MARK5814
E-MARKETING

Course Outline
Semester 1, 2015
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Associate Professor Liem Viet Ngo
Room: 3023B, Quadrangle Building East (E15 on the campus map)
Email: liem.ngo@unsw.edu.au; Phone No: 9385 3605
Staff profile: https://www.business.unsw.edu.au/our-people/liemvietngo
Consultation Times: Tuesdays 3pm-4pm (or by appointment)

Contact outside of consultation and class times:
To successfully complete this course, effective communication between us is vital. I will use Moodle to send you information between lectures and you need to check it regularly. In return, please send an email if you have any general questions about the course. Specific questions are best dealt with during the lecture, consultation times or by appointment. Please use your student-email to communicate with me. I will not open your email coming from yahoo, hotmail, gmail, and the like even if it gets through the spam filters, as I will not know you are a student. Student-email messages get first priority in being answered.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12) and take place on Wednesdays 2.00pm to 5.00pm, in CLB4.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Lecturer</th>
<th>Day/ Time</th>
<th>Week</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture and group activities</td>
<td>Dr Liem Viet Ngo</td>
<td>Wednesdays 2.00PM – 5.00PM</td>
<td>1-12</td>
<td>CLB4</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
The course is an elective on the Master of Commerce degree, carrying six units of credit.

2.3 Summary of Course
E-marketing – MARK5814 explores electronic marketing as a subset of a larger set of concepts and theories within the marketing discipline. Marketers make considerable use of interactive electronic technologies: the Internet, interactive TV, SMS communications, electronic kiosks, etc. They do so to achieve a variety of goals: market intelligence provision, developing new business models, building customer profiles, direct and interactive communications, placing goods with customers through virtual stores, and working with customers to develop innovative new products and services. These activities present management with exciting opportunities, reveal new sources of competition, and also demand a re-evaluation of core competencies. Topics in MARK5814 include e-business models and e-marketing plan, web analytics, online consumer behaviours, creating and capturing value in the groundswell, driving web traffic and performance metrics, conversion optimization, building personal brand online, and transmedia storytelling. A study of MARK5814 complements the wider array of subjects taught in the MCom marketing specialisation, and the MCom in general.
2.4 Course Aims and Relationship to Other Courses

**Course Aims**

- to prepare students for future roles in e-marketing and as such to familiarise students with the key marketing issues in the developing field of electronic marketing studies and practice
- to ensure that as marketing managers, students are adept at integrating effective and efficient digital strategies into traditional marketing planning
- to improve students’ ability to understand, analyse, and apply current research and trends in e-marketing

**Relationship of this course to other course offerings**

The course links concepts you have learnt in other marketing courses and complements the wider array of subjects taught in the Master of Commerce (with marketing specialisation) and the MCom in general. MARK5814 requires MARK5800 or MARK5801 or MARK5813 as prerequisite or corequisite.

**Synergies**

You are encouraged to make linkages with previous studies, particularly consumer behaviour, marketing management, marketing communication, and marketing research. Your learning is likely to be more effective when prior experiences and prior knowledge are explicitly recognised and built upon. You should take responsibility for doing this.

2.5 Student Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify and apply e-marketing knowledge to business situations in local and global environment.
2. Identify and research e-marketing issues in business situations, analyse the issues, draw appropriate and well-justified solutions, and develop and evaluate an effective e-marketing plan.
3. Effectively communicate e-marketing knowledge in oral and written contexts.
4. Critically review e-marketing decisions on the basis of social, environmental and cultural considerations.
5. Participate collaboratively in team-work and presentations.

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’).

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

1. Knowledge: 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.

2. Critical thinking and problem solving: 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.

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.

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 postgraduate 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                         | 1. Identify and apply e-marketing knowledge to business situations in local and global environment.  
                                           2. Identify and research e-marketing issues in business situations, analyse the issues, draw appropriate and well-justified solutions, and develop and evaluate an effective e-marketing plan.  
                                           4. Critically review e-marketing decisions on the basis of social, environmental and cultural considerations. | • Individual assignment  
                                                                                     • Group case study presentation  
                                                                                     • Class participation  
                                                                                     • Exam |
| 2 Critical thinking and problem solving | 1. Identify and apply e-marketing knowledge to business situations in local and global environment.  
                                           2. Identify and research e-marketing issues in business situations, analyse the issues, draw appropriate and well-justified solutions, and develop and evaluate an effective e-marketing plan.  
                                           3. Effectively communicate e-marketing knowledge in oral and written contexts. | • Individual assignment  
                                                                                     • Group case study presentation  
                                                                                     • Class participation  
                                                                                     • Exam |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Written communication</td>
<td>3. Effectively communicate e-marketing knowledge in oral and written contexts.</td>
</tr>
<tr>
<td>3b</td>
<td>Oral communication</td>
<td>3. Effectively communicate e-marketing knowledge in oral and written contexts.</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>5. Participate collaboratively in team-work and presentations.</td>
</tr>
<tr>
<td>5a</td>
<td>Ethical, social and environmental responsibility</td>
<td>4. Critically review e-marketing decisions on the basis of social, environmental and cultural considerations.</td>
</tr>
<tr>
<td>5b</td>
<td>Social and cultural awareness</td>
<td>4. Critically review e-marketing decisions on the basis of social, environmental and cultural considerations.</td>
</tr>
</tbody>
</table>

## 3 LEARNING AND TEACHING ACTIVITIES

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

This course is designed to challenge students, to encourage individual thought and to take responsibility for your learning. As such the subject will be taught in an application oriented fashion. The various concepts and principles will be taught through lectures, guest lectures, presentations and discussion of industry and product examples. The emphasis is on experience based learning; it will draw upon the experience of students, teaching staff, and industry practitioners to provide practical examples of the models and concepts in the area of e-marketing. Lectures, assignments and discussions will be used to reinforce concepts in various contexts.

### 3.2 Learning Activities and Teaching Strategies

This is a classroom-based course and, as such, the approach will be fairly instructive. However, I will try to vary the pace by having a mix of formal lectures, group discussions, and guest lectures. The course is designed around a mix of activities to build participant interest and learning. The three hour lecture period each week is divided into:

- A formal lecture which will introduce the relevant concepts and theory of e-marketing as well as examining the fundamentals of marketing using technologies such as the Internet, either exclusively, or as part of a broader marketing approach.
- This will be interspersed with group discussions based around student case study presentations exploring specific electronic marketing issues and discussing their significance in a broader social context. The presentation will be followed by discussion where the presenters will be expected to lead a thorough class discussion of the issues.
- Guest lecturers with practical experience in e-marketing will be scheduled where possible.

The success of the subject is largely dependent on the involvement and contribution of students with respect to the questions and issues raised by themes covered in this subject.
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
Assessment comprises:

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>20%</td>
<td>1200 words (max)</td>
<td>15.04.15 (Week 6)</td>
</tr>
<tr>
<td>Group Case Study Presentation</td>
<td>20%</td>
<td>20 minutes</td>
<td>TBA in Week 1</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td></td>
<td>Throughout session</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>2 hours</td>
<td>Within exam period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1. Individual Assignment (20%)

**Length:** 1200 words
**Due Date:** Wednesday 15.04.15 (Week 6)

You will be asked to write up a seminar paper on an individual basis. The seminar topic will cover a comprehensive review of the topic literature as it relates to current e-marketing issues facing business. You should structure the paper as an explanation of the topic and its relevance to a particular industry/organization/brand. It should contain managerially relevant information and guidelines. You will be fully briefed in class about the content and formats of the seminar paper in Week 1.

Written the seminar paper should not exceed 1200 words (single-sided, 12-point font, 1.5-spaced). Please make a copy of the paper for your records. Papers submitted without a reference list or bibliography conforming to either of these standards will not be graded.

4.2.2. Group Case Study Presentation (20%)

**Length:** 20 minutes
**Due Date:** TBA in Week 1

In Weeks 4 to 11, case studies will be discussed in the group activities sessions. Each case study will be assigned to one group (or two groups depending on the class size) three weeks before the presentation date. Each group is required to analyse the assigned case study and be prepared to make an in-class presentation (as part of a group). A soft and hard copy of presentation slides must be submitted on the scheduled day of presentation (at the start of the case discussion).

Students enrolled in the course will receive a printed copy of the case studies. Due to copyright restrictions, please do not copy or distribute the case studies in any way. You will be fully briefed in class about the content and formats of the case study presentation in Week 1.
Where available, key readings will be supplied on the Moodle, relating to the case studies to be discussed and providing an introduction to the issue. In such cases, it is expected that all members of the course will have read the case studies and key readings prior to coming to class and will be in a position to contribute to the discussion of it. Those assigned to prepare and make a presentation on the case studies are expected to have read widely in the area. The emphasis in assessment will be on critical analysis and interpretation rather than description. This will enable students to demonstrate all of the objectives of the course.

At the commencement of the presentation, the presenting group must provide other members of the class with a one-page summary of their presentation. The summary should assist with stimulating class. Failure to provide this hand-out will result in an automatic deduction of 1 mark. The presenting group should prepare a presentation providing a rigorous coverage of the topic over a period of approximately 20 minutes. The ability to stimulate class discussion will constitute the majority of the presentation mark. You forfeit this mark if you are not in class to present your case study when scheduled. Marking sheet with details will be posted on Moodle.

**Assessing Individual Contributions for Group Case Study Presentation**

- Group members are required to submit a peer evaluation on the day of their presentation.

Each student will evaluate the contributions of their group members (not themselves) on the day of their case study presentation using the School of Marketing’s WebPA Peer Assessment on the course Moodle site. 20% of group marks, i.e. [weight of group assessment x .2] of [weight of group assessment] will be adjusted based on the peer assessment results to reflect the contribution of each student to the group presentation.

WebPA is based on a detailed list of evaluation criteria to rate teamwork skills, an important program learning goal of undergraduate degrees offered by the UNSW Business School. Group members bring different strengths to the teamwork, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student’s contribution score will be the average of the points received from their group members. Adjustments to individual marks will be calculated where an individual student’s peer evaluation score is below 3. A score of 0 results in a downward adjustment of 20%, scores between 1 and 2 in 10-15%, 2-3 in 5-10%.

- Ideally, all members of each group will receive the same mark. However, in some cases individuals may be assigned different marks if there are consistently poor evaluations of group member(s). It is therefore in your interest to make your group work effectively to ensure the delivery of high quality output.

- To assist in assessing the contribution of each student, brief minutes should be made of each group meeting noting who was assigned what task and if completed. Further, individual group members should keep a journal detailing all the activities undertaken in relation to their project. It is important that each member of the group records their activities and contribution to the project on a regular basis. If there are any complaints about the performance of a group member, the lecturer-in-charge can request that an individual submit their journal. Assessment of group members on participation may also be utilised.
4.2.3 Final Examination (50%)

**Description of the task**
- This will be a 2-hour closed-book exam, conducted during the official exam period.

**Format, structure, style, presentation guidelines**
- The format is explained in a note on Moodle (available in Week 7), this guide includes hints and tips, as well as a few example questions.

**Purpose of the Examination**
The rationale for the final examination is:
- For us to assess your comprehension and understanding of the course material;
- For you to demonstrate an ability to synthesize and integrate course material;
- To provide an opportunity for you to make links between ideas, theories, frameworks, and practical problems in the field of digital marketing, drawing on material from within and beyond the course;
- To show you can work independently.

**Assessment Criteria**
- Assessment criteria include the extent to which you: demonstrate comprehension and understanding of the course material, demonstrate an ability to synthesize and integrate course material, demonstrate skill in making links between ideas, theories, frameworks, and practical problems in the field of digital marketing by drawing on material from within and beyond the course.

4.2.4 Class participation (10%)

- You are expected to make thoughtful and constructive contributions to class discussion. You need to come to class prepared to discuss readings, cases and exercises. The purpose of participation is to give you an opportunity to engage in discussion and share your thoughts; help you articulate and communicate a point of view; also, in discussing your findings in class, you will be assisting your fellow class-mates to gain a better understanding of the topic area.

- Your regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment (see Section 10.2, Part B).

### 4.3 Late Submission
Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

<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>
5 COURSE RESOURCES

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

5.1 Prescribed Textbook


5.2 Recommended Readings

A list of recommended readings will be available via Moodle. This will be updated during semester.

5.3 Supplementary Readings


Shih, C. 2009. The Facebook Era, Prentice Hall, Boston, MA


5.4 Sources of Further Information

Electronic Commerce Research
Journal of Interactive Marketing
Business Horizons
International Journal of Electronic Business Management
International Journal of Internet Marketing and Advertising (IJIMA)
Journal of E-Business
Sydney Morning Herald – Technology section

Note: There are a number of other useful electronic marketing texts on the market and new ones are being released on a regular basis.

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 one of the ways in which student evaluative feedback is gathered. By all means give me comments during the course as well.
# 7 COURSE SCHEDULE

Lecture dates and topics are shown in the following table. Lecture notes and key readings for each lecture are posted at least a day before the scheduled day of lecture. Each week consists of a 1.5 hour lecture and 1.5 hour group activities. *Group activities for each week will be provided in Week 1.* In the weeks having no group activities, lectures would continue for the entire duration of the lecture.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Understanding E-Marketing Decisions</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>04.03.15 Understanding fundamental E-marketing decisions</td>
</tr>
<tr>
<td>Week 2</td>
<td>11.03.15 Web analytics: Creating insights and driving improvements</td>
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<tr>
<td></td>
<td>Guest Speaker: TBA</td>
</tr>
<tr>
<td>Week 3</td>
<td>18.03.15 E-business models and the e-marketing campaign</td>
</tr>
<tr>
<td>Week 4</td>
<td>25.03.15 Creating value in the groundswell</td>
</tr>
<tr>
<td>Week 5</td>
<td>01.04.15 Consumer behaviour in the groundswell</td>
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<tr>
<td></td>
<td>Guest Speaker: TBA</td>
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<tr>
<td></td>
<td><em>Group progress report due</em></td>
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<tr>
<td></td>
<td><strong>Mid-semester break: Good Friday 3rd April - Sunday 12 April</strong></td>
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<tr>
<td></td>
<td><strong>E-marketing Practices</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>15.04.15 Content marketing</td>
</tr>
<tr>
<td></td>
<td><em>Individual Assignment due</em></td>
</tr>
<tr>
<td>Week 7</td>
<td>22.04.15 Communicating value in the groundswell</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: TBA</td>
</tr>
<tr>
<td>Week 8</td>
<td>29.04.15 Driving web traffic (SEM)</td>
</tr>
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<td></td>
<td>Guest Speaker: TBA</td>
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<tr>
<td>Week 9</td>
<td>06.05.15 Building your personal brand online</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: TBA</td>
</tr>
<tr>
<td>Week 10</td>
<td>13.05.15 Conversion optimization</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: TBA</td>
</tr>
<tr>
<td>Week 11</td>
<td>20.05.15 Capturing value in the groundswell</td>
</tr>
<tr>
<td>Week 12</td>
<td>27.05.15 Review lecture</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 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 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.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
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<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
</tr>
</tbody>
</table>
9 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).

10 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.

10.1 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

10.2 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

10.3 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
10.4 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/.

10.5 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.

11 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.

12 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
  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)  

- **UNSW Counselling and Psychological Services**  
  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