



ACBE100

Academic Communication in Business and Economics

S2 Evening 2015

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

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Tutor

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit is designed to support students in their transition to university by enabling them to understand and achieve standards of performance required in an academic environment. The unit provides a three-level focus which is initiated by facilitating the development of academic practices, behaviours and values. Secondly, it fosters a level of familiarity with the disciplinary language, texts and conventions used when studying in programs offered by the Faculty of Business and Economics. Finally, it raises awareness of the impact of business and economics principles when they are applied to solving problems and addressing issues in contemporary society. Learning and assessment activities are designed to build the capacity for independent and collaborative approaches to learning. Students are guided to develop their capacity for reading, thinking and expressing ideas effectively and critically.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Read efficiently to gather specific information and ideas from discipline-specific sources.

Demonstrate an ability to interpret and apply concepts from sources used in the discipline.

Analyse the purpose, language and features of academic, disciplinary and professional genres.

Critically evaluate information and ideas from academic, disciplinary and professional sources.

Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.

Apply academic referencing conventions accurately and appropriately.

Apply reasoning to formulate and support a position or argument.

Plan and produce texts to reflect academic and disciplinary standards.

Engage in independent and collaborative learning activities.

Assessment Tasks

Name	Weighting	Due
<u>Critical Summary</u>	15%	24/08/2015
<u>Business Report</u>	30%	28/09/2015
<u>Group Presentation</u>	15%	12/10/2015
<u>Persuasive Texts</u>	40%	11/11/2015

Critical Summary

Due: **24/08/2015**

Weighting: **15%**

As part of a four-stage portfolio, students will be placed in groups and assigned a topic examining a social inclusion issue. This task requires students to critically read and evaluate discipline-specific texts related to the assigned topic. Each student is required to read one (1) relevant text and write a critical summary, identifying the salient points, key information and points of reliability for why the article is a valid resource in the academic community.

Note: Students should collaborate with their groups to ensure that each student chooses a distinct resource (i.e. a group of 4 students should have 4 different resources). (500 words).

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Plan and produce texts to reflect academic and disciplinary standards.

Business Report

Due: **28/09/2015**

Weighting: **30%**

The Business Report organises critical information collected in the critical summaries to present an information report written for a professional audience. This report will effectively integrate a data diagram and corresponding data commentary to illustrate salient information and how it relates to and supports the relevant stage of the report.

Students are required to reference at least six (6) sources outside of the course materials and the prescribed format will replicate the model report examined in class. (1200 words)

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
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- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.

- Engage in independent and collaborative learning activities.

Group Presentation

Due: **12/10/2015**

Weighting: **15%**

The Oral Presentation builds on the information synthesised both in the Critical Summaries and the Business Report. Students organise information related to their topics and collaborate to produce a coherent, multi-dimensional informative report on the topic, evaluating the situation and presenting insightful recommendations to respond to a salient issue within the topic area.

Student presentations will demonstrate an ability to collaborate effectively to identify issues and problem-solve solutions. Each group member will deliver a 5-minute portion of the presentation followed by a 5-10 minute Q&A session in which the presenters will actively respond to audience enquiry. Students who are functioning as the “audience” of a given presentation will be required to complete a “Question Development Worksheet” and will be assessed on their ability to formulate probing questions relevant to their peer’s presentations.

Note: Presentations will include illustrative Tables and/or Figures to support the content of the presentation. Each presentation must include at least one (1) *original* data diagram (Figure or Table) and at least one (1) *borrowed* data diagram. Each data diagram will be presented with a coherent data commentary to explain the content and its relevance to the issue being presented.

In the presentation (PPT), students are required to reference at least six (6) sources and demonstrate the ability to synthesise information and support the explanation and argument through integrated evidence.

The group’s PPT presentation will be submitted with each individual’s contributions clearly identified. At the conclusion of the presentations, each individual student will also submit their Question Development Worksheet.

On successful completion you will be able to:

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.

- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

Persuasive Texts

Due: **11/11/2015**

Weighting: **40%**

The Persuasive texts assignment involves two critical parts: (1) A formal academic essay and (2) a persuasive brochure OR a persuasive video written and designed for a professional, non-academic audience. Both parts will focus on identical content and arguments; however, the essay will be written for a specialist, academic audience and the brochure/video will be written for a professional, non-academic audience.

These persuasive texts will identify a recommendation in response to the social inclusion issue topic. The argument essay outlines the key arguments supporting a central thesis, referencing relevant evidence to support each argument before reiterating and reinforcing the thesis through a summary of salient arguments. The persuasive brochure/video will similarly outline the salient issues related to issue and market the recommendation to the audience through an explicit "call to action".

In the argument essay students are required to reference at least eight (8) sources outside of the course materials and demonstrate the ability to synthesise information and views from a variety of perspectives to produce a coherent, well-supported recommendation. (1500 words; i.e. 1200 for the essay; 300 for the brochure/video)

On successful completion you will be able to:

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- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

Delivery and Resources

The learning and teaching strategies used for ACBE100 incorporate weekly lectures and collaborative tutorials. In addition, students are expected to participate via iLearn discussions and assigned research and reading tasks. The ACBE100 iLearn page is accessible via <https://ilearn.mq.edu.au>

Organisation of the unit is in two parts:

- The lectures will explore the aspects of language use and the types of texts integral to developing an academic style of communicating. Lectures are held on Monday 9:00-11:00am (E7B 100) and Tuesday 6:00-8:00pm (E7B 100). Attendance to lectures is compulsory for success in this unit. Students will also have access to recordings of the lectures via Echo360 available on iLearn.
- The tutorials will allow students to explore the topics covered in lectures, using a variety of approaches to familiarise themselves with various aspects of academic literacy. Tutorials commence in Week 2.

A copy of the Unit Outline, along with the relevant lecture notes, assignment instructions, and any notices requiring urgent attention about the unit will be posted on the ACBE100 iLearn website.

Unit Schedule

Week	Lecture Focus	Tutorial Focus	Soft Submission	Formal Submission
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<p>2</p>	<p>Introduction to ACBE100 & Academic Literacy</p> <ul style="list-style-type: none"> Defining Academic Communication / Literacy Defining the “People Unit” Course Overview & Expectations <p>University Knowledge & Learning</p> <ul style="list-style-type: none"> Sources of Knowledge Reading & Research in the University <p>Sources of Knowledge & Critical Thinking</p> <ul style="list-style-type: none"> Reading for Academic Purposes Academic Reliability Research & Reading Development Critical Reading 	<p>Critical Reading & Note-taking Workshop</p> <p>~~~</p> <p><i>Microeconomics Chapter 1</i></p> <p>~~~</p> <p>Portfolio Project Overview & Research Introduction</p>	
<p>3</p>	<p>Academic Genres</p> <ul style="list-style-type: none"> Texts and Genres Genre Stages & Phases <p>Critical Summary Assignment</p> <ul style="list-style-type: none"> Overview & Structure Critical Summary: Joint Deconstruction <p>Composition Connect 3.0</p> <ul style="list-style-type: none"> Introduction & Diagnostic Instructions 	<p>De-coding Academic Texts</p> <p>~~~</p> <p><i>Governing International Education in Australia</i></p> <p>~~~</p> <p>Critical Summary: Joint Construction</p>	
<p>4</p>	<p>Academic Registers I</p> <ul style="list-style-type: none"> Register Pattern Review: Field, Tenor & Mode Field: <i>What is being talked/ written about?</i> <p>Academic Expression (Part 1)</p> <ul style="list-style-type: none"> Mapping Academic Expression Grammatical Intricacy vs. Lexical Density 	<p>Lexical Density & Field Workshop</p> <p>~~~</p> <p>Critical Summary Analysis & Revision</p> <p>~~~</p> <p>Personal Development Worksheet</p>	<p>Critical Summary (Full Draft in Tutorials)</p>

<p>5</p>	<p>Academic Integrity & Referencing</p> <ul style="list-style-type: none"> Defining Academic Honesty References & Citations Voice: writer/others <p>Integrating Evidence & Synthesising Voices</p> <ul style="list-style-type: none"> Reporting Verbs: Situating Evidence Direct, Indirect & External Voice integration <p>Data Commentary</p> <ul style="list-style-type: none"> Data Commentary Overview & Structure Data Commentary Joint Deconstruction 	<p>Reference Practice & Development</p> <p>~~~</p> <p>Data Commentary: Writing Workshop</p> <p>~~~</p> <p><i>Microeconomics Chapter 2: Thinking like an economist</i></p> <p>(pp.38-48)</p>		<p>Critical Summary</p> <p>~~</p> <p>Diagnostic (PDW)</p>
<p>6</p>	<p>Business Report</p> <ul style="list-style-type: none"> Purpose & Overview Structure Joint Deconstruction <p>Academic Registers II</p> <ul style="list-style-type: none"> Register Patterns Review: Field, Tenor & Mode Mode: <i>What kind of text is being made?</i> <p>Academic Expression (Part 2)</p> <ul style="list-style-type: none"> Cause & Effect Networks Conjunction Practice 	<p>Data Commentary Analysis & Revision</p> <p>~~~</p> <p>Academic Registers Workshop</p> <p><i>(Microeconomics Ch. 2: Thinking like an economist, pp.21-24)</i></p> <p>~~~</p> <p>Business Report: Joint Construction</p>	<p>Data Commentary (Full Draft in Tutorials)</p>	

7	<p>Academic Registers III</p> <ul style="list-style-type: none"> Register Patterns Review: Field, Tenor & Mode Tenor: <i>What is the relationship between reader and writer?</i> <p>Academic Expression (Part 3)</p> <ul style="list-style-type: none"> Modality & Evaluation in Academic Texts Objective Evaluation <p>Academic Voice Part 4</p> <ul style="list-style-type: none"> Grammatical metaphor 	<p>Business Report Analysis & Revision</p> <p>~~~</p> <p>Modality & Evaluation Analysis</p>	<p>Business Report (Full Draft in Tutorials)</p>	
8	<p>Group Presentation</p> <ul style="list-style-type: none"> Purpose & Overview Staging & Structure Group Presentation Joint Deconstruction <p>Group Presentation</p> <ul style="list-style-type: none"> Coordinating Written text (PPT) with the Oral texts Scripting the presentation <p>Academic Enquiry Questioning & Defending Persuasive Positions</p> <ul style="list-style-type: none"> Questioning & Defending persuasive positions Types of Questions & Response 	<p>Group Presentation: Joint Construction</p>		<p>Business Report</p>
9	<p>Presentation Notes (Labour Day)</p>	<p>Probing a position: Enquiry practice</p> <p>~~~</p> <p>Group Oral Presentation "Dress Rehearsal"</p>	<p>Group Presentations</p>	

10	<p>Developing a Persuasive Position</p> <ul style="list-style-type: none"> • Thesis Statement Development • Inductive vs. Deductive Rationale • Developing “academic” positions • Presenting Data Persuasively <p>Persuasive Language</p> <ul style="list-style-type: none"> • Informed & substantiated information • Cohesive arguments • Enriched vocabulary and expression 	Group Presentations	Group Presentations
11	<p>Developing Persuasive Texts</p> <ul style="list-style-type: none"> • Scaffolding Arguments <p>Persuasive Essay</p> <ul style="list-style-type: none"> • Purpose & Overview • Structure & Staging • Model Essay Joint Deconstruction 	Group Presentations	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

Assessment tasks

- Business Report
- Group Presentation
- Persuasive Texts

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
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Assessment tasks

- Critical Summary

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
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- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
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Assessment tasks

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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific

knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
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- Engage in independent and collaborative learning activities.

Assessment tasks

- Critical Summary
- Business Report
- Group Presentation
- Persuasive Texts

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional

genres.

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
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Assessment tasks

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Read efficiently to gather specific information and ideas from discipline-specific sources.
- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Analyse the purpose, language and features of academic, disciplinary and professional genres.
- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
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Assessment tasks

- Critical Summary
- Business Report
- Group Presentation
- Persuasive Texts

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an ability to interpret and apply concepts from sources used in the discipline.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Apply reasoning to formulate and support a position or argument.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

Assessment tasks

- Critical Summary
- Business Report
- Group Presentation
- Persuasive Texts

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Apply academic referencing conventions accurately and appropriately.
- Plan and produce texts to reflect academic and disciplinary standards.
- Engage in independent and collaborative learning activities.

Assessment tasks

- Business Report
- Group Presentation
- Persuasive Texts

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate information and ideas from academic, disciplinary and professional sources.
- Express ideas using appropriate language and structure for academic and professional purposes in written and/or oral texts.
- Engage in independent and collaborative learning activities.

Assessment tasks

- Critical Summary
- Business Report
- Group Presentation
- Persuasive Texts