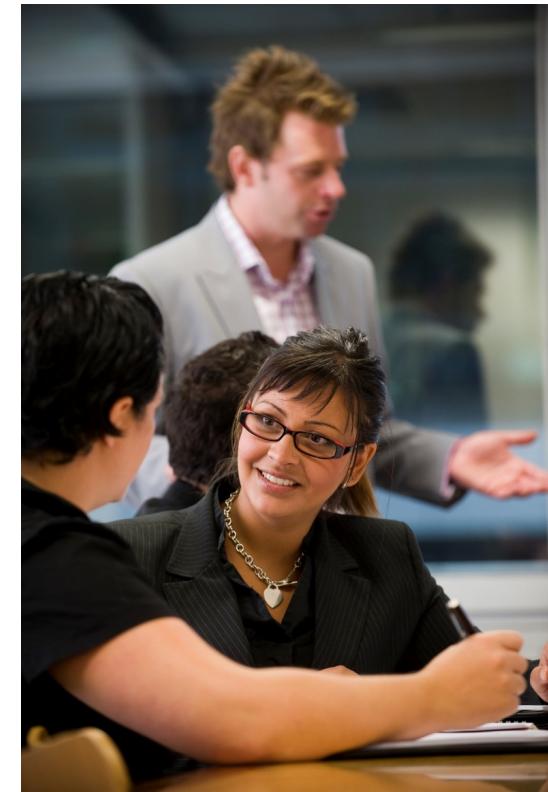
How to maximise your grade

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Today's workshop

- 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



Librarians and Learning Skills Advisers

- Our expertise is as follows. We can help you to:
 - time management
 - effective reading and note-taking
 - study methods and exam preparation
 - how and where to start researching your topic
 - finding, evaluating and using information
 - collaboration and team work
 - problem-solving and critical thinking
 - essay, report and assignment writing
 - citing and referencing for academic integrity
 - oral communication and presentation.



Librarians and Learning Skills Advisers

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

The screenshot shows a Moodle course page for 'IT professional practice S1 2019'. At the top, there's a blue header bar with the course title. Below it, a breadcrumb navigation shows 'Faculty of Information Technology / FIT Units / Active Units / Campus Units / S1 2019 / FIT1049_S1_2019 / Unit Information'. On the right side, there's a sidebar with links: 'Turn editing on' (with a red arrow pointing to it), 'IT Student Portal' (circled in red), 'My Grades', and 'FIT1049 Unit Guide'. The main content area features a photograph of four students in graduation gowns and caps sitting around a conference table in a modern office setting. One student is standing in front of the table.

Assignment 1 – part A

- Some administrative points:

1. Please register your chosen article as soon as possible



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

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

Assignment 1 – part A

- 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 determine your view on the article's quality

Assignment 1 – part A

- 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

Assignment 1 – part A

- 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	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Conclusion	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Overall coherency and flow	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Clarity of explanations and arguments	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Relevant material included	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
2. Voice and language [10]	Projection	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too loud <input type="checkbox"/> Too soft <input type="checkbox"/> Unclear
	Intonation	Poor Fair Good Very Good Excellent <input type="checkbox"/> Flat <input type="checkbox"/> Inconsistent
	Speed	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too fast <input type="checkbox"/> Fast at times <input type="checkbox"/> Too slow <input type="checkbox"/> Slow at times
	Irritating habits	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Rising intonation <input type="checkbox"/> Repeating words or phrases <input type="checkbox"/> Um / yeah / like
	Tone / mannerism	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too casual <input type="checkbox"/> Too formal
	Language	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too much jargon <input type="checkbox"/> Poor Grammar <input type="checkbox"/> Misuse of words
3. Non-verbal communication [10]	Body movement, posture and mannerisms	Poor Fair Good Very Good Excellent <input type="checkbox"/> Moving too much <input type="checkbox"/> No movement at all <input type="checkbox"/> Bad posture <input type="checkbox"/> Not centred <input type="checkbox"/> Rocking
	Hand movement	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too much <input type="checkbox"/> Not used at all
	Eye contact	Poor Fair Good Very Good Excellent <input type="checkbox"/> Looked only at some <input type="checkbox"/> Looked elsewhere <input type="checkbox"/> notes <input type="checkbox"/> screen <input type="checkbox"/> roof <input type="checkbox"/> read notes only
	Use of notes	Poor Fair Good Very Good Excellent <input type="checkbox"/> Shaking <input type="checkbox"/> Noisy <input type="checkbox"/> Lost Place <input type="checkbox"/> Only read from note decreasing engagement <input type="checkbox"/> Available but not required <input type="checkbox"/> No notes required for effective presentation
4. Visual aids [10]	Visual components	Poor Fair Good Very Good Excellent <input type="checkbox"/> Text too small <input type="checkbox"/> Text hard to read <input type="checkbox"/> Good use of visual <input type="checkbox"/> Poor use of visual
	Content components	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too much text <input type="checkbox"/> Too little text <input type="checkbox"/> Relevant <input type="checkbox"/> Structure needs work
5. Overall [10]	Timing	Poor Fair Good Very Good Excellent <input type="checkbox"/> Too short <input type="checkbox"/> Overtime
	Overall Impression	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
	Evidence of preparation	Poor Fair Good Very Good Excellent <input type="checkbox"/> None <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent
Comments:		
Total Mark: /50		

Assignment 1 – part A

- Some final thoughts:
 - If the structure of your presentation matches the structure of your written task, you have a problem
 - The purpose of an oral presentation is very different
 - You need to focus on your delivery, engaging your audience and controlling the topic
 - This is done effectively when you tell us what the author(s) have said and done, what resources they've used as support, whether other sources back some of this up, and what it all means in terms of quality/credibility



Melville Roar, 2019

Assignment 1 – part B

- 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 this entail and how might you do it?
- Let's imagine the author's name is Muc Sciála, and she wrote the article in 2017
- The feedback you received from your tutor on the week 3 summary is very useful here
- This activity is worth 10/50



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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.	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 provide many of the contextual publication details, and/or does not cover 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



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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 provide 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

- 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 findings are used to form a well-grounded view on the general reliability of the article studied.	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 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

Activity 4: Independent research on the accuracy of the article

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

Assignment 1 – part B

- 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

Some final advice and tips

- **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)

Some final advice and tips

- 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**

Some final advice and tips

- 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.

Useful sources

- 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?

Research and Learning Online

Having the right skills and strategies for study, assignments, exams and research is crucial to your success at university. Our wide range of resources will help you achieve your goals.



Study skills for university

Being a great student doesn't just happen. Our resources will provide you with strategies for everything from reading and note-taking to time management and exams.

[Find out more](#)



Research and writing for assignments

Getting great marks for assignments involves more than having great ideas. We can guide you through the process, from analysing the assignment task to compiling the reference list.

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Academic integrity

Get the resources to ensure you're aware of your academic responsibilities.

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Quick links

- Programs and drop-ins
- Librarians and learning skills advisers
- Library class booking system
- Library guides
- lynda.com
- Getting started
- English connect



Assignment structures and samples

Not sure what is expected in your assignment? Whether you're writing an essay, report or literature review, our sample assignments will show you what markers are looking for.

[Find out more](#)



Graduate research and writing

Are you embarking on a research project? Writing a thesis or a journal article? Our resources will guide you through the process from planning to publication.

[Find out more](#)

References

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

