



# ACBE100

## Academic Communication in Business and Economics

S1 Evening 2016

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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%	29/03/2016
<u>Business Report</u>	30%	06/05/2016
<u>Group Presentation</u>	15%	20/05/2016
<u>Persuasive Texts</u>	40%	10/06/2016

### Critical Summary

Due: **29/03/2016**

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: **06/05/2016**

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.
- 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.

## Group Presentation

Due: **20/05/2016**

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: **10/06/2016**

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:

- 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.

## **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 Tuesdays 3:00-5:00pm (W5C 320) and 6:00-8:00pm (E7B T2). Students are required to physically attend lectures each week and will also have access to recordings of the lectures via Echo360 available on iLearn for follow up and review purposes.

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. Detailed Tutorial Schedules are posted on iLearn.

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 Topic	Tutorial Focus	Submission Timeline	
			"Soft" Due Date	"Formal" Due Date
1	<p><b>Introduction to ACBE100 &amp; Academic Literacy</b></p> <ul style="list-style-type: none"> <li>Defining Academic Communication / Literacy</li> <li>Defining the "People Unit"</li> <li>Course Overview &amp; Expectations</li> </ul> <p><b>University Knowledge &amp; Learning</b></p> <ul style="list-style-type: none"> <li>Sources of Knowledge</li> <li>Reading &amp; Research in the University</li> </ul> <p><b>Sources of Knowledge &amp; Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Reading for Academic Purposes (4S System)</li> <li>Keeping a Record of text content</li> <li>Academic Reliability</li> <li>Research &amp; Reading Development</li> <li>Critical Reading</li> <li>Applying a critical thinking approach to academic texts</li> </ul>	<p>Critical Reading &amp; Note-taking workshop</p> <p>~~~~~</p> <p><b>Microeconomics Chapter 1</b></p> <p>~~~~~</p> <p>Portfolio Project Overview &amp; Introduction</p>		
2	<p><b>Academic Genres</b></p> <ul style="list-style-type: none"> <li>Texts and Genres</li> <li>Genre Stages &amp; Phases</li> </ul> <p><b>Critical Summary Assignment</b></p> <ul style="list-style-type: none"> <li>Overview &amp; Structure</li> <li>Critical Summary: Joint Deconstruction</li> </ul>	<p>Diagnostic Essay</p> <p>~~~~~</p> <p>Critical Summary Practice</p> <p>~~~~~</p> <p>Critical Note Taking: Critical Summary Workshop</p>		Diagnostic (In Tutorials)

3	<p><b>Academic Registers I</b></p> <ul style="list-style-type: none"> <li>Register Pattern Review: Field, Tenor &amp; Mode</li> <li>Field: <i>What is being talked/written about?</i></li> </ul> <p><b>Academic Expression (Part 1)</b></p> <ul style="list-style-type: none"> <li>Mapping Academic Expression</li> <li>Grammatical Intricacy vs. Lexical Density</li> </ul>	<p>Lexical Density Workshop</p> <p>~~~~</p> <p>Critical Summary Analysis &amp; Revision</p> <p>~~~~</p> <p>Personal Development Worksheet</p>	Critical Summary	
4	No Lecture (Easter Holidays)	~~~~~		
5	<p><b>Data Commentary</b></p> <ul style="list-style-type: none"> <li>Data Commentary Overview &amp; Structure</li> <li>Data Commentary Joint Deconstruction</li> </ul> <p><b>Academic Integrity &amp; Referencing</b></p> <ul style="list-style-type: none"> <li>Defining Academic Honesty</li> <li>References &amp; Citations</li> <li>Voice: writer/others</li> </ul> <p><b>Integrating Evidence &amp; Synthesising Voices</b></p> <ul style="list-style-type: none"> <li>Reporting Verbs: Situating Evidence</li> <li>Direct, Indirect &amp; External Voice integration</li> </ul>	<p>Business Report Workshop: Cause &amp; Effect</p> <p>~~~~</p> <p>Data Commentary Writing Workshop</p>	Critical Summary	
6	<p><b>Business Report</b></p> <ul style="list-style-type: none"> <li>Purpose &amp; Overview</li> <li>Structure</li> <li>Joint Deconstruction</li> </ul> <p><b>Academic Registers II</b></p> <ul style="list-style-type: none"> <li>Register Patterns Review: Field, Tenor &amp; Mode</li> <li>Tenor: <i>What is the relationship between reader and writer?</i></li> </ul> <p><b>Academic Expression (Part 2)</b></p> <ul style="list-style-type: none"> <li>Cause &amp; Effect Networks</li> <li>Conjunction Practice</li> </ul>	<p>Reference Practice &amp; Development</p> <p>~~~~</p> <p>Data Commentary Analysis &amp; Revision</p>	Data Commentary	



<p>7</p>	<p><b>Academic Registers III</b></p> <ul style="list-style-type: none"> <li>• Register Patterns Review: Field, Tenor &amp; Mode</li> <li>• Mode: <i>What kind of text is being made?</i></li> <li>• Assignment Interpretation &amp; Expectations</li> </ul> <p><b>Academic Expression (Part 3)</b></p> <ul style="list-style-type: none"> <li>• Modality &amp; Evaluation in Academic Texts</li> <li>• Objective Evaluation</li> </ul> <p><b>Academic Voice Part 4</b></p> <ul style="list-style-type: none"> <li>• Grammatical metaphor</li> </ul>	<p>Business Report Analysis &amp; Revision</p> <p>~~~</p> <p>Modality &amp; Evaluation Analysis</p>	<p>Business Report</p>	
<p>8</p>	<p><b>Group Presentation</b></p> <ul style="list-style-type: none"> <li>• Purpose &amp; Overview</li> <li>• Staging &amp; Structure</li> <li>• Group Presentation: Joint Deconstruction</li> <li>• Coordinating Written text (PPT) with the Oral texts</li> <li>• Scripting the presentation</li> </ul>	<p>Group Presentation: Joint Construction</p>		<p>Business Report</p>
<p>9</p>	<p><b>Persuasive Language</b></p> <ul style="list-style-type: none"> <li>• Informed &amp; substantiated information</li> <li>• Cohesive arguments</li> <li>• Enriched vocabulary and expression</li> </ul> <p><b>Academic Enquiry (Questioning &amp; Defending Persuasive Positions)</b></p> <ul style="list-style-type: none"> <li>• Academic Enquiry &amp; Rebuttal</li> <li>• Types of Questions &amp; Response</li> </ul>	<p>Probing a position: Enquiry practice &amp; application</p> <p>~~~</p> <p>Group Oral Presentation “Dress Rehearsal”</p>	<p>Group Oral Presentations</p>	

10	<p><b>Presentation Notes</b></p> <p><b>Developing a Persuasive Position</b></p> <ul style="list-style-type: none"> <li>• Thesis Statement Development</li> <li>• Inductive vs. Deductive Rationale</li> <li>• Developing “academic” positions</li> <li>• Presenting Data Persuasively</li> </ul> <p><b>Developing Persuasive Texts</b></p> <ul style="list-style-type: none"> <li>• Deductive &amp; Inductive Approaches</li> <li>• Scaffolding Arguments</li> </ul> <p><b>Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>• Purpose &amp; Overview</li> <li>• Structure &amp; Staging</li> <li>• Model Essay Joint Deconstruction</li> </ul>	Group Presentations		Group Presentations
11	<p><b>Adapting to the Audience</b></p> <ul style="list-style-type: none"> <li>• Audience &amp; Register adaptation</li> <li>• Literary Devices for persuasion</li> </ul> <p><b>Persuasive Brochure / Video</b></p> <ul style="list-style-type: none"> <li>• Purpose &amp; Overview</li> <li>• Structure &amp; Staging</li> <li>• Model Brochure Joint Deconstruction</li> </ul>	Group Presentations ~~~ Persuasive Essay Analysis & Revision	Persuasive Essay	
12	<p><b>Refining Academic Expression</b></p> <ul style="list-style-type: none"> <li>• Depth of Analysis &amp; Depth of Argument</li> <li>• The Critical Approach &amp; Logic Development</li> <li>• Evidence Integration &amp; Voice Synthesis</li> <li>• Register &amp; Genre Alignment</li> </ul>	Persuasive Brochure/ Video Analysis & Revision	Persuasive Video/ Brochure	
Exam Period				Persuasive Texts

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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.
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## **Assessment tasks**

- Critical Summary
- Business Report
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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.
- 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

## **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.
- 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

## 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.
- Engage in independent and collaborative learning activities.

### Assessment tasks

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

## 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.
- 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

## 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