

## **TECH3501-18 Coursework D – Brief and Assessment Criteria**

### **Component D – Community Media Projects Report (50%)**

#### **1 Assignment Overview**

This assignment tests your ability to plan, research and write an academic report that answers a specific question of concern related to international community media, and which draws on the academic reading recommended for the module. Therefore, you will:

- Relate your answer to the specific reading material listed as essential or recommended in the module reading list.
- Use evidence gathered from legitimate sources.
- Use academic language and analysis conventions.
- Structure your report according to academic standards and conventions.
- Provide suitable objective and verifiable examples that illustrate your points.
- Use suitable academic arguments that will explain your points.

**Minimum Work:** 4,000 Word Report.

**Deadline:** 10am Tuesday 8th May 2018.

**Submission:** Turnitin via TECH3501 Blackboard.

**Marking & Feedback:** 10am Thursday 7th June 2018.

#### **2 Questions**

Answer the following question:

Can community media development programmes improve a sense of civic, social or economic engagement and participation without compromising ethical standards?

#### **3 Assessment**

You will be assessed according to the extent that you answer this question using verifiable and objective evidence, use supporting academic arguments and observations taken from the recommended module reading resources, and are able to organise this information in a clear and logical progression, according to academic report writing conventions.

While guidance and tips for effective report writing will be given in the lectures and the workshop sessions, this assignment depends on a high level of independent work and the use of initiative to research the topic, to undertake the appropriate reading, and to manage the process of compiling and writing your report.

You will have the opportunity to discuss effective techniques for investigation, research and report writing with your tutors. You will be expected to make notes at these sessions, and to bring with you any planning notes that you are developing in preparation for producing your report.

Online resources and guides to effective academic study will be signposted throughout the lecture and workshop sessions, and will be included in the notes that accompany these sessions. It is each learner's responsibility to collate and assimilate these notes, and thereby demonstrate that you are capable of independent planning, research, organisation and writing.

#### 4 Report Formatting

This is a report, and not an essay, so the structure and the layout of the document should be formatted in the appropriate manner, with:

- A title page.
- A contents page.
- A list of figures.
- A list of tables.
- Numbered sections.
- A bibliography

Reports are written and presented in structured sections, with objective and verifiable evidence and examples. Citations and references are therefore essential. The Harvard or APA citation system must be used, and the use of citation management systems are encouraged. There are many standard guides available online, more will be flagged in the lecture and workshop sessions.

<http://library.bcu.ac.uk/learner/writingguides/1.02%20Reports.htm>

<http://www.library.dmu.ac.uk/Support/Heat/index.php?page=483>

<http://www.deakin.edu.au/students/studying/study-support/academic-skills/report-writing>

<http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>

<http://www.library.dmu.ac.uk/Support/Guides/index.php?page=495>

<http://www.library.dmu.ac.uk/Resources/Databases/index.php?page=164&id=3613>

<https://support.office.com/en-gb/article/Add-a-citation-and-create-a-bibliography-17686589-4824-4940-9c69-342c289fa2a5>

#### 5 Presenting an Academic Argument and Discussion

There is lots of online advice available about the practice of writing academic reports. Further resources will be flagged in the lecture and workshop sessions, and you will have an opportunity to discuss these issues with your tutors.

This is a guide from the University of Southern California that is useful, and illustrates the international set of expectations that you are engaging in a learning activity that is recognised around the world as a standard set of learning skills.

The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated, and to explain any new understanding or insights about the problem after you've taken the findings into consideration. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.

1. Most effectively demonstrates your ability as a researcher to think critically about an issue, to develop creative solutions to problems based upon a logical synthesis of the findings, and to formulate a deeper, more profound understanding of the research problem under investigation.

2. Present the underlying meaning of your research, note possible implications in other areas of study, and explore possible improvements that can be made in order to further develop the concerns of your research.
3. Highlight the importance of your study and how it may be able to contribute to and/or help fill existing gaps in the field. If appropriate, the discussion section is also where you state how the findings from your study revealed new gaps in the literature that had not been previously exposed or adequately described.
4. Engage the reader in thinking critically about issues based upon an evidence-based interpretation of findings; it is not governed strictly by objective reporting of information.

<http://libguides.usc.edu/writingguide/discussion>

## TECH3501 Coursework D Assessment Criteria:

	Report Format	Report Structure	Evidence	Academic Context	Writing	Evaluation
0 – 20%	<ul style="list-style-type: none"> <li>Does not use report writing conventions or format.</li> <li>No use of built-in formatting tools.</li> <li>Contains obvious errors and poor use of language.</li> <li>No consistency in report structure and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Has no logical progression and is not subdivided into clear sections.</li> <li>Evidence and observations are limited and presented haphazardly.</li> <li>There are no illustrations, diagrams or tables.</li> </ul>	<ul style="list-style-type: none"> <li>There is no or severely limited evidence provided.</li> <li>Evidence is entirely subjective or first-hand.</li> <li>Evidence is not cited or accounted for.</li> <li>Evidence is contradictory or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>The points made are not related to any academic reading or discussions.</li> <li>There is no use of academic terms or concepts.</li> <li>There is no consideration for wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is poor and contains many errors.</li> <li>There is little attention to detail, punctuation, syntax.</li> <li>Colloquial or slang terms are used through the report.</li> </ul>	<ul style="list-style-type: none"> <li>No sense of evaluation or consideration of alternative ideas.</li> <li>There are no techniques of analysis applied.</li> <li>Comments and observations are superficial and cursory.</li> </ul>
20 – 40%	<ul style="list-style-type: none"> <li>Basic and poor report formatting.</li> <li>Limited use of built-in formatting tools.</li> <li>Contains some errors with poor use of language.</li> <li>Largely inconsistent structure and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Has some logical progression between sections, but is not clear or lacks appropriate division.</li> <li>Evidence and observations are limited and aren't clearly connected.</li> <li>The use of images, diagrams and tables is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is limited and unclear.</li> <li>Evidence is largely subjective or first-hand.</li> <li>Evidence is cited or accounted for poorly.</li> <li>Evidence is general or has inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>Points made are vague and only generally related to academic reading or discussion.</li> <li>Use of academic terms and concepts is unclear and general.</li> <li>There is only little consideration of wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is inconsistent and contains some errors.</li> <li>There are repeated errors in punctuation, detail and syntax.</li> <li>Phrasing can be informal and colloquial.</li> </ul>	<ul style="list-style-type: none"> <li>Limited sense of evaluation with little consideration of alternative ideas.</li> <li>The analysis techniques used are basic and poorly applied.</li> <li>Comments and observations are inconsistent and limited in scope.</li> </ul>
40 – 60%	<ul style="list-style-type: none"> <li>Clear use of report format and structure.</li> <li>Some use of built-in formatting tools.</li> <li>Contains small number of errors, with competent use of report structure format.</li> <li>Consistent organisation and general progression between report sections.</li> </ul>	<ul style="list-style-type: none"> <li>There is logical progression between sections and each is subdivided and identified clearly.</li> <li>Evidence and observations are clearly identified and are appropriately structured.</li> <li>The use of images, diagrams and tables is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is proficiently accounted for and identified.</li> <li>Evidence is drawn mainly from objective and authoritative sources.</li> <li>Evidence is accounted for but has inconsistencies in the citations.</li> <li>Evidence is clear and appropriate to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Points made are clear and relate in general to the academic reading and discussion.</li> <li>Use of academic terms is clear and specific to topics discussed.</li> <li>There is some consideration of the related wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is consistent and contains only minor errors.</li> <li>The syntax and punctuation are consistent and there is a good attention to details.</li> <li>Phrasing is formal and suited to academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>General sense of consistency in the evaluation with broad consideration given to alternative ideas.</li> <li>Analysis techniques are general and consistently applied.</li> <li>Comments and observations are well founded and relevant.</li> </ul>
60 – 80%	<ul style="list-style-type: none"> <li>Detailed use of report format and structure.</li> <li>Extensive use of built-in formatting tools.</li> <li>No obvious errors, and detailed report structure.</li> <li>Clear organisation with logical progression between report sections.</li> </ul>	<ul style="list-style-type: none"> <li>The progression between sections is effective and clearly subdivided.</li> <li>Evidence and observations are well mapped and identified.</li> <li>The use of images, diagrams and tables is effective.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is accounted for and identified clearly and appropriately.</li> <li>Evidence is drawn entirely from objective and authoritative sources.</li> <li>Evidence is clearly cited and accounted for.</li> <li>Evidence relates specifically to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Points are specific and well supported in the academic reading and discussion.</li> <li>The use of academic terms are detailed and thorough.</li> <li>There is specific consideration to the related wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is consistent and imaginative and is free from errors.</li> <li>The syntax and punctuation are sophisticated and there is strong attention to detail.</li> <li>The phrasing is academically informed and suited to an informed audience.</li> </ul>	<ul style="list-style-type: none"> <li>A clear sense of consistency in the way that alternative ideas are considered.</li> <li>The analysis techniques that are used are well applied and insightful.</li> <li>The comments and observations are illustrative, relevant and move the debate forward.</li> </ul>
80 – 100%	<ul style="list-style-type: none"> <li>Sophisticated use of report format and structure.</li> <li>Extensive and detailed use of built-in formatting tools.</li> <li>No errors and rich use of report structure.</li> <li>Consistent organisation with rich progression between report sections.</li> </ul>	<ul style="list-style-type: none"> <li>The progression between sections is innovative and clear.</li> <li>Evidence and observations are effectively mapped and identified.</li> <li>The use of images, diagrams and tables is innovative.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative and imaginative use of source material for evidence.</li> <li>No assumptions are made, and each source is interrogated thoroughly.</li> <li>Based on clear and direct examples that relate to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The points are direct and well suited to the arguments and discussions in the reading material.</li> <li>The use of academic terms is thorough and in-depth.</li> <li>References to academic discussion explore the wider issues of concern.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is inventive and creative and enthralls the reader.</li> <li>The syntax and punctuation are sophisticated and the detail is complex.</li> <li>The phrasing is clearly academic and suited to an expert audience.</li> </ul>	<ul style="list-style-type: none"> <li>Strong sense of consistency in the way that ideas are assessed and considered.</li> <li>The analysis techniques are insightful, make original contributions.</li> <li>The comments and observations move the debate forward.</li> </ul>

