JSB172: Professional Academic Skills

Assessment 2:	Literature Review	Weight:	50%
Due date:	Friday, 28 April 2017 (Week 8) 9.00pm	Length:	1500 words (plus reference list)

Purpose/Learning Outcomes:

This assignment will build your knowledge of academic writing and critically assessing sources you find. You will learn how to write literature reviews in lectures and will review plans of your literature reviews in tutorials. This assessment relates to Learning Outcomes 1, 2 and 3, requiring you to:
1) apply reflective practice principles to identify current and future skills to engage in the profession
2) demonstrate proficiency in academic literacies, including applying appropriate referencing conventions
3) practice and develop professional writing conventions for a range of audiences and formulate persuasive arguments in written text

Task:

You will conduct research and write a literature review in relation to the scenario and role you chose for the annotated bibliography assessment. The literature review will incorporate at least ten (10) scholarly, current sources (including the sources used in the annotated bibliography). You will:
- read, analyse, and organise these sources into key themes in terms of their relevance to the chosen role and scenario
- write about these sources in a literature review in relation to the key themes and their relevance to the chosen role and scenario

In this assignment, you need to formulate an argument which is informed and substantiated by scholarly sources. You will need to use third person language in your response. It is not sufficient to summarise or describe the sources that you find – you need to demonstrate that you can apply the sources to your role and scenario – showing their use and relevance to your scenario.

Academic Sources:

You are required to incorporate a minimum of 10 scholarly and peer reviewed, and current sources you have identified, including the sources you used for your annotated bibliography. Your sources can be from anywhere in the world, but they need to be relevant to the key themes you have identified for your chosen scenario and role. Like the annotated bibliography, you must use a range of sources. There is no limit on the number of sources you may include in this assessment but all sources must be correctly cited in text and a correctly formatted reference list must be provided.

Suggested layout/structure:

Introduction (100-150 words)

This should be a brief and clear statement of the purpose of the literature review, outlining the three key themes you will explore and noting what your role and scenario is.

Body (1200-1300 words)

Your work here should broadly address the problem posed in the scenario. You are discussing the key themes and arguing for the relevance of the sources to the role and scenario. How will they help someone in your role address the scenario? At this point it is important to remember that each paragraph should discuss ONE point of your argument. Similarly, each sentence within that paragraph should only address one point. This will ensure your writing is clear. You may choose your own sub headings to reflect your themes and the nature of your argument. Please restrict these sub headings to a maximum of three. Do not use first person statements in this assignment.

Conclusion (100-150 words)

Your concluding statement should draw together your work. Here you should provide the following:
- A series of brief statements outlining the key points you have made in each section
- A strong statement which clearly identifies what your argument has been throughout
- A concluding statement which ties together your work and perhaps suggests future directions for other work in this area.

Reference List

Your reference list should be in Harvard format, be single spaced and listed alphabetically. Your reference list should be titled as such and be tidily presented. The reference list is not included in the word count.

Professional presentation:

Your literature review must be double spaced and in 12 point font. Use sub-headings to identify each section (e.g. Introduction, sub headings which reflect your key themes and Conclusion). It is important to make your literature review look as professional as possible.

All assignments submitted in the School of Justice at QUT should include:

A cover page

Your cover page will include the title and number of the assessment item in a central and eye catching location. Your title should CLEARLY identify which scenario and role you are addressing. Below your title you should have your name, your student number and your tutor's name.

Statement of Authorship

You are required to include this in your QUT assignments. This statement indicates that you accept responsibility for your work and that it is original and free of plagiarism. The statement is:

In submitting this work I declare that, unless otherwise acknowledged, this work is wholly my own. I understand that my work may be submitted to Turnitin and consent to this taking place.

Submission details:

Submit your assignment ELECTRONICALLY ONLY as a Microsoft Word document in the JSB172 Blackboard Assignment Upload area. This assignment will be checked for plagiarism using Turnitin text matching software. You will receive feedback from your tutors on your work using the comment function in Turnitin and further feedback in the criteria sheet.

If you have technical difficulties uploading your assignment at submission time, log a job with IT (07 3138 4000 http://www.itrequests.qut.edu.au/). They will send you an email as a record of this. This email will act as evidence of your technical difficulty.

Useful Library resources:

Assignment Calculator:
http://studywell.library.qut.edu.au/multimedia_files/assignment_calculator/index.php

Writing Structure Overview:
http://studywell.library.qut.edu.au/pdf_files/WRITING_WritingStructureOverview.pdf

Writing a Literature Review http://www.citewrite.qut.edu.au/write/litreview.jsp

QUT Harvard Referencing: http://www.citewrite.qut.edu.au/cite/qutcite.jsp#harvard

Literature review: Example introduction, paragraph and conclusion:

Introduction

Downloading media files over the internet is a problem for content creators, internet companies, media corporations, and universities with 95 per cent of all content downloaded being illegally obtained and 60-90 per cent of college students partaking in this activity despite laws prohibiting such actions (Jambon and Smetana 2012; LaRose et al. 2005; Robertson et al. 2011). There are various theories about the motivations of illegal downloading and file sharing (see, for example, LaRose et al. 2005; Robertson et al. 2011; Wang and McClung 2012). This review will analyse three major themes which emerge from the literature. These themes are: attitudes towards internet piracy, characteristics of internet piracy, and commonly downloaded types of content. This literature review will also argue the relevance of these sources to the role of criminologist in scenario seven.

Attitudes towards illegal downloading

To assist ITS (Information Technology Services) in combating illegal downloading on QUT (Queensland University of Technology) servers, a criminologist needs to identify the attitudes towards the activity. Research shows 60-90 per cent of university students partake in illegal downloading (Jambon and Smentana 2012; LaRose et al. 2005; Robertson et al. 2011). Jambon and Smetana (2012) found a significant increase in university students' participation in internet piracy and file sharing in recent years was due to shifts in attitudes and beliefs associated with the action. Exploring this point, many argue that students' attitudes towards piracy relax when they witness their peers participating in illegal downloading (Higgins, Fell and Wilson 2007; Malin and Fowers 2009; LaRose et al. 2005). Furthermore, university students generally felt a low level of guilt toward illegal downloading as they did not view it as unethical or criminal (Robertson et al. 2011; Wang and McClung 2012). In particular, Noam and Pupillo (2008) found that students participated in internet piracy as they believed they were promoting the content by sharing it amongst friends or on peer to peer networks, rather than stealing it. These findings are relevant for the role of criminologist in scenario seven as they assist in understanding why students participate in illegal downloading. A criminologist would draw on this research to develop procedures to manage the growing problem of illegal downloading on QUT servers. Relevant sources would be Robertson et al.'s (2011) and Wang and McClung's (2012) research which suggest promoting the consequences of the crime to educate the student body. This body of literature demonstrates that internet piracy is viewed by university students as a "soft" crime (Robertson et al. 2011; Wang and McClung 2012) and debunking that attitude can assist in combatting the crime (Robertson et al. 2011; Wang and McClung 2012).

Conclusion

This literature review discussed the attitudes towards internet piracy, the reasons for participating in internet piracy and commonly downloaded types of content. Analysis of these themes demonstrate that students perceive internet piracy as a "soft crime" (Robertson et al. 2011; Wang and McClung 2012), internet piracy is largely a socially-learned behaviour (Noam and Pupillo 2008; Levin, Date-on and Manolis 2007; LaRose et al. 2005), and that music is the most commonly illegally downloaded content (Smith 2015; Washington 2013). This review shows there are multiple sources to assist a criminologist with knowledge illegal downloading in scenario seven. Specifically, these sources are relevant to the role of a criminologist in the scenario to assist in understanding why students illegally download content, the circumstances in which they do so, and the types of illegal downloading that occurs. In order to reduce internet piracy, future initiatives need to focus on altering the attitudes of illegal downloaders and addressing the reasons for the illegal behaviour.