

TPP101 Academic Skills for Success

School: School of Education and Tertiary Access

2026 | Session 8

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you have the opportunity to develop the writing and study skills necessary to manage tertiary study effectively. As well as general instruction in time management and effective reading skills, this course introduces you to the common features of academic writing and includes how to conduct academic research at the University's library and how to use an approved referencing system for your written assessment tasks. You will be given many opportunities to apply and develop these study and academic skills during tutorial/workshop sessions.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 1-hour self-directed engagement with Learning Materials two times/week during Session 8.	2hrs	Week 1	6 times
Tutorial/Workshop 1 – 2-hour class two times/week during Session 8.	4hrs	Week 1	6 times
ONLINE			
Learning materials – 1-hour self-directed engagement with Learning Materials two times/week during Session 8.	2hrs	Week 1	6 times
Tutorial/Workshop 1 – 2-hour ZOOM class two times/week during Session 8.	4hrs	Week 1	6 times

1.3. Course Topics

Module 1 – Introduction to the course and academic writing

- Course overview, introduction, access to help and support networks.
- Introduction to academic writing. Essay structure.
- Harvard referencing.

Module 2 – Academic Essays

- Introduction to layout and content of academic journal articles. Using UniSC library databases to find academic literature.
- Critical analysis of research sources. Academic essays; review of essay structure. Understanding the writing process. Developing an essay plan.
- Paraphrases and quotations – integrating academic research into body paragraphs. Academic essays; writing introductions and conclusions.
- Essay critique. Integrating research into academic writing; cohesion.
- Understanding academic argument and persuasion. Academic essays; developing cohesion.

Module 3 – Numeracy and Scientific Reports

- Introduction to academic numeracy; understanding visual information [graphs, tables, pie charts].
- Introduction to scientific report structure and content.
- Including visual information in reports.
- Scientific report critique.
- Transitioning to undergraduate studies.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Utilise key time management and effective organisational practices.	Empowered
2 Read, examine and assess academic articles. Identify the main ideas and summarise. Display knowledge of academic writing conventions.	Creative and critical thinker
3 Demonstrate academic and professional communication for different contexts.	Empowered

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Must be enrolled in Program TP000

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

See Assessment tasks for formative assessment items: Task 1 Quizzes x 3

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	0%	3 quizzes – 10 questions each	Week 1	Online Test (Quiz)
All	2	Quiz/zes	Individual	20%	90 minutes	Week 3	Online Test (Quiz)
All	3	Essay	Individual	50%	600 words	Week 5	Online Assignment Submission with plagiarism check
All	4	Quiz/zes	Individual	30%	180 minutes	Week 7	Online Test (Quiz)

All - Assessment Task 1: Quiz

GOAL:	A successful, independent learner at university demonstrates good time management and organisational skills and the ability to gather academic information. These quizzes provide an opportunity for you to assess yourself against these benchmark attributes.								
PRODUCT:	Quiz/zes								
AUTHORSHIP STATEMENT:									
FORMAT:	Multiple Choice Trimester 1 + 2: Submit in Weeks 2, 3, 4 Session 8: submit in Weeks 1 + 2								
CRITERIA:	<table><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>You will be assessed on your knowledge of the course in general, assessment items, materials, the help and support networks available to you, your time management awareness and organisational skills. Formative feedback is provided via Canvas.</td><td>1 2 3</td></tr></tbody></table>			No.		Learning Outcome assessed	1	You will be assessed on your knowledge of the course in general, assessment items, materials, the help and support networks available to you, your time management awareness and organisational skills. Formative feedback is provided via Canvas.	1 2 3
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GENERIC SKILLS:									

All - Assessment Task 2: Understanding academic writing

GOAL:	Being able to identify the key components of an essay and critically analyse these with respect to structure, cohesion, academic style, vocabulary selection, spelling, referencing and grammatical accuracy is a key skill in developing awareness of academic writing protocols. This task will develop your understanding of academic writing skills through analysis of a number of sections of an essay.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	Multiple choice and ordering		
CRITERIA:	No.		Learning Outcome assessed
	1	Essay paragraph structure	2
	2	Grammatical accuracy and appropriate academic vocabulary	2
	3	Reference List: structure and accuracy of format [Harvard style]	2
GENERIC SKILLS:	Communication		

All - Assessment Task 3: Argumentative Essay

GOAL:	Being able to conduct academic research and integrate the results of this with your own ideas on issues is an essential skill at university. This task will develop your researching and academic writing skills through an argumentative essay and require you to use the Harvard Referencing style.																	
PRODUCT:	Essay																	
AUTHORSHIP STATEMENT:																		
FORMAT:	<p>This is an individual written task assessment in the form of an argumentative essay. You will select an essay topic of interest from a range provided and write a five-paragraph essay incorporating appropriate academic research which will be fully referenced.</p> <p>Word length: 600 +/- 10%</p> <p>Further detailed information for this task is available under the TPP101 Assessment tab on Canvas.</p>																	
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Introduction and conclusion: structure and content</td><td>2 3</td></tr><tr><td>2</td><td>Main arguments: structure, development of ideas and integration of supporting evidence, in-text referencing, academic style, vocabulary selection, spelling and grammar</td><td>2 3</td></tr><tr><td>3</td><td>Referencing: Harvard style and formatting features, number and quality of reference sources</td><td>2 3</td></tr><tr><td>4</td><td>Formatting Features: page layout, font style and size, word count</td><td>2 3</td></tr></table>			No.		Learning Outcome assessed	1	Introduction and conclusion: structure and content	2 3	2	Main arguments: structure, development of ideas and integration of supporting evidence, in-text referencing, academic style, vocabulary selection, spelling and grammar	2 3	3	Referencing: Harvard style and formatting features, number and quality of reference sources	2 3	4	Formatting Features: page layout, font style and size, word count	2 3
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GENERIC SKILLS:	Communication																	

All - Assessment Task 4: Report analysis

GOAL:	This task will test your knowledge on the components of academic writing, research and referencing within the style of a report. Specifically, attention will be placed on report structure, layout and content, and inclusion and understanding of visual information.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	In class, Multi-choice Marks are awarded for demonstration of understanding of: report structure and format, synthesis of literature and referencing, visual information [e.g. tables and graphs], academic style, grammatical accuracy and cohesion.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate an understanding of: report structure and format, synthesis of literature and referencing, visual information [e.g. tables and graphs], academic style, grammatical accuracy and cohesion.	3
GENERIC SKILLS:	Communication		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

There are no other specific materials, equipment or clothing items for this course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)