COMM1001
Communication in Business and Economics

Course Outline
Semester 1, 2016

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Sharyn Black
Room Chancellery Building, LG13
Phone No: 9385 2060
Email: s.black@unsw.edu.au
Consultation Times – Friday 12:30 – 1:30pm

Dr Jacinta Kelly
Room: Chancellery Building, LG13
Phone No: 93852060
Email: j.kelly@unsw.edu.au
Consultation Times: Thursday 1 – 2 pm

2 COURSE DETAILS

2.1 Teaching Times and Locations
Tutorials start in Week 5 (to Week 13): The Time and Location are:

<table>
<thead>
<tr>
<th>Tutorial Stream</th>
<th>Monday 9am-12pm, Squarehouse203; Wednesday 9am-12pm, Red Centre 4037</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Stream B</td>
<td>Thursday 9am-12pm, Red Centre 4037; Friday 9am-12pm, Quad G047</td>
</tr>
<tr>
<td>Tutorial Stream C</td>
<td>Wednesday 12pm-3pm, Red Centre 4037; Fri 12pm-3pm, Morven Brown Building G6</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course addresses foundation language principles and practices, targeting the achievement of fundamental English communication skills and literacy skills required for successful advanced learning in a university context. Tailored to the specific needs of students studying Economics and Business, the course will enable students to understand, summarise and critique complex presentations and readings, to discuss ideas with others, and to communicate challenging and complex concepts and arguments clearly in both oral and written form.

2.4 Course Aims and Relationship to Other Courses

This course will introduce students to the basic principles of academic and professional communication in the business disciplines. Students successfully completing this course will develop key language skills in reading, writing, listening, speaking and presentation, which underpin studies in the UNSW Business School, and will be equipped with strategies to help them continue to improve their communication and comprehension skills throughout their university career.
2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in COMM1001 also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

On completion of this course, the student should be able to:

1. Read and write about, interpret, reflect upon, and discuss in clear, grammatical English the meaning, relevance and implications of ideas and logical, data-supported arguments.
2. Actively participate in academic and professional discussion about contemporary topics relevant to the business disciplines.
3. Identify, analyse and appropriately use English language forms, features, structures and referencing protocols to research and write academic essays, critiques and/or business reports.
4. Communicate visual, verbal and written information in live presentations centred on theoretical, empirical, and/or technical themes.

### Business Undergraduate Program Learning Goals and Outcomes

1. **Knowledge**: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge in relation to academic research and discourse (both written and oral)

2. **Critical thinking and problem solving**: Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research social issues that can be considered from an economics perspective, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective professional communicators.
   You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. **Teamwork**: Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility**: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
a. Identify and assess ethical, environmental and/or sustainability considerations in addressing social issues, and

b. Identify social and cultural implications of current social issues.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Examples of learning outcomes:</td>
<td>• Tutorial Presentation</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of genre types used in academic discourse.</td>
<td>• Report</td>
</tr>
<tr>
<td></td>
<td>Use language and structures appropriate to each genre type.</td>
<td>• Persuasive Video</td>
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<tr>
<td></td>
<td></td>
<td>• Online quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Use critical thinking skills to consider information presented in academic texts and discussions.</td>
<td>• Tutorial Presentation</td>
</tr>
<tr>
<td></td>
<td>Use critical thinking and problem solving skills when working collaboratively to achieve an assessment outcome.</td>
<td>• Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Online Quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persuasive Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• Tutorial Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persuasive Video</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>• Peer Evaluation of assessment tasks (not graded)</td>
</tr>
<tr>
<td>5a. Ethical, social and environmental responsibility</td>
<td>Identify and assess ethical and social responsibility in relation to social inclusion issues used as the focus for discussion in core assessments.</td>
<td>• Report – social inclusion issue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persuasive Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tutorial Presentation</td>
</tr>
</tbody>
</table>
### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

To improve their understanding and communication skills in English, students must practise many different modes of communication frequently and in a semi-structured manner. The early focus of the course will be on limited, defined topics, with more complex reading and presentation material introduced as the semester progresses. The focus of both the group work and the individual tasks assigned in the course is on improving students’ comprehension and communication skills across different contexts that will be encountered in their university careers, with a particular emphasis on academic reading, writing, discussing and presenting.

Formal teaching will occur in a small workshop-style face-to-face setting. The practical in-class exercises are designed to develop students’ writing and presentation skills, and will also provide on-going opportunities for discussion and practice through the intensive use of group interaction and teamwork. Feedback mechanisms will include peer review. All activities and pedagogical techniques are designed to support students’ active engagement with the learning process, as well as providing structured opportunities for social interaction, goal-oriented group work, and individual reflection.

#### 3.2 Learning Activities and Teaching Strategies

The learning and assessment activities in this course are designed to build students’ capacity for independent and collaborative approaches to learning.

**Workshops**

The teaching strategies used in this course include face-to-face meetings twice weekly during which students will engage in a mix of learning activities. While the emphasis in terms of topic and activity type will vary from week to week, students would generally expect to:

1. listen to an oral presentation, reflect upon and discuss its content, and summarise its main ideas and their implications;
2. orally summarise and discuss readings that have been studied individually prior to class;
3. engage in group exercises to improve English language proficiency and academic communication skills, such as semi-structured small-group dialogue or the research and preparation of a written report with a partner; and/or
4. participate in assessment tasks, such as in-class or online written reports or aural comprehension tests, to which peer evaluation and feedback may be applied.
4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online quizzes</td>
<td>10%</td>
<td>8 quizzes in total</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Course Journal</td>
<td>20%</td>
<td>6 journal entries (400 words each in length)</td>
<td>Ongoing – Final Submission Week 12</td>
</tr>
<tr>
<td>Tutorial Presentation</td>
<td>15%</td>
<td>25 minutes per group</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Written Report</td>
<td>20%</td>
<td>1,000 words</td>
<td>Week 11</td>
</tr>
<tr>
<td>Persuasive Video presentation</td>
<td>15%</td>
<td>5 minutes</td>
<td>Week 12</td>
</tr>
<tr>
<td>Aural (Listening) Exam</td>
<td>20%</td>
<td>1.5 hours</td>
<td>In-class week 13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details of each assessment task:

1. Online quizzes: The online quizzes are weekly tasks that will support the development of your grammar and language use skills. Engagement in these activities on a weekly basis will assist you to continue to develop areas of grammar and language use that have been identified as requiring focus. In addition, concepts covered in the weekly quizzes will be integrated into all assessments in the unit and will form part of the peer review focus.

2. Course Journal: The course journal is designed to assist you to develop academic research skills and to reflect on the content of academic discourse using critical thinking and reading skills. Reading for comprehension and an ability to think objectively about the content presented in texts are important skills to develop for success at University. In addition, being able to confidently express your ideas, critically consider key concepts and ask relevant questions in relation to textual content are skills that are required in all courses. This journal is intended to support and encourage the development of these skills on a weekly basis.

3. Tutorial Presentation: The tutorial presentations are designed to assist you to develop academic research and tutorial participation skills. Participation in tutorials is an important technique for students to develop as it allows for the sharing of knowledge and knowledge creation in relation to discipline-specific content. In addition, being able to confidently express ideas, critically consider key concepts and ask relevant
questions in tutorials enhances one's own learning experience. Participation in the tutorial presentations will assist you to develop the skills necessary to contribute confidently to tutorial discussion in the roles of both tutorial facilitator and participant.

4. Written Report: The written assignments included in COMM1001 are aimed to assist you to develop your ability to research and identify information relevant to the topic and to express your findings in clear and concise written prose. The ability to present information in a logical exposition of an issue is also a key focus for development. In addition, this assessment will help you confidently express your ideas, critically consider key concepts and explore relevant recommendations/solutions to current issues.

5. Persuasive Video Presentation: The video presentations included in COMM1001 are aimed to assist you to develop your oral and visual presentation skills. The ability to confidently express your ideas or findings using oral language and presentation techniques is essential in both academic study and in the work place. This presentation is intended to encourage the development of these presentation skills and challenge your ability to respond quickly and confidently to inquiry in the form of audience questions.

6. Aural Exam: The aural exam will examine your ability to listen to content that is being delivered orally, take notes, synthesise information and use this information to inform written responses to questions.

4.3 Assessment Format
Details regarding assessment format are provided in the assessment information handouts. This can be found on Moodle and will be distributed to students in class.

4.4 Assignment Submission Procedure

Assessment 1 – Online quizzes will be completed online through MyLearningLab. Details regarding this online learning tool will be provided in class.

Assessments 2 & 4 will be submitted online via Turnitin. The link for each assessment will be provided on Moodle.

Assessments 3 & 5 will be assessed in class.

4.5 Late Submission
The official time of submission of all assessment items will be considered to be the time at which you upload the electronic copy to the course website.

Late submissions will be penalised in the amount of 20% of marks for the first day late (or part thereof), and an additional 10% of marks for each additional day late (or part thereof). Thus, an assignment that is 5 minutes late will be penalised 20%, and one that is 24 hours and 5 minutes late will be penalised 30%. Assignments submitted more than three days late will not be marked and will be awarded zero marks.

Plan to submit your assignments at least several hours ahead of time to avoid last-minute technical complications. Only in exceptional circumstances will special consideration apply to late submission of assignments. You have a substantial period
to prepare each assignment, and you run a risk if you do not work on it until the last few days.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES
The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

MyWritingLab online learning tool is provided to you and can be accessed both via Moodle and http://www.pearsonmylabandmastering.com/au/.

The Learning Centre is a recommended source of invaluable information. Information about The Learning Centre can be found at: http://www.lc.unsw.edu.au/

6 COURSE EVALUATION AND DEVELOPMENT
Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is the primary way in which students’ evaluative feedback is gathered. You are strongly encouraged to take part in the feedback process.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Workshop Focus 1</th>
<th>Workshop Focus 2</th>
</tr>
</thead>
</table>
| Week 5 4 April | Introduction to Communication in Business & Economics | • Introduction to the course & expectations  
• Academic Reliability  
• Writing Genres – annotation  
• Summary & Reflection | • Academic Integrity  
• Turnitin  
• Note-taking  
• Tutorial Participation  
• Developing discipline specific language |
| Week 6 11 April | Academic Skills and knowledge | • Decoding Assessments  
• Reading for specific purposes  
• Annotations and peer review | • Summarising & Paraphrasing  
• Understanding feedback on assessment & application strategies |
| Week 7 18 April | Sources of Knowledge and Critical Thinking  
Genre: Report | • Critical Thinking  
• Report writing – Macro & Micro structure  
• Researching for Academic texts | • Debates  
• Critical Thinking  
• Presenting information |
| Week 8 25 April | (Monday 25 April is Anzac Day public holiday)  
Academic Integrity & Referencing  
Genres & Academic Discourse | • Types of voice in academic writing  
• Integration of voice into academic writing. | • Genres in academic writing  
• Introduction to academic discourse (informal v formal language)  
• Essay & paragraph structure |
| Week 9 2 May | Data Commentaries | • Data types & interpreting data  
• Structure of a data commentary  
• The Report – integration of the data commentary. | • Language focus – theme & Rheme  
• Cause and effect discourse – structure & language |
| Week 10 9 May | Video/oral presentation | • Preview the persuasive video presentation.  
• Structure & language of a persuasive | • Language focus – nominalisation & lexical density  
• Peer review of the written report. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Argument</th>
<th>Audience</th>
<th>Videos/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>16 May</td>
<td>Team Work</td>
<td>• Purpose of team work</td>
<td>• Audience</td>
<td>• Video Presentation – soft submission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Roles of people in teams</td>
<td></td>
<td>• Question types</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Developing a cohesive and successful team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>23 May</td>
<td>Persuasive Video Presentations</td>
<td>• Delivery of the Persuasive Video Presentations</td>
<td>• Audience</td>
<td>• Delivery of the Persuasive Video Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Consolidation of key skills</td>
</tr>
<tr>
<td>13</td>
<td>30 May</td>
<td>NO LECTURES</td>
<td>• Aural Exam</td>
<td>• Audience</td>
<td></td>
</tr>
</tbody>
</table>