CONTENTS

1. Course staff and communication with staff.................................................................3
2. Course details................................................................................................................3
3. Course aims and outcomes ........................................................................................5
4. Assessment of your learning ......................................................................................7
   4.1 Formal Requirements.............................................................................................7
   4.2 Assessment design...............................................................................................7
   4.3 Critical Review .....................................................................................................8
   4.4 Written Group Project .......................................................................................9
   4.5 Final Examination (open book) .............................................................................11
   4.6 Assignment Submission Procedure.................................................................11
   4.7 Late Submission...................................................................................................12
   4.8 Special Consideration and Supplementary examinations .............................12
   4.9 Academic honesty and plagiarism ....................................................................12
5. Resources for students ...............................................................................................13
6. Course evaluation and development........................................................................15
1. Course staff and communication with staff

1.1 Course staff
Course Coordinator and Lecturer:
Ray Durham
Email: raydurham@unsw.edu.au
Room 546T, 5th floor
School of Organisation and Management
Australian School of Business

1.2 Communication with staff
If you require more detailed advice or clarification about course content and academic questions, you should consult your lecturer.

Please remember, the short time immediately before & after a lecture is not for individual consultation sessions. For clarification about academic content, please consult the course coordinator at a mutually convenient time. If you have a question of general interest, please raise it in class so that all may benefit. If your question concerns you alone, please use the consultation times or email.

For all academic content and course-specific administrative questions, please contact your workshop facilitator directly. For more general administrative matters, such as those related to enrolment, visa details or payment matters, please contact the Faculty's Student Centre. All students and staff are expected to use email responsibly and respectfully.

Consultation times: Monday 12.30pm to 1.30pm

2. Course details

2.1 Units of Credit  This course has a 6 Unit of Credit (UOC) value.

2.2 Course delivery
The Course will be delivered in two, three week blocks. Block one will commence on Monday 3 December and conclude on Wednesday, 19 December. Block two will commence on Monday 7 January and conclude on Wednesday 16 January.

2.2.1 Exam
The final examination will be held on Tuesday, 22 January from 9am to 12 noon, at a location to be announced
### 2.3 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Assessment task due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Dec</td>
<td>9am – 12 Noon</td>
<td><strong>Managers and professionals as learners</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 1</td>
<td><strong>Foundations of Communication</strong></td>
<td></td>
</tr>
<tr>
<td>5 Dec</td>
<td>9am – 12 Noon</td>
<td><strong>Intrapersonal and Interpersonal Communication</strong></td>
<td></td>
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<tr>
<td>10 Dec</td>
<td>9am – 12 noon</td>
<td><strong>Interpersonal Communication and Emotional Intelligence</strong></td>
<td><strong>Form project groups</strong></td>
</tr>
<tr>
<td>12 Dec</td>
<td>9am – 12 noon</td>
<td><strong>Critical Thinking and Reasoning</strong></td>
<td></td>
</tr>
<tr>
<td>17 Dec</td>
<td>9am – 12 noon</td>
<td><strong>Communicating in Groups and Teams</strong></td>
<td></td>
</tr>
<tr>
<td>17 Dec</td>
<td>2pm – 5pm</td>
<td><strong>Business and Organisational Communication</strong></td>
<td><strong>Critical Review Essay</strong></td>
</tr>
<tr>
<td>19 Dec</td>
<td>9am – 12 noon</td>
<td><strong>Intercultural Communication</strong></td>
<td><strong>Project Protocols</strong></td>
</tr>
<tr>
<td>19 Dec</td>
<td>2pm–5pm</td>
<td><strong>Why Ethics?</strong></td>
<td></td>
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<tr>
<td></td>
<td>Session 8</td>
<td><strong>MID SESSION BREAK</strong></td>
<td></td>
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<tr>
<td>7 Jan</td>
<td>9am – 12 noon</td>
<td><strong>Frameworks for Ethical Thinking</strong></td>
<td></td>
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<tr>
<td>7 Jan</td>
<td>2pm – 5pm</td>
<td><strong>Managing Multiple Roles and Stakeholders</strong></td>
<td></td>
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<tr>
<td>9 Jan</td>
<td>9am – 12 noon</td>
<td><strong>Professional Ethics, Leadership and Influencing</strong></td>
<td></td>
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<tr>
<td>14 Jan</td>
<td>9am – 12 noon</td>
<td><strong>Conflict Management</strong></td>
<td><strong>Group Project Report</strong></td>
</tr>
<tr>
<td>14 Jan</td>
<td>2pm – 5pm</td>
<td><strong>Negotiation Skills</strong></td>
<td></td>
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<tr>
<td>16 Jan</td>
<td>9am – 12 noon</td>
<td><strong>Conclusion and Course Review</strong></td>
<td></td>
</tr>
<tr>
<td>22 Jan</td>
<td>9am – 12 noon</td>
<td><strong>Exam</strong></td>
<td></td>
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</table>
3. Course aims and outcomes

3.1 Course aims and its relation to other courses

The aim of the course is to foster the development of the communication competencies, ethical reasoning and people skills essential for professional business and management practice. The course combines theory and practice with the aim of encouraging active learning and greater reflection on your professional experience and expectations. The course also aims to help you improve your overall academic performance in the MCom by encouraging development of your learning skills, interpersonal communication competence, and cross-cultural sensitivity. Our experience is that through improving these skills, students enjoy their learning more and can develop a broad and enduring range of personal and professional networks.

This is a core course for the MCom. Knowledge and skills developed in this course are fundamental to many other MCom courses. An important component of COMM5001 is the study of Ethics in relation to both local and international business contexts. Knowledge gained is very relevant to all other disciplinary areas in the MCom. Examples include Professional Ethics, IT Ethics, Corporate Social Responsibility in Finance, Accounting and Marketing, and Cross-cultural Ethics in International Business.

3.2 Student Learning Outcomes

On successful completion of this course, you should be able to:

a. Understand your own academic, professional and learning expectations as well as those of the university and employers;

b. Critically analyse communication processes and identify strategies and techniques to improve the effectiveness of these processes;

c. Develop your self-awareness and interpersonal skills;

d. Communicate more effectively in an academic or a business context;

e. Apply skills in communicating more effectively in groups and teams;

f. Analyse interpersonal conflict situations more effectively;

g. Understand some of the main negotiation strategies for managing conflict;

h. Appreciate cultural differences in communication and develop strategies for improving intercultural communication;

i. Identify the ethical dimensions of business practices;

j. Distinguish and be able to apply different frameworks through which ethical issues may be considered;

k. Identify the various stakeholders in organisations and business contexts and evaluate potential conflicts between people’s multiple roles.

l. Appreciate the interconnections between ethics, leadership and professional practice.

3.3 Our approach to learning and teaching

In BCEP, we take an active, adult-learning approach that stresses interactive teaching and learning. We foster this approach through a range of strategies including our development of the tailored ‘Student Learning Package’, which includes targeted readings for each topic. Our lectures are interactive; we look for active student contributions through discussion and questioning that reflects your reading and experience. Workshops are also interactive and heavily weighted to experiential learning that encourages you to explore theoretical concepts, communication skills development and your moral imagination and ethical reasoning. Our design of assessment tasks reinforces crucial knowledge and skills areas.
All this provides for a mix of learning experiences and hands-on engagement. Our design of the course and its learning materials encourages you to actively reflect on your workplace experiences and learning. We expect that fellow students and teachers alike will learn from discussion of these experiences and the sorts of questions and debates, in relation to research-based theory, that they generate.

3.3.1 The Role of Lectures

The lectures build from the student notes to set out the main ideas, theories and conceptual frameworks for the course. Lectures include interactive learning processes and will synthesise materials from a range of sources, including your own prior knowledge and experiences. We expect you to come to and be prepared for each lecture. This means you should have worked through the student notes and essential readings and be ready with questions, comments and suggestions.

From a time management perspective, this means you will need to allocate approximately three hours per week for basic reading. If you need any assistance in managing your time you will find the Faculty's Education Development Unit (EDU) a useful resource.

Your lecturer will place the slides for the following week’s lectures on the course website each Friday. Where, for some reason, this is not possible, we will provide a message on the website home page and bring printed copies of the overheads directly to the lectures.

To prepare for the course, each week you must:
- prepare yourself through the weekly readings
- work through the questions and exercises in the student-learning package
- download the weekly lecture/workshop from the course website
- be ready to participate in the class discussions, group work and practical activities

3.3.2 The Role of Workshops

The weekly workshops provide you with an interactive environment in which to enhance your learning and your enjoyment of the course. Each week’s workshop is linked to that week’s reading material and lecture. When you read for your lectures, you are also doing fundamental reading for maximising your learning and enjoyment from workshops.

You will find that workshops include a variety of practical and experiential-learning exercises. By actively engaging in them, you will increase your confidence and competence across all the areas of the course.

The more conscientiously you participate, the more you will enjoy and learn from workshops. Participation provides you with opportunities to develop your repertoire of business communication skills and practices as well as giving you a safe and supportive environment in which to engage with ethical frameworks for decision-making. Importantly, the workshops also provide you with opportunities to improve more generic interpersonal skills through interacting with others, working together in diverse groups, forging learning networks, learning about other cultures and learning to value opinions different to your own.

3.4 UNSW expectations of student responsibilities and conduct

3.4.1 Workload

UNSW expectations are that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations the workload may be greater.

Over-commitment has been a cause of failure for many students. You should consider your study workload when planning how to balance study with employment and other activities. Please see the Faculty’s Education Development Unit for advice in this area.
3.4.2 Attendance

We expect your regular and punctual attendance at lectures and workshops in this course, particularly because your fellow students often suffer if this not the case. University regulations indicate that if students attend less than eighty (80) per cent of their scheduled classes they may be refused final assessment.

3.4.3 General conduct and behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct that unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable. More information on student conduct is available at: www.my.unsw.edu.au

3.4.4 Keeping informed

You should take note of all announcements made in lectures, workshops or on the course website. In particular, you must frequently check your student email account and the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

4. Assessment of your learning

4.1 Formal Requirements

In order to pass this course, students must achieve a composite mark of at least 50; and submit all assessment components, as outlined in the table below.

4.2 Assessment design

We have designed the assessment for this course to help you to maximise your learning opportunities. The assessment items cover and apply all the main knowledge and skills areas in the course. In particular, they provide you with an opportunity:

- to practice, display and improve the core business and organisational communication skills and practice areas of the course;
- to develop your oral and written skills in evaluating and conveying arguments and issues;
- to apply moral imagination and different ethical perspectives to real ethical dilemmas;
- to share ideas, knowledge and different perspectives during workshops;
- to receive ongoing feedback on your learning;
- to simulate, as far as possible, real-world problem solving and practice in an environment in which you feel safe to experiment and learn;
- to synthesise and integrate the core concepts and issues raised in the readings, lectures and workshops.

A summary of the assessment tasks is provided here. Detailed explanations of the various assignment exercises then follow.
Assessment Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Length</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written critical review</td>
<td>25 %</td>
<td>1,500 words</td>
<td>Monday, 17 December in class</td>
</tr>
<tr>
<td>Written Group Project</td>
<td>35 %</td>
<td>3,000 words</td>
<td>Monday 14 January, 2008, in class</td>
</tr>
<tr>
<td>Final examination (open book)</td>
<td>40%</td>
<td>3 hours</td>
<td>22 January, 2008</td>
</tr>
</tbody>
</table>

4.3 Critical Review
(25 marks total)
Explanation

In the workplace we typically need to assimilate large amounts of information, often in a very little time. We also need to be able to evaluate that information, for example by assessing:
- the purpose of the writing (introduce new idea, explain, persuade, challenge)
- the genre of writing (academic, commercial, consultancy report or other)
- the arguments and perspectives being presented;
- the basis or foundations of the argument (research, logic, opinions and beliefs)

We also need to formulate an appropriate response, through providing an opinion, comment or other feedback or making recommendations. As well, we need to know how to translate this information into something meaningful to third parties such as our boss, colleagues, employees, clients or suppliers. This assessment task will help you improve your skills in these areas and will also enhance your understanding of issues relating to business communication, ethics and practice. The critical review should contain your reflections on the assigned reading which will be placed on the WebCT Vista Website.

You should attempt to synthesise the key ideas and arguments expressed in the reading, and provide a brief comment on the main themes. We expect you to be discerning about what you include in your review and to discuss the issues that you find meaningful, interesting and/or controversial.
Approach to the critical review

You need to conduct a review of the article, identifying the key themes or content and analysing the main issues advanced. In the process, you should evaluate the strengths and weaknesses, commenting on the validity of the arguments and the appropriateness of the research methodology (if relevant).

Use an essay format for your analysis.

Be discerning in what you include. We are looking for reflections on the ideas and arguments of the whole article – not minor points. Please also be careful to distinguish clearly between the author's observations and your own. The use of expressions such as “I think” is acceptable in a review.

Please note that a critique of writing style without discussion of substantive content does not constitute a satisfactory analysis. For example, “the paper was difficult to read because the author used lots of jargon” or “the article was good because it used real life examples” are not relevant for the critical review and are a waste of precious words.

- Your review should be approximately 1,500 words in length (excluding the references).

Full Harvard, author-date, academic referencing is required

To strengthen your discussion, you could refer to the support materials on ‘Writing a Literature Review’ and Academic Referencing uploaded on the course website. Please make sure to include these (if you use them), together with the selected articles, in your reference list at the end of your assignment.

Assessment Criteria for Critical Review

You will be assessed on the degree to which your critical review provides a succinct summary of the key points in the reading and provides evidence of your thinking about the article in terms of key issues, such as:

- Assumptions, explicit and implicit, in the papers;
- Strengths and limitations of the authors’ ideas and assumptions;
- Usefulness of the papers
- How the readings compare to other ideas/approaches (for example, in other readings or lectures).

Your review should provide a consistent, coherent critique. Specifically, the assessment criteria will be based on five components:

- Quality of analysis and depth of reflection
- Evidence of your thinking about the reading in terms of key issues, common themes and limitations
- Consistent, clear and well-supported argument
- Correct essay format
- Written expression, including spelling, grammar and punctuation

You should submit your review to your workshop facilitator.

4. Written Group Project

(35 marks total)

In this project, you will consider the communication and ethical issues pertinent to the case study provided. The aim of the project is to enable you to apply important concepts in the
course in the setting of a real-world example. This will help you improve your skills in project management, team dynamics, research, communication, ethical analysis and report writing.

Our assessment of the project will be as a piece of research-based report writing that combines academic and consulting genres. However, another aim of the exercise is for you to practice and improve your teamwork skills, especially its vital communication aspects. So try to use the various skills and ideas from the course constructively, including active listening, self-reflection and conflict resolution.

Approach to the assignment

You will need to form project teams of 2 – 4 students (wherever workshop numbers allow). All team members must be in the same workshop and, as far as possible, from diverse backgrounds. With your facilitator's help, you should finalise membership of project teams by Session 3.

The case study and accompanying questions will be available from Week 3.

Our experience is that group-work is mostly a very positive experience, particularly where groups have sufficient time and communication possibilities. You will have most of the Session to work together on this. If you require a group discussion facility within the course website, this can be arranged following consultation with the course coordinator.

Your team is to work together on planning, analysing, developing, writing up, proofreading and editing your project report ready for submission. You are also jointly responsible for allocating relevant tasks including research, logistical and organisational duties. All team members should have a similar level of involvement in the research process and in the organization and writing of team reports.

At your Session 7 workshop, your team will provide your facilitator with a written protocol (planning contract) in which you clearly specify the main responsibilities involved in the project and the allocation of those responsibilities among team members. Evidence of agreement to this sharing of tasks will be that each team member will have signed that protocol. This protocol will be viewed as a contract amongst group members.

Your facilitator will review each protocol and return for correction any that he considers inequitable. If, subsequently, your team substantially changes its allocation of tasks, you must provide your facilitator with an amended (and signed) protocol. Each team member will sign the final team report as evidence that you all agree that the team has largely carried out the project as agreed in the protocol.

The teaching team expects each student to fulfil their team commitments. In cases where this does not occur, the remaining team members may request a reduced (or higher) grade for the non-contributing (or especially hardworking) team member. Please use the “Peer Assessment Form” (see course website) for this purpose.

In the very rare cases where there are severe problems with teamwork, particularly where this involves the failure of a team member to engage in the study process, then aggrieved team members should see their facilitator. It is best, in these circumstances, to collect and provide documentary evidence such as emails or diary notes of commitments not fulfilled.

The Course Coordinator will take a very serious view of any student judged to have largely failed to fulfill their commitments to their team, unless we receive a timely, reasonable and documented excuse (medical or compassionate).

Please Note: When you submit your group project report, you will also need to separately submit a paragraph outlining your reflections on the team process itself. In terms of working together to achieve a common goal, what was your particular team like? What were the strengths of your team? Did any problems arise? How did you resolve them? What did you learn from this exercise – for example, in regard to sharing tasks, decision-making, team communication and/or conflict resolution? If you would prefer, you may submit this section as a group. Please note that the assignment will NOT be marked if any member does not submit this component.

Your team will present its final analysis in the form of a 3000 word written report (for a team of 3). The word limit excludes the executive summary and reference list that you need to provide.
You may also include appendices where necessary (maximum of 2 pages) but you should do this selectively as no marks are allocated for the appendices. Appendices are also excluded from the word length.

We will provide you with more details regarding the case to be analysed and the report format through the course website and in the Session 4 lecture and workshop.

**Assessment Criteria for Written Group Project**

Our marking criteria will include:

1) Quality of analysis, depth of reflection
   - Identification of the communication and ethical issues/problems
   - Recommendations for addressing identified problems
   - Depth of discussion

2) Links to relevant theory and course literature
   - Effective use of the relevant course readings
   - Link to wider academic and business literature

3) Consistent, clear and well-supported argument

4) Structure, written expression, length and presentation
   - Integration of group work (not a number of ‘separate’ reports)
   - Written expression, including grammar, spelling and punctuation
   - Accurate Harvard referencing and Reference List
   - Approved report format

**4.6 Final Examination (open book)**

**(40 marks)**

You will sit a three-hour *open-book examination* at the end of the Course on 22 January, 2008. The exam will consist of brief essay-style questions (you will have some internal choice) that give you the opportunity to integrate key concepts and issues raised in class. You will be able to bring paper-based material into the exam, but no electronic devices or CDs will be allowed.¹

Our aim for the exam is to encourage you to review your course material for the semester and to do so in ways that are analytical, evaluative and problem-solving. The exam will ask you to think creatively about how you could apply concepts from the course to particular situations and to bring together concepts from different topics (e.g. say, intercultural communication and teams). We will provide you with more details about the exam format through the course website.

**4.7 Assignment Submission Procedure**

You are responsible for submitting all your pieces of assessment on time and via the appropriate procedures. You should submit your written assignments to your facilitator in the workshop of the Session indicated above. If you are not able to attend the class when an assessment item is due, it is your responsibility to make alternative arrangements with your facilitator for submission prior to that class.

**Procedure:**

4.7.1 Attach a copy of the School cover sheet to be found at the end of this course outline.

¹ This means that you will have to print off any parts of the Student Learning Package you wish to bring to the exam if you have purchased a CD.
4.7.2 Make a copy of the assignment for safe-keeping. Unfortunately, papers have been lost in the past. Therefore, before submitting your assignment, make a printed copy of the paper and keep that copy with your receipt until your marked paper is returned to you.

4.7.3 Hand in your assignment to your facilitator - your facilitator will provide you with a written receipt at the time of submission.

4.7.4 Do not submit assignments by e-mail or by fax.

Please note:

No papers are to be slipped under office doors or left in the Faculty or School Offices or other locations. Students whose assignments cannot be found, and who do not have receipts for them will be deemed not to have submitted the assignment and will not be permitted to submit late copies.

4.8 Late Submission

A penalty of 10 percent per day of the marks available for that assignment will apply for work received after the due date. The only exception will be when prior permission for late submission has been granted by the Course Coordinator.

Extensions will be granted only on medical or compassionate grounds under extreme circumstances. Requests for extensions must be made in writing to the Course Coordinator prior to the due date. Medical certificates or other evidence supporting your claim must be attached and must contain information that justifies the extension sought.

4.9 Special Consideration and Supplementary examinations

UNSW policy and process for Special Consideration apply. Please see

https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Specifically:

• Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
• Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
• If you are making an application for special consideration (through UNSW Central Administration) please notify your Course Coordinator;

Please note: A register of Special Consideration applications is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

4.10 Academic honesty and plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

http://www.lc.unsw.edu.au/plagiarism/index.html
Plagiarism is the presentation of the thoughts or work of another as one’s own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and, claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms. The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of and attribution for, a range of materials including text, images, formulae and concepts. Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

5. Resources for students

5.1 Course Resources

Prescribed Readings

There is no prescribed textbook for this course. Instead, we will use the COMM5001 Student Learning Package that we have developed. You can buy it from the UNSW Bookshop². There are also a few copies in the Reserve section of the Library.

The COMM5001 Student Learning Package contains:

1.1.1 ‘Introductory Themes’ for students for each week’s topic. We have written these for you to use as a starting point for each week’s topic. They include questions,  

² Note that if you buy the CD version of the Student Learning Package you will need to print off hard copies of any sections you wish to take into the exam. Electronic devices such as laptops or PDAs will not be permitted.
short exercises and suggestions for further reading (including web-based reading). You should read these notes each week before you come to lectures. The course lecturers have designed their lectures on the assumption that you will have done this reading.

1.1.2 ‘Required Reading’ for each weekly topic. These are copies of relevant articles or book chapters that build on and extend the Introductory Themes, and complement the lectures and workshops.

Together, the Student Learning Package and Lectures form the basic knowledge base for the course. You will, of course, need to read more widely for particular assessment items. You will need to set aside 2-3 hours each week for reading and preparation.

Reference Books


You will find a list of further useful references under ‘Optional Readings’ for each week’s topic in the Introductory Themes sections of the Learning Package.

You may also find the following texts useful when completing your assignments:


5.2 WebCT Vista

This course uses *WebCT Vista* as its on-line environment. The following information will be available on the Course WebCT Vista site:

- The course outline;
- All lecture slides (posted shortly before each lecture is delivered);
- Guidelines for preparation and submission of assignments
- Administrative information, such as exam dates/times and locations.
- A discussion page to post questions and helpful comments

Please log into WebCT Vista through: [http://vista.elearning.unsw.edu.au](http://vista.elearning.unsw.edu.au)

If you have problems accessing Vista, please contact the Support Help Desk on 9385-1333.
5.3 Other support

Please note below the wide range of support services for students that the University and the Faculty provide.

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCTVista information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer http://www.equity.unsw.edu.au/disabil.html. Early notification is essential to enable any necessary adjustments to be made.

- In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:
  - **Examination procedures** and advice concerning illness or misadventure https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html

6. Course evaluation and development

Each year, we seek feedback from students and other stakeholders about the courses we offer in the Australian School of Business. The introduction of COMM5001 *Business Communication, Ethics and Practice* in 2005 was itself the fruit of a sustained process of Faculty-wide evaluation, planning and design. In this course we evaluate and use your course-level feedback, both quantitative and qualitative, to guide our continued review and redesigning of the course.

Our teaching team reflects on a range of feedback sources over time. This continuous improvement process can affect one or more particular areas of the course, whether this has to do with structure, content, resources, delivery or assessment. Thus, the COMM5001 course you are doing this Session reflects changes we have made in responses to feedback from students and the teaching team last year. For example, we have reduced the number of assessment items in the course and provided for flexibility in group numbers, as these were areas of student concern that we felt justified modifications. We have also made changes to the topic range and sequencing. The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which we gather student evaluative feedback. As in this case, we communicate significant changes within the course to subsequent cohorts of students.

The experience of designing and teaching this course has also encouraged us to present seminar and conference papers on teaching and learning in this course, and on one of our cases for the written team project. This is another way in which we get constructive feedback regarding what we are doing in the course; this is also part of our process of continuous improvement.