COMM8000
INTELLECTUAL FOUNDATIONS

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Dr. Will Felps</td>
<td><a href="mailto:willfelps@gmail.com">willfelps@gmail.com</a></td>
<td>Business School building 576a</td>
<td>9385 8807</td>
</tr>
<tr>
<td>Guest lecturer</td>
<td>Professor Dubravka Cecez-Kecmanovic</td>
<td><a href="mailto:dubravka@unsw.edu.au">dubravka@unsw.edu.au</a></td>
<td>RM 54640, Quadrangle - Ref E15</td>
<td>+61 2 9385 4640</td>
</tr>
</tbody>
</table>

Consultation Times – by appointment by email

2 COURSE DETAILS

2.1 Teaching Times and Locations
Friday 13:00-16:00 (Weeks: 1-12), Room: QUAD1045

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

2.3 Summary of Course

Through a sequence of readings, lectures, and discussions, this course will introduce you the intellectual foundations of science. You will prepare for each class by completing assigned readings. The readings will give you theoretical grounding for each day’s discussion. To succeed in this course, you must prepare for class each day and should arrive ready to participate and think actively. The goal of this course is to provide students with a basic working knowledge of where science comes from (i.e. the history of science), how it is produced (i.e. the psychology, economics, and sociology of science), and what science might be able to accomplish (i.e. the philosophy of science). Upon completion, students should be able to understand debates about research methods, epistemology, paradigm wars, the social context of research, and the like. In addition, they should be able to diagnose the philosophical assumptions that underlie their own research.

2.4 Course Aims and Relationship to Other Courses

The main objectives of the course are:
1. To introduce the philosophies of science and their application to social science.
2. To introduce the history of science, sociology of science, psychology of science, and management of science, which undergird the various philosophies of science.
3. To provide students with an opportunity to apply these concepts to the analysis of issues in social science.
4. To provide students with an opportunity to practise scholarly discourse.
5. To give students grounding in the intellectual fundamentals of the social sciences that will inform them in subsequent courses.
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 this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework 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’).

<table>
<thead>
<tr>
<th>Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
</tbody>
</table>
| **3. Communication:** Our graduates will be effective communicators in professional contexts. You should be able to:  
  a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and  
  b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. |
| **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 ethical, social, cultural and environmental implications of business issues and practice. You should be able to:  
  a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
  b. Consider social and cultural implications of business and/or management practice. |

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

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 practised 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 postgraduate coursework 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>
</tbody>
</table>
| 1 Knowledge | Understand the philosophy of science, and the adjacent disciplines of the psychology of science, economics of science, and the sociology of science. | - Class discussion  
- Multiple-choice quizzes  
- Oral Exam |
| 2 Critical thinking and problem solving | Be able to evaluate social science research using the philosophy of science. Be able to proficiently base your own researches on sound philosophical foundations. | - Class discussion  
- Oral Exam |
| 3a Written communication | Construct written work that is logically and professionally presented. | Not specifically assessed. |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. | - Oral exam |
| 4 Teamwork | Work collaboratively to complete a task. | Not specifically assessed. |
| 5a. Ethical, environmental and sustainability responsibility | Identify and navigate the ethics of research. | Not specifically assessed. |
| 5b. Social and cultural awareness | Not specifically addressed in this course. | Not specifically assessed. |
3 ASSESSMENT

3.1 Formal Requirements
In order to pass this course, you must:

- Achieve a composite mark of at least 50

Note: the requirements of the specific degree program in which you are enrolled may require a higher level of performance for progression in that program. Relevant information may be obtained from your supervisor and Postgraduate Research coordinator in your School.

3.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class discussion</td>
<td>20%</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Nine MC quizzes</td>
<td>50%</td>
<td>5 questions</td>
<td>Per assignment</td>
</tr>
<tr>
<td>3. Oral Exam</td>
<td>30%</td>
<td>1 hour</td>
<td>Per assignment</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class discussion.
Attendance in every class is very important. If you do miss class, it is your responsibility to find out what was missed. In addition, it is very important that you come to class ready to contribute your thoughts, impressions, and questions from the cases and readings to the class discussion. You are expected to be prepared for every class meeting. Since I frequently call on students whose hands are not raised, please let me know before the start of class if you are not prepared so that you are not inadvertently embarrassed. Note, however that this should only occur for exceptional reasons. Importantly, what matters is the quality of your contributions more than the quantity of contributions. Finally, it is important that “side-conversations” are minimized, since they can distract from group discussion.

Nine Multiple Choice Quizzes.
With the exception of the first day and the day taught by Professor Cecez-Kecmanovic, there will be a six-question quiz at the beginning of each class. The format will be multiple-choice and the questions will be drawn from (1) the readings assigned for that day and (2) the last lecture. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70.

If you feel there is a mistake with a quiz question, you are encouraged to submit a written request for a re-grade. Your written request should state why you believe there was a mistake. If an error is discovered, then all students’ grades will be corrected.

Oral Exam.
An oral exam will be scheduled sometime between 8th-12th of June. It will be held in Will Felps’ office. Over the course of an hour, you will be asked questions gauging:

- your knowledge of the subjects covered in this course – which includes the concepts, argument, evidence, and theory covering in the readings, lecture, and discussion.
- You are free to bring the readings or any notes to the exam. Of course, it is more impressive if you do not need to refer to the readings / notes. Material from any reading may be covered.
your ability to connect the ideas in this course to understand some aspect of the business sciences. Specifically, you will be asked to identify some area of social and managerial science with which you are familiar, and to explain how concepts from this course could help us to better understand this area of scholarship. In developing this critical analysis, it is important that the arguments are logical, coherent, and clear.

Two weeks prior to the oral exam, you will be given a list of ~30 potential exam questions. The questions you will be asked will be drawn from this list.

Oral exam assessment criteria:
► Development of a clear, consistent, and well-supported critical analysis (includes quality of argument, and how far it is logical, coherent and clear);
► Demonstrate understanding of the content – concepts, argument, evidence, theory – of the readings and course;
► Appropriateness and depth of the independent evaluation;
► Quality of the oral communication – clear, concise and incisive speaking is a valuable skill.

3.3 Late Submission
Makeups are not generally allowed but may be considered in exceptional circumstances.

<table>
<thead>
<tr>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

4 COURSE RESOURCES

Presentation slides/decks will be available on the Moodle course website. You can access Moodle using your student number and zPass by visiting: https://moodle.telt.unsw.edu.au/

The readings for this course can be accessed through moodle and hyperlinks in this syllabus (which is also available on Moodle).

5 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through standard School procedures.
6 COURSE SCHEDULE

WEEK 1, 6/3/15, TOPIC: Course introduction; History of science
READING(S):

WEEK 2, 13/3/15, TOPIC: Philosophies of Science
READING(S):
- **Trochim, W.M.K. 2006.** Philosophy of Research (including Structure of Research; Deduction & Induction; Positivism & Post-positivism; and Introduction to Validity).

ASSESSMENT: Quiz 1

WEEK 3, 20/3/15, TOPIC: Conceptualization & Theory Building
READING(S):

ASSESSMENT: Quiz 2

WEEK 4, (27/3/15), TOPIC: Marketing your Science
READING(S):
- **Hollenbeck, J.R. 2008.** The role of editing in knowledge development: Consensus shifting and consensus creation. In Baruch, Konrad, Aguinus and Starbuck’s’s (Eds.), *Journal Editing: Opening the Black Box,* 16-26. San Francisco: Jossey Bass.

ASSESSMENT: Quiz 3

WEEK 5 & 6, (3/4/15-12/4/15), public holiday; Good Friday & Mid-Semester Break
WEEK 7, 17/4/15, TOPIC: Academic Success
READINGS:

ASSESSMENT: Quiz 4

WEEK 8, 24/4/15, TOPIC: Sociology of Science
READINGS:

ASSESSMENT: Quiz 5

WEEK 9, 1/5/15, TOPIC: Psychology and Economics of Science
READINGS:

ASSESSMENT: Quiz 6

WEEK 10, 8/5/15, TOPIC: Paradigms
READINGS:

ASSESSMENT: Quiz 7
WEEK 11, 15/5/15, TOPIC: Critiques of business science
GUEST INSTRUCTOR: Professor Dubravka Cecez-Kecmanovic
READINGS:

WEEK 12, 22/5/15, TOPIC: Ethics of Science
READINGS:
- Felps, W., & Byington, E. K. (working paper). That’s true! Overcoming the temptation to be interesting. [Latest version will be shared at least two weeks prior to class]

ASSESSMENT: Quiz 8

WEEK 13, 29/5/15, TOPIC: Eclectic programs for improving science
READINGS:

ASSESSMENT: Quiz 9; Draw for oral exam date and time

WEEK 14, 5/6/15, In-class synthesis & chance to study with peers (no readings!)

ORAL EXAMS: 8th-12th of June
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

7 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

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</table>
8 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz:
https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see:
https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:

9 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

9.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

9.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see:
https://student.unsw.edu.au/attendance
9.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

9.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

9.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

10 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.
11 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**:
  Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au