



## ASSESSMENT BRIEF 1

<b>COURSE:</b>	Bachelor of IT/ Bachelor of IT with a specialization in Cyber Security
<b>Unit:</b>	Communications and Technology
<b>Unit Code:</b>	CTEC 104
<b>Type of Assessment:</b>	Individual Written Theory (Essay)
<b>Length/Duration:</b>	1000 Words
<b>Unit Learning Outcomes addressed:</b>	<ol style="list-style-type: none"> <li>1. Identify and apply different elements and factors used in complex process of communication.</li> <li>2. Outline the importance of effective intercultural and technological communication in the global professional IT environment.</li> <li>3. Undertake research, analyse information, and present findings and arguments for decisions involving IT in business environments both as an individual or consultant</li> <li>5. Write academic, business and IT documents</li> </ol>
<b>Submission Date:</b>	Week 7
<b>Assessment Task:</b>	An argumentative academic essay on one of three given topics related to communication. The essay will be written in accordance with the guidelines for writing academic essays at ALS Essay Writing Handbook.
<b>Total Mark:</b>	20 Marks
<b>Weighting:</b>	20%
<p>Students are advised that <b>submission of an Assessment Task past the due date without a formally signed approved Assignment Extension Form</b> (Kent Website <a href="#">MyKent Student Link</a>&gt; FORM – Assignment Extension Application Form – Student Login Required) <b>or previously approved application for other extenuating circumstances impacting course of study, incurs a 5% penalty per calendar day,</b> calculated by deduction from the <u>total mark</u>.</p> <p>For example. An Assessment Task marked out of 40 will incur a 2 mark penalty <u>for each calendar day</u>.</p> <p>More information, please refer to (Kent Website <a href="#">MyKent Student Link</a>&gt; POLICY – Assessment Policy &amp; Procedures – Student Login Required)</p>	

## ASSESSMENT DESCRIPTION:

Select one topic from the topics below:

1. Are InternetOfThings boon or bane for enterprises?
2. Will Robots ever replace humans?
3. All universities should provide online education to students.

With your selected topic, write an argumentative essay having following components:

- An introduction including your position statement.
- Body of essay having arguments supporting your position statement and acknowledging the opposing point of views
- Conclusion restating your position statement and summing up your main points of the body.

Your essay must include:

- At least FIVE peer reviewed academic reference sources. Do not cite internet sources, e.g., websites.
- Correct argumentative essay structure. Refer to the Academic Learning Skills student guide on Essay Writing.
- Harvard Australian referencing style for any sources you use. Refer to the Academic Learning Skills Student Guide on Referencing.

## ASSESSMENT SUBMISSION:

This assessment is an individual work. The assignment must be submitted online in Moodle. All materials MUST be submitted electronically in Microsoft Word format. Other formats (e.g., pdf or MAC file) may not be readable by markers. Please be aware that any assessments submitted in other formats will be considered LATE and will lose marks until it is presented in MS Word. No paper based or hardcopy submission will be accepted.

Our Academic Learning Support (ALS) team would be happy to help you with understanding the task and all other assessment-related matters. For assistance and to book one-on-one meeting please email one of our ALS coordinators (Sydney [ALS.SYD@kent.edu.au](mailto:ALS.SYD@kent.edu.au); Melbourne [ALS.MELB@kent.edu.au](mailto:ALS.MELB@kent.edu.au) ). For online help and support please click the following link and navigate Academic Learning Support in Moodle. <http://moodle.kent.edu.au/kentmoodle/course/view.php?id=5>

## MARKING GUIDE (RUBRIC):

Assessment Attributes	Fail (Unacceptable) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75 -84%	High Distinction (Exceptional) 85-100%
Research /20	Little evidence of research. Sources are missing, inappropriate, poorly integrated or lacking credibility. Lacks clear link of sources with essay. No in text citations	A minimum of 5 academic sources. Basic use of sources to support ideas, generally well-integrated, most sources are credible. May be weaknesses with paraphrasing or integration /application.	Research is generally thorough. Good use of sources to support ideas, mostly well integrated, sources are credible. May be weaknesses with paraphrasing or integration/ application.	Thorough research is indicated. Very good use of sources to support ideas, well integrated, sources are credible. May be minor weaknesses with paraphrasing or integration/application.	Thorough research is indicated. Professional use of sources to support ideas, well integrated, sources are credible. Very minor, if any, weaknesses with paraphrasing or integration/application
Information /Content /20	Essay lacks coherence; topic is poorly addressed; little analysis.	Essay is generally coherent; topic is addressed; analyses in reasonable depth with some description. There are some inconsistencies and weaknesses with flow.	Essay is coherent and flows well; topic is addressed quite thoroughly; analyses in considerable depth. There may be some inconsistencies and weaknesses with flow.	Essay is very coherent and flows well; topic is addressed thoroughly; analyses in depth. There may be minor inconsistencies and weakness with flow.	Professional work. Essay is very coherent and flows well; topic is addressed thoroughly; analyses in great depth. Very minor, if any, inconsistencies and weaknesses with flow.
Structure /20	Topic, concepts and thesis are not clear in introduction. Material in the body is generally poorly sequenced. No discernible conclusion; no links to introduction.	Topic, concepts and thesis are stated with some clarity in introduction. Material in body is generally logically sequenced; some weaknesses. Conclusion does not clearly summarise essay; links to introduction are not clear.	Topic, concepts and thesis are clearly conveyed in introduction. Material in body is logically and clearly sequenced; few or minor weaknesses. Conclusion summarises essay; may be some weaknesses; generally clear links to intro.	Topic, concepts and thesis are clearly outlined in introduction. Material in body is logically and clearly sequenced; very few or minor weaknesses. Conclusion mostly effectively summarises essay; with recommendations and clear links to introduction.	Topic, concepts are clearly outlined in introduction. Material in body is logically and clearly sequenced; very minor, if any, weaknesses. Conclusion effectively summarises essay; with recommendations and clear links to introduction.
Language/ Presentation /20	Poor standard of writing. Word limit may not be adhered to. Incorrect format (e.g. includes Table of contents; bullet points; graphs etc.)	A minimum of 1000 words. Basic and sound standard of writing; some errors in punctuation, grammar and spelling. Inconsistencies with the formatting.	Good standard of writing; few errors in punctuation, grammar and spelling. Almost correct format.	Very good standard of writing; very few or minor errors in punctuation, grammar and spelling. Correct formatting.	Professional standard of writing; no errors in punctuation, grammar and spelling. Correct formatting.
Referencing /20	No referencing is evident or, if done, is inconsistent and technically incorrect. No or minimal reference list, mixed styles. No in text citations	Basic and sound attempt to reference sources; may be some inconsistencies and technical errors in style. Reference list is generally complete with 1 or 2 references missing.	Good attempt to reference sources; inconsistencies and technical errors in style. Few inaccuracies in reference list and all references listed.	Very good attempt to reference sources; very minor inconsistencies and technical errors in style. Thorough and consistent reference list and all references listed.	Professional level of referencing and acknowledgment; no errors of style evident. Thorough and consistent reference list and all references listed

## GENERAL NOTES FOR ASSESSMENT TASKS:

Content for Assessment Task papers should incorporate a formal introduction, main points and conclusion.

Appropriate academic writing and referencing are inevitable academic skills that you must develop and demonstrate in work being presented for assessment. The content of high quality work presented by a student must be fully referenced within-text citations and a Reference List at the end. Kent strongly recommends you refer to the Academic Learning Support Workshop materials available on the Kent Learning Management System (Moodle). For details please click the link <http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606> and download the file titled “Harvard Referencing Workbook”. This Moodle Site is the location for Workbooks and information that are presented to Kent Students in the ALS Workshops conducted at the beginning of each Trimester.

Kent recommends a minimum of **FIVE (5)** references in work being presented for assessment. Unless otherwise specifically instructed by your Lecturer or as detailed in the Unit Outline for the specific Assessment Task, any paper with less than five (5) references may be deemed not meeting a satisfactory standard and possibly be failed.

Content in Assessment tasks that includes sources that are not properly referenced according to the “*Harvard Referencing Workbook*” will be penalised.

Marks will be deducted for failure to adhere to the word count if this is specifically stated for the Assessment Task in the Unit Outline. As a general rule there is an allowable discretionary variance to the word count in that it is generally accepted that a student may go over or under by 10% than the stated length.

Students are not allowed to use AI tools for preparation of their submissions.

Use of generative artificial intelligence tools are not permitted to be used for this assessment. Please respect this and be aware that where unauthorized use is detected, it will be considered as academic misconduct and penalties will apply.

## GENERAL NOTES FOR REFERENCING:

References are assessed for their quality. Students should draw on quality academic sources, such as books, chapters from edited books, journals etc. The textbook for the Unit of study can be used as a reference, but not the Lecturer Notes. The Assessor will want to see evidence that a student is capable of conducting their own research. Also, in order to help Assessors determine a student’s understanding of the work they cite, all in-text references (not just direct quotes) must include the specific page number(s) if shown in the original. Before preparing your Assessment Task or own contribution, please review this ‘YouTube’ video (Avoiding Plagiarism through Referencing) by clicking on the following link: link:

<http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606>

A search for peer-reviewed journal articles may also assist students. These type of journal articles can be located in the online journal databases and can be accessed from the Kent Library homepage. Wikipedia, online dictionaries and online encyclopaedias are acceptable as a starting point to gain knowledge about a topic, but should not be over-used – these should constitute no more than 10% of your total list of references/sources. Additional information and literature can be used where these are produced by legitimate sources, such as government departments, research institutes such as the National Health and Medical Research Council (NHMRC), or international organisations such as the World Health Organisation (WHO). Legitimate organisations and government departments produce peer reviewed reports and articles and are therefore very useful and mostly very current. The content of the following link explains why it is not acceptable to use non-peer reviewed websites (Why can't I just Google?): <https://www.youtube.com/watch?v=N39mnu1Pkgw> (thank you to La Trobe University for access to this video).