MCCP6020 Assessment Information and Assessment Rubrics

Writing Assignment – Writing an Introduction and a Literature Review of Your Research

Deadline:
Monday's, Thursday's and Friday's sections: 26 Oct, 2025 (SUN)
Wednesday's section: 9 Nov, 2025 (SUN)

Weighting: 40%

INSTRUCTIONS:
Write an introduction and a literature review of your research **using the provided template below**. Please follow the **rhetorical moves and incorporate linguistic features** discussed in the course. (You may refer to the course materials of Sessions 1 and 2 for details). **Indicate the moves in your writing using headings or the 'comment' function in MS Word.**

INTRODUCTION	
Move 1 - Establishing a Territory • Present the general topic area/research problem. • Highlight the importance of the research. • Synthesise the key prior research that supports the need for the current research.	e.g. Research in [Topic] has gained significant attention due to [reasons for importance]. (Centrality statements)
Move 2 - Identifying a Niche • Introduce an opposing viewpoints/perspective to the current state of knowledge. • Identify gaps in the existing literature (no need to provide a detailed literature review here). • Explain why addressing these gaps is necessary.	e.g. Despite extensive studies on [related topic], there remains a lack of understanding regarding [specific gap].
Move 3 - Occupying the Niche • State your research purpose or question. • Outline the objectives of your research and how it will fill the gaps.	e.g. This study aims to investigate [research question], focusing on [specific aspects].
LITERATURE REVIEW	
Move 1 - Thematic Overview • Provide context (e.g. defining key terms/concepts/research teams) for the literature review. • Explain the purpose and scope of the review.	e.g. Several studies have demonstrated that [summary of findings].
Move 2 - Critical Analysis • Group the literature according to common themes, paradigms, theories, methodologies or chronological order. • Summarize and synthesize the existing literature. Show connections, relationships or contrasts	e.g. While [Author] (Year) provides valuable insights, their approach lacks [limitations].

among studies (e.g. methodologies, findings, claims/arguments). • Critique methodologies and findings of the previous research.	
Move 3 - Research Gaps • Reiterate the gaps identified in previous studies. • Emphasize the need for further investigation.	e.g. There is a clear need for research that addresses [identified gaps].
Move 4 - Conclusion of the Literature Review • Summarize key insights and their implications. • Set the stage for your research contribution. Emphasize the significance of the literature in relation to your research question.	e.g. By addressing these gaps, this research will contribute to [expected contributions].

IMPORTANT NOTES:
- Write <u>1000-1500 words</u>, excluding end-of-text citations and annotations. Despite this range of word allowance, make sure you provide sufficient elaboration on your content.
- Indicate the word count at the end of the writing.
- Ensure that each section flows logically and connects to your overall research aim. Tell a coherent research story.
- Use appropriate academic language and adhere to the formatting guidelines provided.
- Incorporate citations following the referencing style commonly used in your discipline.
- **Late submissions of assignments will incur penalties – <u>one percent of the final score for that assignment</u> will be deducted for each day past the deadline (weekends and statutory holidays included). Assignments submitted more than <u>5 days</u> after the deadline will receive a zero mark. If you have a valid reason for late submission, you should discuss it with your lecturer <u>prior to</u> the assignment due date.**

FORMATING REQUIREMENTS:
- Font size: 12
- Font type: Times New Roman
- Line spacing: 1.5 or double line spacing
- Margin: 2.54cm or 1 inch

SUBMISSION OF ASSIGNMENT:
- The soft copy of the assignment <u>(in MS WORD format)</u> should be submitted to Turnitin via the Course Moodle for a plagiarism check by the deadline.
- Please check with your lecturer whether a hard copy of the assignment has to be submitted.

Oral Presentation Assessment 1 – Research Story-telling by Experienced Writers

Date: **Sessions 5 & 6**
Weighting: 20%

INSTRUCTIONS:

You will give an 8-minute presentation on **an empirical journal article** in your field to <u>a non-specialist audience</u> and explain **how experienced writers strategically tell their research stories** in writing. You should:

1). give a brief **introduction** to the article
2). briefly explain the **key findings**
3). highlight the **significance** of the research
4). elucidate how this article may **impact your own research design** and what **good writing skills** you have learned from this article, with **convincing evidence** taken from the article

Your presentation needs to be **well-structured,** and the content should be **intelligible to laypeople who have no/little knowledge of your field**. Hence, **highly technical terms should be avoided**. Visual aids, such as PowerPoint slides are required. Please refer to Session 4 handouts for details about academic presentation skills and strategies for explaining disciplinary concepts and knowledge to a non-specialist audience.

You should **upload the presentation slides** to a folder shared by the class lecturer **at least two hours before the assessment**.

NOTE:
- You will need to evaluate two to four of your classmates' presentations and provide peer feedback using a peer evaluation form. Your lecturer will tell you about the arrangements.
- The reviewers should:
    1. Raise questions during the Q&A session
    2. Complete the evaluation forms

Oral Presentation Assessment 2 – Poster Presentation

Date: **Session 10**
Weighting: 20%

INSTRUCTIONS:

Overview
In this speaking assessment, you will design and present your own research poster, potentially to be used in a real conference. This task will provide you with the opportunity to practise communicating your research effectively to **both specialist and non-specialist audiences** in a poster presentation format, which is commonly used at **international conferences**.

Objectives
- To develop your ability to present research clearly and concisely.
- To engage in academic discourse by answering questions from your peers and the assessors.
- To enhance your visual communication skills through poster design.

Requirements
1. **Poster Design**
   o Create a research poster that summarizes your research topic, objectives, methodologies, hypotheses, key/preliminary/anticipated findings, and conclusions.
   o The poster must be printed in **A1 or A3 size. A4 size is not acceptable.**
   o Use clear headings, bullet points, visuals (graphs, charts, images), and concise text to convey your messages effectively.
   o Make sure that the font size is appropriate and that the texts are readable.
2. **Presentation**
   o You will present your poster to your peers and teacher(s), explaining your research and key findings.
   o Your presentation should last **2-3 minutes**, with your poster as a visual aid, followed by a Q&A session. Prepare to answer questions from both specialist and non-specialist audiences.
3. **Evaluation**
   o Your performance will be assessed by both your peers and the class teacher.
   o Evaluation criteria will include clarity of content, poster design effectiveness, presentation skills, and ability to answer questions and engage the audience through appropriate use of body language.

Submission
- Posters must be printed and ready for presentation **before** the assessment.
- Ensure you bring **both a hard copy and a soft copy of your poster** to the presentation session.
- You should **upload the poster to a folder** shared by the class teacher **at least two hours before the assessment**.

Rundown

Activity	Duration	Notes
Introduction, Instructions and Getting Ready	10 minutes	Putting up the posters
Group A (student 1-10) presentations	30 minutes	2-3 minutes each
Q&A session for Group A: • Group B (student 11-20) asks Group A (student 1-10) questions.	35-40 minutes	Teachers will assign peer reviewers

• Each student in Group B evaluates at least 5 students' performance in Group A		
Break	10 Minutes	
Group B (student 11-20) presentations	30 minutes	2-3 minutes each
Q&A session for Group B: • Group A (student 1-10) asks Group B (student 11-20) questions. • Each student in Group A evaluates at least 5 students' performance in Group B	35-40 minutes	Teachers will assign peer reviewers

Tips for Success
- Practise your presentation to ensure smooth delivery and confidence.
- Anticipate possible questions and prepare your responses.
- Engage with your audience, make eye contact and make effective use of the visual aid.

Oral Presentation Assessment 3 – Three-minute Thesis (3MT) Presentation

Date: **Session 13**
Weighting: 20%

INSTRUCTIONS:

Within **3 minutes** maximum, you need to **explain the aims, the results, and/or the significance of your research*** to a **non-specialist audience (e.g. prospective employers, grant review panels, the public community)**. You should only **use one static PowerPoint slide**. The presentation should be intelligible to laymen who have no/little knowledge of your field. Hence, technical terms should be strictly avoided.

A key requirement of a 3MT presentation is to **simplify your research** effectively using **strategies** such as **metaphors, similes, and daily life examples** in order to engage the public audience. The presentation should be **interactive** using hooks and attention-getters.

You should **upload the presentation slide** to a folder shared by the class lecturer **at least two hours before the assessment**.

To prepare for your presentation, you may watch some award-winning examples of the Three-Minute Thesis Competition organised by the University of Queensland: https://threeminutethesis.uq.edu.au/watch-3mt

NOTE:
- You will need to evaluate two to four of your classmates' presentations and provide peer feedback using a peer evaluation form. Your lecturer will tell you about the arrangements.
- The reviewers should:
  1. Raise questions during the Q&A session
  2. Complete the evaluation forms

*The methodologies could be briefly mentioned

Assessment Rubric for Writing Assignment – <mark>Writing an Introduction and a Literature Review of Your Research</mark> (40%)

	Excellent (9-10)	Satisfactory (6-8)	Unsatisfactory (1-5)	Your marks
Task Achievement Provision of background information of the research topic Description of research focus and objectives Synthesis and evaluation of the relevant literature Discussion on the significance of the research Use of sources, citations and referencing Annotations of the techniques or concepts applied	Extremely clear explanation of the research background, focus and objectives. Skilfully paraphrase, synthesise and critically evaluate the relevant literature. The research gap is clearly delineated and the significance of the research is succinctly highlighted. Adequate and effective use of sources, proper citations & referencing.	Generally clear explanation of the research background, focus and objectives. Appropriately paraphrase and synthesise the relevant literature and some critical evaluation is evident. The research gap is identified and the significance of the research is clearly stated. Generally adequate and effective use of sources. There may be a few errors in citations & referencing.	Insufficient explanation of the research background, and the focus and objectives of the research are not clearly explained. Limited attempt to synthesise and evaluate the relevant literature. There may be some instances of direct copying from the sources. The research gap and the significance of the research are rather vague. Ineffective use of sources. Inconsistent and/or inaccurate citations and referencing.	
Organisation Topic development, paragraph structure, linkage between sentences and paragraphs	The text demonstrates very clear logical flow of ideas and effective use of cohesive devices throughout the text. The research story is presented with exceptional clarity, creating a cohesive narrative.	The text demonstrates a generally clear logical flow and effective use of cohesive devices, although the research narrative could be organized more logically.	The flow of ideas is not easy to follow due to the lack of cohesive devices and logical flaws. The research narrative is not presented logically.	
Language Range and Accuracy Grammar (sentence & word level), spelling, punctuation, word forms and choice	Effective use of advanced grammatical structures and precise lexical resources.	Adequate and generally accurate use of complex grammatical structures and appropriate lexical resources with some errors.	Limited use of complex grammatical structures and numerous errors causing difficulties of understanding in a number of places.	

Total: _____ out of 30

Assessment Rubric for Oral Presentation Assessment 1 – <mark>Research Story-telling by Experienced Writers</mark> (20%)

	Excellent (9-10)	Satisfactory (6-8)	Unsatisfactory (1-5)	Your marks
Content, Structure and Effective Interaction	Content is entirely appropriate to the non-specialist audience. Effective use of strategies to explain disciplinary knowledge and concepts. In-depth reflection is well-integrated into the analysis of the journal article. The presentation is very well-structured and the logical flow of ideas is extremely clear. Transition statements are used effectively throughout. Give excellent answers to the questions. Critically evaluate peers' presentations and give clear and convincing justification/comments.	Content is generally appropriate to the non-specialist audience. Some use of strategies to explain disciplinary knowledge and concepts. Some critical reflection is integrated into the analysis of the journal article. The presentation is generally well-structured and the logical flow of ideas is generally easy to follow. Transition statements are used but one or two might not be effective. Answer the questions satisfactorily. Adequately evaluate peers' presentations and give reasonable justification/comments.	Content is not appropriate to the non-specialist audience probably because there is an overuse of technical terms, and disciplinary knowledge and concepts are not clearly explained. Little or superficial reflection is integrated into the analysis of the journal article. Frequent flaws are identified in terms of structure. Very few transition statements are used. Answer the questions to a minimal extent. Superficially evaluate peers' presentations and give limited justification/comments.	
Delivery, Body Language and Timing	Demonstrate a high level of clarity. Effective use of intonation, volume, stress and register to convey meaning. Non-verbal skills (e.g. posture, facial expression, body language and eye contact) are effectively used. No reading aloud from scripts. Excellent timing.	Demonstrate a satisfactory level of clarity. Reasonable use of intonation, volume, stress and register to convey meaning. Appropriate use of non-verbal skills is evident, although rather inconsistently used. A few instances of reading aloud from scripts. Good timing.	Demonstrate an inadequate level of clarity. Limited or ineffective use of intonation, volume, stress and register to convey meaning. Rarely use non-verbal skills. Always read aloud from scripts. Poor timing.	

Use of Visual Aids	Excellent design and use of PowerPoint or other visual aids to supplement the speech.	The PowerPoint or other visual aids are used mostly effectively to supplement the speech, but some parts are not well-designed.	The PowerPoint or other visual aids are poorly-designed and they are not used well to supplement the speech.	
Language Range and Accuracy	Demonstrate a very high level of communicative effectiveness in terms of language range and accuracy. Only a few 'slips'.	Demonstrate a satisfactory level of communicative effectiveness in terms of language range and accuracy. A number of errors mainly in complex language but errors do not impede communication.	Demonstrate a limited level of communicative effectiveness in terms of language range and accuracy. Frequent grammatical errors impede communication.	

Total: _____ out of 40

Assessment Rubric for Oral Presentation Assessment 2 – <mark>Poster Presentation</mark> (20%: Class lecturer's evaluation: 10%; Peers' evaluation: 10%)

	Excellent (9-10)	Satisfactory (6-8)	Unsatisfactory (1-5)	Your marks
Content, Clarity & Relevance	Clear, concise, and well-organized; fully covers research topic, objectives, methodology, key findings, and conclusions; accessible to both specialist and non-specialist audiences.	Covers main elements with some clarity issues or minor gaps; mostly understandable to most audiences.	Content incomplete, unclear, or inaccurate; difficult for audience to follow; lacks key information.	
Poster Design & Visual Communication	Visually appealing and professional; effective use of headings, bullet points, visuals; font size readable; layout supports easy understanding.	Acceptable design but may have some readability or layout issues; visuals somewhat helpful but could be clearer.	Poorly designed poster; hard to read or follow; visuals missing or irrelevant.	
Oral Delivery	Confident, fluent, well-paced presentation; excellent use of poster as visual aid; clear explanation of research aims, findings and contributions.	Understandable presentation with some hesitations or pacing issues; sometimes ineffective use of poster as aid.	Presentation is unclear, rushed, or too slow; minimal connection to poster; confusing or incomplete explanation.	
Engagement & Interaction (Q&A)	Actively engage the audience with eye contact and body language; confidently answer questions from both specialist and non-specialist audiences.	Some audience engagement; answer questions adequately but with some uncertainty. Some explanations are not easily comprehensible to those without specialist knowledge.	Little to no audience engagement; responses to questions are unclear, inadequate or hardly comprehensible to those without specialist knowledge.	

Total: _____ out of 40

Assessment Rubric for Oral Presentation Assessment 3 – <mark>Three-minute Thesis (3MT) Presentation</mark> (20%)

	Excellent (9-10)	Satisfactory (6-8)	Unsatisfactory (1-5)	Your marks
Content	Research aims are clearly and succinctly stated; key findings and significance are communicated clearly and engagingly, with no jargon. Effective strategies are used to simplify the research.	Research aims are mostly clear; key findings and significance are sufficiently explained, with minimal technical terms. Some strategies are used to simplify the research.	Research aims are unclear or missing; key findings and significance are not communicated effectively; excessive technical jargon used. Few or ineffective strategies are used to simplify the research.	
Storytelling and Organisation	Presentation is very well-structured with a compelling research story that engages audience.	Presentation generally follows a logical flow; some effort to structure research as a story with clear moves.	Presentation lacks logical flow; ideas disjointed; no clear research story structure.	
Audience Awareness, Engagement and Enthusiasm	Language is consistently tailored to lay audience, making complex ideas accessible without distortion or jargon. Presenter conveys strong enthusiasm and passion, maintaining audience interest with a range of strategies and relatable examples. A variety of 3MT features are used to make the presentation lively and engaging.	Language is mostly appropriate for non-specialist audience; occasional lapses in clarity. Some enthusiasm and engagement evident; presenter occasionally connects with audience through different strategies. Some 3MT features are used to make the presentation engaging.	Language is too technical; little adaptation to lay audience. Monotone delivery; little effort to connect with audience or show passion for research. Limited 3MT features are used, causing the presentation to resemble a standard academic presentation format.	
Delivery and Timing	Clear, articulate pronunciation with varied pitch, tone, and pace; confident stage presence, excellent eye contact and body language. No reading aloud from scripts.	Generally clear pronunciation; some use of vocal variety and body language; occasional eye contact with audience. A few instances of reading aloud from scripts.	Frequent mispronunciations or unclear speech; flat tone; poor eye contact or closed body language. Always read aloud from scripts.	

	Presentation strictly adheres to 3 minutes, well-paced with all key points covered concisely and clearly.	Presentation fits within 3 minutes, minor fluctuations that do not affect clarity.	Presentation exceeds or falls short of the 3-minute limit by more than 30 seconds, affecting clarity.	
Use of Visual Aids	Slide is visually appealing, simple, clear, and effectively supports audience's comprehension of the content.	Slide is somewhat clear and appealing, with a few minor issues in design or content clarity. Reasonable reading demand from the audience.	Slide is cluttered, overly technical, or poorly designed. Too much reading demands from the audience within 3 minutes.	

Total: _____ out of 50

MCCP6020 Oral Presentation Assessment 1 (==Presentation on a Research Article==) Peer Review Form

Name of the Presenter: _____   **Name of the Reviewer:** _____

Rate your classmate's performance on <u>a scale of 1 (lowest) to 10 (highest).</u> Please refer to the assessment rubrics.

Criteria	Please add comments here to justify your evaluation
Content and Structure Is the content appropriate to the non-specialist audience? 1-10 marks: _____ Are disciplinary knowledge and concepts clearly explained to the audience? 1-10 marks: _____ Is the presentation well-structured? 1-10 marks: _____ Are transition statements used effectively? 1-10 marks: _____	
Delivery and Body Language Is the pronunciation clear and accurate? 1-10 marks: _____ Is the pace appropriate? 1-10 marks: _____ Are stress and intonation used effectively to convey meaning? 1-10 marks: _____ Does the speaker maintain eye contact with the audience? 1-10 marks: _____ Overall, does the speaker use body language effectively? 1-10 marks: _____	
Use of Visual Aids Are the slides well-designed? 1-10 marks: _____ Are the visual aids used effectively to supplement the speech? 1-10 marks: _____	
Language Range and Accuracy Is language use accurate? 1-10 marks: _____ Is a wide range of grammatical features used? 1-10 marks: _____	

MCCP6020 Oral Presentation Assessment 2 (==Poster Presentation==) Peer Review Form

Name of the Presenter: _____   **Name of the Reviewer:** _____

The questions you raised:
1.
2.
3.

Rate your classmate's performance on a scale of 1 (lowest) to 10 (highest). Please refer to the assessment rubrics.

Criteria	Guiding Questions	Rating (1-10)	Comments
Content, Clarity & Relevance	1. Did the presenter clearly explain the research topic, objectives, methodology, key findings, and conclusions? 2. Was the information organized logically and easy to follow? 3. Could both specialist and non-specialist audience members understand the presentation?		
Poster Design & Visual Communication	1. Is the poster visually appealing, professional, and easy to read? 2. Are headings, bullet points, and visuals (charts, graphs, images) used effectively to support the content? 3. Was the font size appropriate for easy viewing?		
Delivery	1. Was the presenter confident, fluent, and well-paced in their delivery? 2. Did the presenter effectively use the poster as a visual aid during the presentation? 3. Were the research aims, findings, and contributions explained clearly?		
Engagement & Interaction (Q&A)	1. Did the presenter engage the audience with effective eye contact and body language? 2. Did the presenter confidently answer questions from both specialist and non-specialist audience members? 3. Were explanations clear and understandable to all audience members?		

Total Marks: _____out of 40

MCCP6020 Oral Presentation Assessment 3 (3MT Presentation) Peer Review Form

Name of the Presenter: _____   **Name of the Reviewer:** _____

Rate your classmate's performance on a scale of 1 (lowest) to 10 (highest). Please refer to the assessment rubrics.

Criteria	Guiding Questions	Rating (1-10)	Comments
Content	1. Are the research aims/questions clearly and succinctly stated? 2. Are key findings and their significance communicated clearly and engagingly without jargon? 3. Does the presenter use a variety of 3MT features to make the presentation lively and engaging?		
Organisation & Storytelling	1. Is the presentation well structured with a clear and compelling research story? 2. Does the presentation follow a logical flow with clear storytelling moves? 3. Are ideas connected smoothly?		
Audience Awareness, Engagement and Enthusiasm	1. Is the language tailored for a lay audience, making complex ideas accessible without distortion or jargon? 2. Does the presenter show enthusiasm and passion throughout? 3. Does the presenter effectively engage the audience using varied techniques or relatable examples?		
Delivery and Timing	1. Is the pronunciation clear, with varied pitch, tone, and pace? 2. Does the presenter maintain confident stage presence with good eye contact and body language? 3. Is the presentation delivered without reading from scripts? 4. Does the presentation fit closely within the 3-minute time limit?		

Total Marks: _____out of 40