CRACKING *the* Code

QUT School of Justice

Unit: **JSB386 Death Investigation**

Student Name: ....

2nd Year ☐   3rd Year ☐   Dual Degree ☐

Student should tick the corresponding response for each item with: **Y** = I have done this **M** = I have mostly done this **N** = No I have not done this.
Tutors will give an evaluation using the **Y M N** criteria.

Practical tips and guides ➡

	STUDENT			TUTOR		
ACADEMIC SKILLS	Y	M	N	Y	M	N
Addresses Assessment task: Essay						
Essay task instructions followed:	○	○	○	○	○	○
Engaged with Annotated Bib feedback	○	○	○	○	○	○
Clear argument developed relating to Aust. Death investigation context	○	○	○	○	○	○
Written Skills						
Spelling, Punctuation and Syntax Only complete sentences are used There are no glaring basic spelling errors	○	○	○	○	○	○
Academic language used	○	○	○	○	○	○
Paragraphs correctly structured and organised	○	○	○	○	○	○
Citation						
QUT Harvard referencing style used	○	○	○	○	○	○
Paraphrased material is adequately referenced	○	○	○	○	○	○
List of references cited (bibliography) is attached. It is alphabetised (no numbers)	○	○	○	○	○	○
Research						
Correct use of academic sources (unit materials, books, journal articles, reports)	○	○	○	○	○	○
Varied use of academic sources (multi-disciplinary perspective)	○	○	○	○	○	○
Critical Thinking						
Synthesises and communicates ideas	○	○	○	○	○	○
Analysis of literature	○	○	○	○	○	○
Academic Integrity						
Has not plagiarised	○	○	○	○	○	○

Understand your assignment task
studysmart.library.qut.edu.au/module1/

How to start your assignment
www.studywell.library.qut.edu.au/pdf_files/
RESEARCH_WorkingOutHowtoStartYourAssignment.pdf

How to structure your essay
www.studywell.library.qut.edu.au/pdf_files/
WRITING_WritingStructureOverview.pdf

7 step plan for writing
www.studywell.library.qut.edu.au/ppoint_files/
WRITING_7StepPlanforWriting.pdf

Writing an essay
www.citewrite.qut.edu.au/write/essay.jsp

Proof reading
www.studywell.library.qut.edu.au/ppoint_files/
WRITING_EditingandProofreading.pdf

Using English for academic purposes: A guide for students in higher education
www.uefap.com/reading/readfram.htm

For QUT Harvard style refer to:
www.citewrite.qut.edu.au/cite/qutcite.jsp#harvard

www.studywell.library.qut.edu.au/

How to research an assignment
www.studywell.library.qut.edu.au/ppoint_files/
RESEARCHING_AssignmentResearch.pdf

libguides.library.qut.edu.au/cat.php?cid=11078

What is critical thinking?
www.writing.utoronto.ca/advice/reading-and-researching/critical-reading

studysmart.library.qut.edu.au/module5/5_1/

What is plagiarism and academic integrity?
studysmart.library.qut.edu.au/module6/6_5/

www.citewrite.qut.edu.au/academic_integrity/atQUT.jsp

Please consider further support through:

☐ **Online assistance** — www.library.qut.edu.au/learn/
☐ **Learning and study support (Workshops and training)** — www.library.qut.edu.au/events/
Counselling services for study related issues — www.qut.edu.au/about/services-and-facilities/all-services/student-counselling-services

Additional Support Services:

Aboriginal and Torres Strait Islander Students — www.qut.edu.au/about/oodgeroo
Students from non-English speaking background — www.student.qut.edu.au/international/language-and-learning-support

Quadrelli and Grevis-James 2013

AIMS

Provide an interface to engage first year Justice students and tutors in managing understandings and expectations around academic skills, and;
Assist students to make links to relevant university services thereby promoting support services for students as normative, not remedial (Devlin, 2009).

METHODS

PHASE 1: In the first phase, the researchers scanned existing resources and good practice, and liaised with first year stakeholders within QUT, as well as First Year Unit Coordinators (UC) in the School of Justice. This phase informed the preliminary development of the checklist.
PHASE 2: The second phase was the development aspect of the project. During this phase, the researchers organised an informal session with UC and tutors seeking feedback on the preliminary checklist. Following this session, the checklist was refined for implementation
PHASE 3 & 4: The third and fourth phase was the implementation proponent of the project. The checklist was trialled over two semesters between 2012 and 2013 across four different units. The researches aimed to create a range of checklist templates, and as such the units selected for the trial were chosen based on differing assessment type. Some of the checklist templates created included briefing notes and essays
PHASE 5: Once the checklist had been trialled, the researchers developed survey questions and gathered data from students, UC and tutors. Soap box was used as the medium to collect survey data from students who participated in the trial in Semester 2, 2013. Face to face interviews were conducted with UC, and informal data was collected from tutors
PHASE 6: In the final stage of the project, the researchers are analysing data, and seeking further feedback from key stakeholders in the area on the transferability of the checklist tool across other faculties

OUTCOMES

streamlined and **time** efficient tool; **consistency** in feedback; provides all students (of varying capacity) with summative feedback with no grade attached; useful for unit coordinators & tutor to **track** student **progress** in basic skills; checklist layout makes it easier for students to understand where they need to seek assistance; provides a focal point of discussion for tutors and students; reinforces skills & knowledge gained from unit Professional Criminological Research Skill & **demystifies** the CRA sheet for first year students