



# ACBE100

## Academic Communication in Business and Economics

S2 Day 2019

*Dept of Linguistics*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7
<u>Changes from Previous Offering</u>	10

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

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Administration

Margaret Wood

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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:

Demonstrate acceptable academic practices, behaviours and values (academic integrity) in the completion of assessment tasks and other learning activities.

Critically gather, read, interpret, evaluate and synthesise information and ideas from

appropriate sources.

Produce written, oral and multimodal texts appropriate to the purpose and audience in accordance with academic, disciplinary and professional communication conventions.

Reflect on learning experience to inform future academic, disciplinary and professional practice.

## General Assessment Information

### Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">1. Reflection and ePortfolio</a>	20%	No	Weeks 2-13
<a href="#">2. Information Summary</a>	20%	No	Week 6
<a href="#">3. Business Report</a>	40%	No	Week 9
<a href="#">4. Persuasive Presentation</a>	20%	No	Week 12/13

#### 1. Reflection and ePortfolio

Due: **Weeks 2-13**

Weighting: **20%**

3 x 250 word reflections and creation of eportfolio throughout the session.

On successful completion you will be able to:

- Demonstrate acceptable academic practices, behaviours and values (academic integrity) in the completion of assessment tasks and other learning activities.
- Reflect on learning experience to inform future academic, disciplinary and professional practice.

#### 2. Information Summary

Due: **Week 6**

Weighting: **20%**

700 word structured, integrated and synthesised summary of 2-3 texts.

A draft of the summary is due in tutorials in week 5.

On successful completion you will be able to:

- Demonstrate acceptable academic practices, behaviours and values (academic integrity)

in the completion of assessment tasks and other learning activities.

- Critically gather, read, interpret, evaluate and synthesise information and ideas from appropriate sources.
- Produce written, oral and multimodal texts appropriate to the purpose and audience in accordance with academic, disciplinary and professional communication conventions.

### 3. Business Report

Due: **Week 9**

Weighting: **40%**

1,200 word business report.

A draft of the report is due in tutorials in week 8.

On successful completion you will be able to:

- Demonstrate acceptable academic practices, behaviours and values (academic integrity) in the completion of assessment tasks and other learning activities.
- Critically gather, read, interpret, evaluate and synthesise information and ideas from appropriate sources.
- Produce written, oral and multimodal texts appropriate to the purpose and audience in accordance with academic, disciplinary and professional communication conventions.

### 4. Persuasive Presentation

Due: **Week 12/13**

Weighting: **20%**

5-10 minute in-class presentation of a pre-prepared, persuasive and multi-modal presentation, followed by 3-5 minute Q&A/discussion.

A draft of the presentation is due in tutorials in week 11.

(Student may choose to work in groups to complete this task.)

On successful completion you will be able to:

- Demonstrate acceptable academic practices, behaviours and values (academic integrity) in the completion of assessment tasks and other learning activities.
- Produce written, oral and multimodal texts appropriate to the purpose and audience in accordance with academic, disciplinary and professional communication conventions.

## Delivery and Resources

This unit is delivered through a combination of online and face-to-face learning activities.

(THERE ARE NO FACE-TO-FACE LECTURES BUT THERE ARE WEEKLY FACE-TO-FACE TUTORIALS.)

Online lectures and other activities are provided via [iLearn](#) (the Macquarie University Learning Management System) each week.

The face-to-face activities are two hour, weekly tutorials. In these tutorials, students will learn through discussions as well as independent and collaborative tasks. In order to participate in and learn from tutorials, students must watch the online lectures and complete the other online activities before the tutorial each week.

All learning activities directly support students in completing the assessment tasks and developing their communication skills.

Students must take responsibility for their own learning, prepare for tutorials and make a positive contribution to the unit learning community.

The **prescribed text book** is

**Brick, J, Herke, M & Wong, D 2016, *Academic culture: A student's guide to studying at university*, 3rd edn., Palgrave Macmillan.**

Students can order the textbook online from the Co-op Online Bookshop (<http://www.coop.com.au>) or buy it in person at the Co-op Bookshop on campus (<http://www.mq.edu.au/campus-map>).

**Recommended texts and apps** that may be useful:

- Butt, D, Fahey, R, Feez, S & Spinks, S 2012, *Using functional grammar: An explorer's guide*, 3rd edn., Palgrave Macmillan.
- iGE Grammar App for iPhone, iPad and Android (available from the App store).
- Collins COBUILD English Grammar, 2011, HarperCollins.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](#) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### Late assessment task submissions

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class at the unit convenor's discretion.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](https://ask.mq.edu.au) and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>

- If a student fails the unit due to non-submission of an assessment task or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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 outcome**

- Reflect on learning experience to inform future academic, disciplinary and professional practice.

## **Assessment task**

- 1. Reflection and ePortfolio

## **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**

- Critically gather, read, interpret, evaluate and synthesise information and ideas from appropriate sources.
- Produce written, oral and multimodal texts appropriate to the purpose and audience in accordance with academic, disciplinary and professional communication conventions.

## **Assessment tasks**

- 2. Information Summary
- 3. Business Report
- 4. Persuasive 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 outcome**

- Critically gather, read, interpret, evaluate and synthesise information and ideas from



appropriate sources.

## Assessment tasks

- 2. Information Summary
- 3. Business Report

## 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 outcome

- Critically gather, read, interpret, evaluate and synthesise information and ideas from appropriate sources.

## Assessment tasks

- 2. Information Summary
- 3. Business Report

## 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 outcome

- Produce written, oral and multimodal texts appropriate to the purpose and audience in accordance with academic, disciplinary and professional communication conventions.

## Assessment tasks

- 2. Information Summary
- 3. Business Report
- 4. Persuasive 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 outcome**

- Demonstrate acceptable academic practices, behaviours and values (academic integrity) in the completion of assessment tasks and other learning activities.

## **Assessment tasks**

- 1. Reflection and ePortfolio
- 2. Information Summary
- 3. Business Report
- 4. Persuasive Presentation

## **Changes from Previous Offering**

The presentation assessment task (Assessment task 4. 20%) has been made more flexible. Students no longer have to complete the task as a group - it can be completed as an individual task, and they do not have to create a video - any appropriate form of multi-modal presentation may be used.