



# ACBE100

## Academic Communication in Business and Economics

S1 Evening 2017

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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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:

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.

- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.
- F. Carry out directed reflection on the learning experience of the unit.

## General Assessment Information

### Assignment submission

On the designated "Soft Submission" due date, students are expected to bring hard copies of **completed** assignments to their tutorial session. These assignments will be peer-reviewed and annotated for specific language features.

On the "Formal" submission due date, students are expected to submit their *revised* electronic version of the assignment to the iLearn "Turnitin" site.

**Note:** Students are required to review their "Originality Report" and ensure that their assignment demonstrates adequate originality. Generally a score of **8% or below** is acceptable; however, assignments may not be accepted due to the concentration of highlighted text (i.e., if you have long stretches of text demonstrating similarity, it needs to be rewritten and resubmitted). A "Guide to Originality" is available on iLearn under the "Preparing your Assignments" section.

**If students repeatedly submit inadequately original work, they will be subject to resubmission penalties and/or possible referral to the Academic Integrity Committee for review.**

Students are able to override and resubmit their assignments; however, the system will not immediately produce the similarity score and thus, students are responsible for checking back and ensuring the score is within the acceptable range before the Formal Submission due date/time.

### Presentation of assignments:

Add a footer to each page of the assignment, with page numbering, student name and student number, and the unit code in the footer, for example:

Christine Ma, 40112333, ACBE100

All assignments should be word-processed and double-spaced, using professional font and layout. Turnitin will confirm receipt of the assignment with submission time and date.

Please keep a copy of your Digital Receipt and the original document for all assignments in case of misadventure.

### Extension policy

Extensions are granted only on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. You may apply for an extension to the due date for an assignment by placing a request for special consideration ([http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)) with AskMQ (<https://ask.mq.edu.au>).

## Late submissions

Assessment tasks that are submitted after the due date (without an extension) will attract a penalty of 5% for each day it is overdue (i.e. -5% for 1 day late; -10% for 2 days late; -15% for 3 days late). Note: Weekend days and public holidays are included in this calculation. Work submitted more than 6 days after the “Formal” due date (or, the date in which assignments are returned to students) **will not be accepted**.

## Return of Marked Assignments

Students’ marked assignments will, in general, be returned to them within 1-2 weeks of submission. Please note that assignments cannot be accepted after the return of marked materials.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Critical Summary</u>	20%	No	Week 6
<u>Research Report</u>	50%	No	Week 11
<u>Group Video Presentation</u>	30%	No	Week 13

## Critical Summary

Due: **Week 6**

Weighting: **20%**

As part of a three-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.

The second component of the Critical Summary is a directed analytical reflection of the students’ learning experiences and development.

On successful completion you will be able to:

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student’s own texts in both written and oral contexts.

- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.
- F. Carry out directed reflection on the learning experience of the unit.

## Research Report

Due: **Week 11**

Weighting: **50%**

The Research Report organises critical information collected in the critical summaries to present a recommendation written for a professional audience. This report will effectively integrate one 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.

The second component of the Research Report is a directed analytical reflection of the students' learning experiences and development.

On successful completion you will be able to:

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.
- F. Carry out directed reflection on the learning experience of the unit.

## Group Video Presentation

Due: **Week 13**

Weighting: **30%**

The Group Video Presentation builds on the information synthesised both in the Critical Summaries and the Research Report. Students organise information related to their topics and collaborate to produce a coherent, multi-dimensional report, persuasively proposing one recommendation to remediate the given social inclusion topic.

Student video presentations will demonstrate an ability to collaborate effectively to identify issues and problem-solve solutions. Following the group's video premier, groups will expertly respond to audience enquiry during a 5-10 minute Q&A session. 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.

The individual component of the Group Video presentation is a directed analytical reflection of the students’ learning experiences and collaboration with his/her group.

On successful completion you will be able to:

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student’s own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.
- F. Carry out directed reflection on the learning experience of the unit.

## Delivery and Resources

### Teaching and Learning Strategies

The learning and teaching strategies used in this Unit are weekly lectures with ECHO recordings (accessed through the unit’s iLearn site), discussions and assigned research and reading tasks.

It is expected that students in this unit will participate in individual and collaborative learning tasks such as working in groups and completing assigned preparation tasks.

Students may be expected to complete preparation activities prior to tutorials.

### Unit Schedule

Lecture: Tuesdays 11:00am-1:00pm (W5A T2)

“Soft” Due dates refer to the time the assignment should be completed and brought to the tutorial for final review and revision.

“Formal” due dates refer to the time the assignment should be formally submitted electronically to Turnitin.

For current updates, lecture times and classrooms, please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

### Assessment task

- Group Video Presentation

### 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

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.

- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.
- F. Carry out directed reflection on the learning experience of the unit.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- C. Analyse the purpose and language strategies of disciplinary and professional texts.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

orally.

- F. Carry out directed reflection on the learning experience of the unit.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.

- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.
- F. Carry out directed reflection on the learning experience of the unit.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- B. Critically evaluate information and ideas relevant to economic and business related disciplines.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation

## **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**

- A. Read efficiently to gather, interpret, synthesise, and apply concepts from discipline-specific sources.
- D. Apply the knowledge gained through critical evaluation and analysis of other writers to the production of student's own texts in both written and oral contexts.
- E. Work cooperatively in teams to present discipline related concepts, both visually and orally.

## **Assessment tasks**

- Critical Summary
- Research Report
- Group Video Presentation