Australian School of Business
School of Organisation and Management

COMM5001
Business Communication, Ethics and Practice

Course Outline
Semester One, 2009
Contents

COURSE SCHEDULE 3

1. COURSE STAFF 4
1.1 Communication with staff 4

2. INFORMATION ABOUT THE COURSE 4
2.1 Lecture times and locations 4
2.2 Units of credit 4

3. COURSE AIMS AND LEARNING OUTCOMES 4
3.1 Course aims and relationship to other courses 4
3.2 Student learning outcomes and ASB Graduate Attributes 5
3.3 Our approach to learning and teaching 5
  3.3.1 The role of lectures ................................................................. 6
  3.3.2 The role of workshops ............................................................. 6
3.4 UNSW expectations of student responsibilities and conduct 7
  3.4.1 Workload .............................................................................. 7
  3.4.2 Attendance ........................................................................... 7
  3.4.3 General conduct and behaviour ............................................. 7
  3.4.4 Keeping informed ................................................................. 7

4. LEARNING ASSESSMENT 7
4.1 Formal requirements 7
4.2 Assessment details 7
4.3 Critical review 8
  4.3.1 Explanation .......................................................................... 8
  4.3.2 Approach to the critical review ............................................. 8
  4.3.3 Assessment criteria for Critical Review ............................... 9
  4.3.4 Student learning outcomes and ASB Graduate Attributes assessed ........................................ 10
4.4 Workshop class participation 10
  4.4.1 Assessment criteria for Class Participation ............................ 10
  4.4.2 Student learning outcomes and ASB Graduate Attributes assessed ........................................ 10
4.5 Written group project 10
  4.5.1 Approach to assignment ...................................................... 10
  4.5.2 Assessment criteria for written group project ....................... 12
  4.5.3 Student learning outcomes and ASB Graduate Attributes assessed ........................................ 12
4.6 Final examination (open book) 12
  4.6.1 Assessment criteria for final examination ............................ 12
  4.6.2 Student learning outcomes and ASB Graduate Attributes assessed ........................................ 12
4.7 Assignment submission procedure 13
4.8 Late submission 13

5. ACADEMIC HONESTY AND PLAGIARISM 13

6. STUDENT RESOURCES 14
6.1 Course resources 14
  6.1.1 Prescribed readings ............................................................... 14
  6.1.2 Reference books ................................................................. 15
6.2 WebCT Vista 15
6.3 Other resources, support and information 16
  6.3.1 Learning and study support: ................................................. 16
  6.3.2 Technical support: ............................................................... 16
  6.3.3 Counselling support: ............................................................ 16
  6.3.4 Library training and support services: http://info.library.unsw.edu.au ........................................ 17
  6.3.5 Student Equity & Disabilities Unit: ....................................... 17
  6.3.6 Examination procedures and advice concerning illness or misadventure .................................... 17
  6.3.7 Occupational Health and Safety policies and student responsibilities; .................................. 17
  6.3.8 Special consideration and supplementary examinations: .......................................................... 17

7. CONTINUOUS COURSE EVALUATION AND IMPROVEMENT 18

APPENDIX: AUSTRALIAN SCHOOL OF BUSINESS GRADUATE ATTRIBUTES 19
## Course schedule

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2</td>
<td>0</td>
<td>Orientation Week</td>
</tr>
<tr>
<td>March 9</td>
<td>1</td>
<td>Managers and professionals as learners</td>
</tr>
<tr>
<td>March 16</td>
<td>2</td>
<td>Intra- and Interpersonal Communication I</td>
</tr>
<tr>
<td>March 23</td>
<td>3</td>
<td>Interpersonal Communication II: Non-verbal communication, listening and feedback</td>
</tr>
<tr>
<td>March 30</td>
<td>4</td>
<td>Communication and Conflict in Groups and Teams *</td>
</tr>
<tr>
<td>April 6</td>
<td>5</td>
<td>Business and Organisational Communication</td>
</tr>
<tr>
<td>April 10</td>
<td></td>
<td>Mid-semester break: April 10 to April 19</td>
</tr>
<tr>
<td>April 20</td>
<td>6</td>
<td>Inter-cultural Communication</td>
</tr>
<tr>
<td>April 27</td>
<td>7</td>
<td>Why Ethics?</td>
</tr>
<tr>
<td>May 4</td>
<td>8</td>
<td>Frameworks for Ethical Thinking</td>
</tr>
<tr>
<td>May 11</td>
<td>9</td>
<td>Managing Multiple Roles and Multiple Stakeholders</td>
</tr>
<tr>
<td>May 18</td>
<td>10</td>
<td>Professional Practice, Leadership and Influencing skills **</td>
</tr>
<tr>
<td>May 25</td>
<td>11</td>
<td>Negotiation</td>
</tr>
<tr>
<td>June 1</td>
<td>12</td>
<td>Conclusion and Course Review</td>
</tr>
</tbody>
</table>

* Assignment One due in workshops this week

** Assignment Two due in workshops this week

**Study period:** June 6 to June 11

**Examinations:** June 12 to June 24

UNSW Calendar: [https://my.unsw.edu.au/student/resources/AcademicCalendar.html](https://my.unsw.edu.au/student/resources/AcademicCalendar.html)
1. Course staff

The Lecturer-in-Charge of this course is:

Dr Sam Kovačević  
Tel: 9385 7143; E-mail: s.kovacevic@unsw.edu.au  
Consultation: Wednesday 13.00-14.00. Meeting Room 502 ASB.

The teaching team also includes:

Dr Suzanne Chan-Serafin, Ray Durham, Noa Erez-Rein, Senia Kalfa, Dr Louise Fitzgerald, Andrea North-Samardžić, Coral Reynolds and Tracy Wilcox.

1.1 Communication with staff

If you require more detailed advice or clarification about course content and academic questions, you should consult your facilitator or the relevant topic lecturer in the first instance. Where necessary they will consult with the Course Coordinator.

Please remember, the short time immediately before and after a lecture is not for individual consultation sessions. For clarification about academic content, please consult the course coordinator or relevant topic lecturer 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 other contact mechanisms.

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 Student Centre in the West Lobby of the Australian School of Business. All students and staff are expected to use e-mail responsibly and respectfully. Students are requested to use their UNSW e-mail addresses when contacting staff.

2. Information about the course

2.1 Lecture times and locations

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>D 5781</td>
<td>Tuesday</td>
<td>18.00 – 19.30</td>
<td>Webst ThA</td>
</tr>
<tr>
<td>A 5778</td>
<td>Wednesday</td>
<td>09.00 – 10.30</td>
<td>Webst ThB</td>
</tr>
<tr>
<td>B 5779</td>
<td>Wednesday</td>
<td>18.00 – 19.30</td>
<td>Webst ThB</td>
</tr>
<tr>
<td>C 5780</td>
<td>Friday</td>
<td>09.00 – 19.30</td>
<td>Webst ThB</td>
</tr>
</tbody>
</table>

► Workshop times and locations are available on-line. See https://my.unsw.edu.au/classutil/COMM_S1.html
► Please ensure that you attend the week’s lecture before you attend the workshop.

2.2 Units of credit

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

3. Course aims and learning outcomes

3.1 Course aims and relationship 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 and you should complete it in your first semester of study. Knowledge and skills developed in this course are fundamental to many other MCom courses. You should find your learning in the areas of teamwork, intercultural communication and negotiation especially useful for the Project Management module in the Capstone Course, COMM5004. 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 and ASB Graduate Attributes

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 evaluate potential conflicts between people’s multiple roles.
l. Appreciate the interconnections between ethics, leadership and professional practice.

The Australian School of Business Graduate Attributes were developed in 2008 in consultation with industry, staff, alumni and students. Their relationship to learning outcomes is presented below:

<table>
<thead>
<tr>
<th>Australian School of Business Graduate Attributes</th>
<th>Related learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Critical thinking and problem solving</td>
<td>b, i, j, k</td>
</tr>
<tr>
<td>(2) Communication</td>
<td>b, d, e, h</td>
</tr>
<tr>
<td>(3) Teamwork and Leadership</td>
<td>e, g, l</td>
</tr>
<tr>
<td>(4) Social and global perspectives</td>
<td>h, k</td>
</tr>
<tr>
<td>(5) In-depth engagement with relevant disciplinary knowledge</td>
<td>b, h, j, l</td>
</tr>
<tr>
<td>(6) Professional skills</td>
<td>a, c, d, g, i, k, l</td>
</tr>
</tbody>
</table>

More information about the ASB Graduate Attributes is available in the Appendix of this Course Outline.

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 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 Education Development Unit (EDU: see section 6.3 of this course outline) in the Australian School of Business a useful resource.

Your lecturers will place the slides for the following week’s lectures on the course website each Friday. For example, the Week 4 lecture overheads will be available to you on Friday in Week 3. Where, for some reason, this is not possible, we will provide a message on the WebCT 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. The workshops are a safe and supportive environment in which you will use 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 is 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 and University policies is available at: https://my.unsw.edu.au/student/atoz/ABC.html.

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. Learning assessment

4.1 Formal requirements
In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• submit all assessment tasks listed in the table in section 4.2 of this outline.

4.2 Assessment details
We have designed the assessment for this course to help you 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 integrate and synthesise 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. The specific Student Learning Outcomes and ASB Graduate Attributes assessed are also identified.

Assessment summary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Length</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical review</td>
<td>15%</td>
<td>1000 words</td>
<td>Week 4 workshop</td>
</tr>
<tr>
<td>Group project</td>
<td>35%</td>
<td>3000 words</td>
<td>Week 10 workshop</td>
</tr>
<tr>
<td>Final examination</td>
<td>35%</td>
<td>Two hours</td>
<td>June 12 to June 24</td>
</tr>
<tr>
<td>Workshop participation</td>
<td>15%</td>
<td>N/A</td>
<td>Continuous</td>
</tr>
</tbody>
</table>

► Word limits flexible within +/- 10% of prescribed limit. Deviations from word limits are subject to penalties.
► Group project word limit may be revised only in cases where group does not comprise three members.

### 4.3 Critical review
(15 marks total)

#### 4.3.1 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 two assigned readings which will be placed on the COMM5001 WebCT Vista website by Week 2.

You should attempt to synthesise the key ideas and arguments expressed in the readings, and provide a brief comment on their 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.

#### 4.3.2 Approach to the critical review

You need to conduct a **comparative review** of the articles, identifying their key themes or content and analysing the main issues advanced. In the process, you should identify the similarities and differences between the two articles, evaluate their strengths and weaknesses, comment on the validity of their arguments and the appropriateness of the research methodology (if relevant).
Use an essay format for your analysis. You may choose to conduct an ongoing comparison of the two articles, or a discussion of the first article followed by a discussion of the second article. The key points to remember are the comparative analyses and your opinion of the articles.

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.

Each review should be approximately 1,000 words in length (excluding the references). A suggested (but not mandatory) structure for your review is:
- 300 words (maximum) – summary of the main issues/themes for the two articles;
- 500 words – discussion of the authors’ underlying assumptions, their ideas/alternative arguments and of the strengths and limitations of those arguments;
- 100 words for any further comparison of the two pieces; and
- 100 words for your own reflections.

Full 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.

4.3.3 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 readings and provides evidence of your thinking about the articles 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 and coherent comparative critique. Specifically, the assessment criteria will be based on five components:
1. Quality of analysis and depth of reflection
2. Summary of key points in the readings
3. Evidence of your thinking about the readings in terms of key issues, common themes and differences, limitations
4. Consistent, clear and well-supported argument
5. Structure, written expression, length & presentation

You should submit your review to your workshop facilitator.
4.3.4 **Student learning outcomes and ASB Graduate Attributes assessed**
Relevant learning outcomes (see section 3.2): d
Relevant Graduate Attributes (see section 3.2): 1, 5

4.4 **Workshop class participation**
(15 marks total)
To further the objectives of the workshop program (see 3.3.2 above); your workshop facilitator will assign to you a mark out of 15 that reflects their assessment of the level of your informed contribution to workshop activities over the whole semester. Simply attending workshops regularly is a necessary criterion but, without getting actively involved, it is of little value either to you or your classmates and will gain very few participation marks. Discussion without previous reading is similarly unhelpful.

In order to participate in an informed way, it is essential that you have read **at least the basic reading** for that week and that you are ready to reflect on it in class. You should also note down issues or concepts that you do not understand and raise them in the workshop.

4.4.1 **Assessment criteria for Class Participation**
Assessment guidelines will be as follows:
- Level of attendance
- Regular willingness to answer questions, make suggestions
- Frequent evidence of reading and consideration of readings
- Active involvement in classroom group work
- Active involvement in class-based problem solving and case study work

4.4.2 **Student learning outcomes and ASB Graduate Attributes assessed**
Relevant learning outcomes (see section 3.2): a, b, c, d, e, f, g, h, i, j, k, l
Relevant Graduate Attributes (see section 3.2): 1, 2, 3, 4, 5, 6

4.5 **Written group project**
(35 marks total)
In this project, you will consider the communication and ethical issues pertinent to the case study provided. The case and associated guidelines will be available in the WebCT website by Week 3. 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.

4.5.1 **Approach to the assignment**
You will need to form project teams of 2 to 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 the end of Week 3.

You will then download the case study from the course website. The case study and accompanying questions will be available from Week 3. Topic questions should be decided by Week 4.
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 Semester 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 Week 5 workshop, your team will provide your facilitator with a **written protocol** (planning contract) in which you clearly specify the goals/objectives for your team, group member roles and responsibilities involved in the project, ground rules (norms of behaviour), and communication protocol. Evidence of agreement to these elements 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 s/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, at the first instance, see their facilitator. Where this is, for any reason, difficult, you should contact the course coordinator. 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 be taking a very tough line with any student judged to have largely failed to fulfil 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 thoughts 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 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 Week 3 lecture and workshop.

**4.5.2 Assessment criteria for written group project**

Our marking criteria will include:

1) Quality of analysis, depth of reflection
   - Responses to the questions / comprehensiveness
   - Identification of the communication problems
   - Recommendation for overcoming communication problems
   - Depth of discussion

2) Links to theory and course literature
   - Effective use of the course readings
   - Relevance of information
   - Link to additional readings provided
   - Reference to wider literature

3) Consistent, clear and well-supported argument
   - Use of clear, concise, logical argument and reasoning
   - Adequate supporting evidence
   - Interesting/persuasive style

4) Structure, written expression, length and presentation
   - Integration of group work (not a number of ‘separate’ reports)
   - Fluency in writing style (including attention to transitions)
   - Accurate references and consistent in referencing style
   - Clear title, executive summary, page numbers
   - Appendices identified and referred to in the main text

**4.5.3 Student learning outcomes and ASB Graduate Attributes assessed**

Relevant learning outcomes (see section 3.2): b, c, d, e, f, g, h, i, j, k, l
Relevant Graduate Attributes (see section 3.2): 1, 2, 3, 4, 5, 6

**4.6 Final examination (open book)**

(35 marks)

You will sit a two-hour open-book examination at the end of semester, during the formal Examination Period. 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. CD users will have to print any parts of the Student Learning Package they wish to bring to the exam.

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.

**4.6.1 Student learning outcomes and ASB Graduate Attributes assessed**

Relevant learning outcomes (see section 3.2): b, d, e, f, j, l
Relevant Graduate Attributes (see section 3.2): 1, 4, 5
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 Week 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:
1. Attach a copy of the School cover sheet found in the COM5001 WebCT Vista site or http://www.orgmanagement.unsw.edu.au.
2. Also attach a copy of the appropriate marking guide (please note that there is a different marking guide for each assignment).
3. 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. Hand in your assignment to your facilitator - your facilitator will provide you with a written receipt at the time of submission.
5. 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 per cent 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.

5. 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.

To see if you understand plagiarism, do this short quiz:
http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see:
http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see:

6. Student resources

6.1 Course resources
6.1.1 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
Bookshop\(^1\). There are also a few copies in the Reserve section of the Library.

The **COMM5001 Student Learning Package** contains:

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, 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.**

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.**

### 6.1.2 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. If you would like to purchase books for your professional library, please find a few recommendations below.


### 6.2 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);
- Contact details for staff;
- Assessment criteria for assessment items;
- Suggested formats for assessment items;
- Administrative information, such as exam dates/times and locations.

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\(^1\) 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.
Please log into WebCT Vista through: http://vista.elearning.unsw.edu.au.

If you have problems accessing Vista, please contact the Support Help Desk on 93851333.

6.3 Other resources, support and information
The University and the Australian School of Business provide a wide range of support services for students, including:

6.3.1 Learning and study support:
ASB Education Development Unit
The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide
- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the semester;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU contact details
Location Room GO7 Ground Floor, West Wing, Australian School of Business Building
Telephone: 02 9385 5584
E-mail: edu@unsw.edu.au
Website www.business.unsw.edu.au/edu

UNSW Learning Centre
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website (http://www.lc.unsw.edu.au).

6.3.2 Technical support:
For any technical support issues (difficulty logging in to websites, problems downloading documents, etc.) you can contact the UNSW IT Service Desk at: (02) 9385 1333; E-mail: servicedesk@unsw.edu.au

6.3.3 Counselling support:
Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and
confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as ‘Coping With Stress’ and ‘Procrastination’. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418 (Website: http://www.counselling.unsw.edu.au).

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

6.3.5 Student Equity & Disabilities Unit:
Students who require advice regarding equity and diversity issues, or 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.studentequity.unsw.edu.au/). Their office is on the Ground Floor of the John Goodsell Building (phone 9385 4734). Early notification of course staff 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:

6.3.6 Examination procedures and advice concerning illness or misadventure

6.3.7 Occupational Health and Safety policies and student responsibilities;

6.3.8 Special consideration and supplementary examinations:
UNSW policy and information on special consideration, including supplementary exams can be found at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

Note that:
- 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 Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

ASB policy and process for special consideration and supplementary exams: In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:
- Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.
- Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.
Further information concerning supplementary examinations is available on the ASB website.

7. Continuous course evaluation and improvement

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 semester 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.unsw.edu.au/learning/pve/catei.html) 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.
## Appendix: Australian School of Business Graduate Attributes

The Australian School of Business Graduate Attributes represent the capabilities that ASB graduates should develop by the end of their degree program. The ASB Graduate Attributes were developed in 2008 in consultation with industry, staff, alumni and students.

### Critical thinking and problem solving
Graduates will be able to collect, analyse and evaluate information and ideas, and define and solve problems.
- Apply critical, analytical and creative thinking
- Analyse problems, issues and policies, demonstrating logic and reasoning
- Develop innovative solutions and make recommendations based on thorough analysis
- Engage in ethical decision making, acknowledging limitations of the data and analyses
- Engage in research and enquiry, and critically evaluate information from a variety of sources
- Demonstrate application of knowledge

### Communication
Graduates will be able to communicate effectively and confidently in oral and written forms, in a diverse range of contexts.
- Demonstrate high level skills in literacy and the ability to communicate accurately and confidently
- Demonstrate high levels skills in numeracy and the ability to use these skills effectively
- Demonstrate proficiency in the use of a range of communication technologies
- Demonstrate intercultural awareness and understanding
- Develop and demonstrate high level interpersonal skills
- Develop active listening skills and recognise alternative viewpoints

### Teamwork and Leadership
Graduates will be able to display collaborative skills in teamwork and a capacity for leadership.
- Demonstrate the ability to work cooperatively and productively in groups and teams
- Engage in building trust in teamwork
- Demonstrate the ability to develop relationships and networks in relevant contexts
- Demonstrate the capacity to lead teams and articulate shared goals
- Demonstrate the capacity to take a leadership role in a diverse range of contexts
- Demonstrate awareness of intercultural perspectives to leadership and teamwork

### Social and global perspectives
Graduates will be able to demonstrate understanding of social and global perspectives on a range of cultural, environmental and economic spheres of engagement.
- Demonstrate understanding of ethical, social and environmental issues and responsibilities
- Demonstrate awareness of emerging issues, including sustainability, and their implications
- Demonstrate a respect for diversity and recognise related issues in the community and workplace
- Develop global perspectives to disciplinary knowledge and its application

### In-depth engagement with relevant disciplinary knowledge
Graduates will be able to apply their in-depth knowledge of disciplinary fields in their practice.
- Demonstrate in-depth understanding of knowledge, skills and values in chosen disciplinary fields of study
- Effectively apply theoretical and technical knowledge to relevant contexts
- Relate disciplinary knowledge to interdisciplinary fields and contexts
- Assume responsibility for understanding the practical and professional implications of knowledge acquired in learning contexts

### Professional skills
Graduates will be able to demonstrate the capacity to plan and manage their study and workloads to achieve self-direction, and personal and professional goals.
- Demonstrate skills in effective task and time management
- Demonstrate the ability to determine self-direction and autonomy
- Demonstrate confidence in decision making and taking ownership of actions
- Engage in self-reflective practice
- Engage in continuous learning and maintain intellectual curiosity