MGMT 2200
CRITICAL THINKING AND ANALYSIS

Course Outline
Semester 2, 2013
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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>Ju Li Ng</td>
<td><a href="mailto:j.ng@unsw.edu.au">j.ng@unsw.edu.au</a></td>
<td>511</td>
<td>x. 59713</td>
</tr>
<tr>
<td>Lecturer/tutor</td>
<td>Ju Li Ng</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
</tr>
</tbody>
</table>

Consultation Times – Wednesday 11.00-12.00 pm. Please email the LIC the day before to inform the LIC. This is to assist in time allocation so as to ensure that all students can be accommodated.

Correspondence with LIC/ Tutor
When emailing your tutor please use your UNSW email account, indicate which tutorial you are in, as well as include your full name and student number. Do not expect an instance response from your tutor, waiting two working days for an email response is a responsible response time.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Tue 14:00 - 16:00 Electrical Engineering 418 (K-G17-418)

Tutorials start in Week 2 (to Week 13).
A full list of tutorials, times and tutors will be on the Course Website. There are a number of tutorial options for students. Please see the UNSW enrolment system for details of tutorial times. Once you enrol in a tutorial, **you must stay in that tutorial for the duration of the semester**.

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

2.3 Summary of Course
This course examines the bases of critical thinking and analysis in the business and social sciences. Material in the courses discusses the role and contribution of social research and criticism in a broad range of social contexts. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and developing effective argumentation. The classes require students to understand analyse and produce effective arguments and responses in spoken and written forms, appropriate to the tasks.

2.4 Course Aims and Relationship to Other Courses
This is a compulsory course for the Bachelor of Commerce program in Liberal Studies.
This course examines the basic elements of critical thinking and analysis in the social sciences and science. This course combines theory and practice aimed at developing skills such as active learning, higher-order thinking, reflection and interpersonal communication which are crucial competencies in becoming an independent, self-directed thinkers and learners.

Specifically the course aims to:
1. Introduce students to critical thinking and writing by defining a range of terms, concepts and theories which are crucial to an understanding of the processes of thinking, judging, valuing, analysing and arguing
2. Introduce students to the nature of logic and reasoning
3. Provide opportunities for students to critically analyse academic, policy, legal and opinion/media texts and to produce effective arguments and responses in spoken and written forms
4. Foster the development of reasoning, communication and inter-personal skills.

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 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 ASB 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>Understand different concepts and perspectives that are central to critical thinking. Identify biased consideration of evidence, generalisation, simplification, stereotyping and fallacies</td>
<td>Group assignment</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Undertake independent research and engage in self-reflection and creative problem-solving</td>
<td>Tutorial Problems</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented</td>
<td>Group assignment</td>
</tr>
</tbody>
</table>
### Table: Learning Outcomes

<table>
<thead>
<tr>
<th>3b</th>
<th>Oral communication</th>
<th>Communicate ideas in a succinct and clear manner</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>Work collaboratively to complete a task</td>
<td>Group assignment</td>
</tr>
<tr>
<td>5a</td>
<td>Ethical, environmental and sustainability responsibility</td>
<td>Demonstrate an understanding of and respect for ethical practice</td>
<td>Class preparation and participation</td>
</tr>
<tr>
<td>5b</td>
<td>Social and cultural awareness</td>
<td>Work collaboratively in group contexts and collaborate with people from diverse backgrounds</td>
<td>Class preparation and participation</td>
</tr>
</tbody>
</table>

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the ASB. 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').

### ASB 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 to business situations in a local and global environment.

2. **Critical thinking and problem solving**: Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective professional communicators.
   You should be able to:
   - Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   - 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:
   - Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   - Identify social and cultural implications of business situations.
For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course is underpinned by a ‘Learning-Centred Paradigm’ (McManus, 2001), which promotes active and creative thinking, questioning and problem-solving (Park, 2003) through a combination of self-directed, peer-directed and teacher-directed learning activities.

With a student-centred orientation to learning, Lecturer-in-charge (LIC) of the course relies on students’ attendance, active engagement, and participation for it success. As such, coming to lectures and tutorials prepared (i.e. having done assigned readings) and ready to discuss the topics will benefit the overall course. Students are encouraged to discuss and debate a myriad of issues that will be covered through the course in a supportive, intellectually stimulating, safe, and critical environment.

3.2 Learning Activities and Teaching Strategies

This course will be presented in weekly lectures and tutorials.

The Lecture: is a crucial element of the learning process in this course. Lectures provide the conceptual foundations for the themes and issues dealt with in tutorials. Key issues and questions raised in relation to each topic provide the context for further individual reflection and for various assessment tasks. Lectures will include interactive, practical and experiential learning opportunities.

The Tutorial: is a forum for closer examination of the issues and concepts raised in lectures and for interactive and collaborative learning in small groups. Tutorials will give students structured and unstructured opportunities to work together to:
- exchange ideas and opinions, and to present arguments on the themes and issues addressed throughout the course
- improve generic interpersonal skills, forge learning networks, learn about other cultures and to value different opinions/views and arguments.

Please note the lecture (i.e. slide) materials will only be posted after the lecture.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you MUST:
- achieve a composite mark of at least 50; and
- complete/submit all assessments tasks including attending at least two of the pop quizzes and final examination; and
- attend a minimum of 80% of all tutorial classes (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>Tutorial Participation</td>
<td>10%</td>
<td>See 4.3.1</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>10% (5% each)</td>
<td>20 minutes</td>
<td>4 Weeks during Tutorials: Top two scores will be selected</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>40%</td>
<td>See 4.3.2</td>
<td>Week 9 (24 September 2013) during lecture Electronic copy must be submitted prior to lecture</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tr>
</tbody>
</table>

### 4.3 Assessment Format

#### 4.3.1 Tutorial Participation (10%)
Learning is enhanced through discussions during tutorial classes. Hence, the tutorial participation marks are awarded based on students' contribution during these tutorial classes and not merely based on attendance (see the assessment criteria). Students are expected to utilise the materials provided a week prior to the tutorial classes to prepare for the class. The student is responsible to download and print these materials and bring them to class unless advised otherwise.

At the beginning of each tutorial, attendance sheet will be distributed and students are expected to initial on the attendance sheet to verify their attendance. This attendance sheet will be circulated in the first ten minutes of the tutorial classes and students that are late (i.e. arrive after the first ten minutes) will be marked absent.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Contribution</td>
<td>Contributions reflect thorough preparation. Provide good insights; has clear and thoughtful views.</td>
<td>7-10</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Contributions demonstrate some preparation. Some contributions of facts or opinion.</td>
<td>4-6</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Minimal participation and contributions demonstrate lack of preparation.</td>
<td>1-3</td>
</tr>
<tr>
<td>Does not meet attendance</td>
<td>Attendance is less than 80%.</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note: To be eligible for a participation grade, students must attend at least 80% of tutorials. A participation grade of zero will be allocated to those who attend less than 80% of tutorials.*
4.3.2 Pop Quizzes (5% each and 10% of total marks)

Pop quizzes will be held randomly from Week 2 to Week 12 in tutorial classes. The pop quizzes will be based on the required readings for the lecture in the previous week and/or previous weeks. For example, if the pop quiz is held in Week 6 during tutorials, students will be tested on materials in Week 5 and/or materials from prior to Week 6.

There will be four pop quizzes. Each pop quiz is 5% but only two quizzes with the highest scores will be selected as the scores for this assessment component. Your tutor will not communicate the date of these pop quizzes. Verbal feedback will be given after the quiz to enhance students’ learning. A sample quiz will be uploaded to Moodle in Week 2.

The total marks for these pop quizzes will be communicated in Week 12.

4.3.3 Group Assignment – Critical Essay (40% of total marks)

Purpose and Rationale of this Assignment

This assessment relates to Student Learning outcomes of 1-4. This group assignment provides students with an opportunity to undertake research, engage in critical analysis, self-reflection and express their understanding of the different concepts, perspectives and arguments presented by scholars. The group context provides students with the opportunity to learn to work collaboratively in a group.

By comparing and contrasting the work of different scholars, students will be able to:

- critically evaluate scholarly debates employing the key elements and standards of critical thinking,
- assess the use of language, evidence, approaches to reasoning and persuasion covered by the course,
- demonstrate their capacity for critical thinking, analysis and writing.

Requirements

This assignment requires students to engage with a scholarly debate on a specific topic by comparing the arguments/interpretations presented in a minimum of six scholarly articles/book chapters.

Choice of Topics

In Week 1, a list of essay topics will be published in Moodle. Students are encouraged to discuss with their group members on their preferred topic based on ranked preference. More information will be provided in Moodle.

The window time for you to email your preferences will be communicated to you via Moodle when the topics are published. Please only send your email during the allocated window time so that your choices can be allocated fairly. The time stamp on your email will be used to allocate your essay topics.

Essay Preparation Advice

- Plan your essay and produce a draft structure to clarify your ideas and to develop a logical essay structure.
- Do not use bullet points and use sub-headings sparingly. You are writing an essay, not a report.
• Make sure your grammar and expression are clear – consider whether your meaning is clear to a reader.
• Use simple language (big words do not necessarily impress). Again, be aware of the reader.
• Use Australian spelling and not American spelling.
• Avoid slang, colloquialisms, and conversational styles of language.

Some areas that you may wish to cover in your essay include:
• The perspectives and assumptions underpinning the argument/s
• Strengths and weaknesses of the ideas/ assumptions/arguments;
• Usefulness of the evidence (cases or examples) used to support the argument/interpretation
• Similarities and differences of approach evident in the different publications.

Essay Format

Essay Writing Style. The School of Management has produced comprehensive resources to help students to with writing and editing assignments for Australian School of Business courses. These resources are available online and they offer excellent practical advice for preparing work for assessment and are available from http://www.asb.unsw.edu.au/learningandteaching/studentresources/resources/Pages/writingandediting.aspx.

Students MUST read the Guide to be familiar with the expectations of written work. For written assessments, students will be expected to demonstrate an ability to read further than the prescribed readings and to use work published in academic journals.

Essays are expected to follow traditional academic referencing styles and to have clear structure.

Citing References. You should cite your sources using the Harvard System and include only the sources you have consulted in a Bibliography. For details on Harvard Style please see: http://library.leeds.ac.uk/skills-referencing-harvard

Format. Essays should be formatted based on these criterions:
• The essay question being addressed clearly stated on the Coversheet
• Use 12pt Arial font
• 2.5 cm left margin
• Double line spacing
• Leave a line between each paragraph
• All pages should be numbered consecutively
• Group ID and course code (MGMT2200) to appear on every page
• Identical electronic copy submitted via Turn-it-in (in Moodle) before the tutorial
• Student Name and student Ids should be clearly stated on the Coversheet
• Coversheet completed correctly and attached to hard copy. Coversheet will be made available on Black Board
Group allocation and management. You will be assigned to a team of 4-5 students and this information will be given to you in Week 2 tutorial. Requests to change teams will not be considered. Your tutor will give your team a 20 minutes slot during your normal tutorial time in Week 2 so you can get to know your team members and exchange contact details. Following this, you are responsible to manage your team (i.e. working together, managing workloads and time). Hence, it is important that you are aware of the following:

- Students are responsible for planning and organising their time outside lectures and tutorials to work on their case study report so that the team can submit the Group Assignment on time.
- Students must also be aware that some students might drop this course by consensus date (4 August 2013) and these students could possibly be one of your team members. The change in group membership is a common situation in organisations, thus this circumstance (if it happens) provides students with an opportunity to learn to manage this change by reallocating workloads to the remaining group members. Groups will not be reassigned.

Resource on working in groups can be found at: http://www.asb.unsw.edu.au/learningandteaching/studentservices/resources/Pages/workingingroups.aspx

Marking Criteria
There are three major components within the Group Essay. Each component carries a different weight of the overall group assignment (40%):

Essay (60%)
- The essay will be assessed using a marking rubric, which will be made available in Moodle
- Students are advised to understand and write your essays following the criterions in the rubric
- Length: Maximum of 2,500 words (excluding Bibliography and Appendices). Grade will be awarded based on the 2,500 words and any write-up above 2,500 words will not be assessed. The word count must be disclosed on the first page of your assignment. The word count excludes the cover sheet, references and appendices. Appendices of 1 page maximum length can only include a maximum of one table or one diagram or one figure.

Presentation (20%)
- Students will present their critical essay to the class in Week 11 and 12 either during lecture or tutorial
- Each group is required to provide a 2-page handout to the class that summarises
  - The different perspective on the topic
  - The key issues raised
  - The group’s final position and recommendation

Teamwork (10%)
- Students are required to rate their group members
- Group members’ peer assessment will be used as a guide to determine the teamwork score in this group assignment
- More information on peer assessment will be provided in Moodle
4.3.4 Final Examination (40% to total marks)

A final two-hour examination will be held during the University exam period for Semester 2. All materials from the course is examinable including lecture content, tutorial experiences, compulsory readings and topics presented by different groups. Students are expected to sit the exam on the prescribed day and should not make plans to travel, attend work functions or make other plans on this day.

4.4 Assignment Submission Procedure

Submit your group assignment in Week 9’s lecture. Please submit an electronic copy via the “Turn-it-in” link in Moodle before the lecture. It is the responsibility of your group to assign one of your group members to submit an electronic copy. Assignments that have not been uploaded to “Turn-it-in” will not be marked.

Please make sure the student names and student Ids are indicated clearly on the first page of the electronic copy in Turn-it-in.

Assignments must be submitted BOTH in hard copy (during lecture) and in soft copy via “Turn-it-in” in Moodle (before the Week 9 lecture).

Hard copies of written assignments MUST have a School of Management Coversheet attached with the declaration signed and dated by each group member. Cover sheets can be found on Black Board. A soft copy of all assignments must be uploaded into Turn-it-in using the link in Moodle. Please make sure that you have attached the final version of your assignment. It is recommended that you leave a margin of time for uploading so you can trouble-shoot if there are any technical issues. You may upload to Turn-it-in multiple times; only the last submission will be marked.

Assignment files are to be named as follows:
GroupID_TopicName.doc
E.g., Group 1 would submit their essay as: Group1_Leadership.doc

4.5 Late Submission

No extensions will be granted for any assessment except in the case of serious illness, misadventure or bereavement which must be supported with acceptable documentary evidence. Please consult with your lecturer if this applies to you. All granted extensions will be documented in an email. Late submission of an assignment without prior written permission from the Lecturer in Charge is not acceptable. A penalty of 10% for each day the assignment is late will be applied.

Note: A request for an extension does no guarantee that you will be granted one. If you require special consideration, read the advice on UNSW policies and procedures listed in Part B.

Request for assignment to be re-marked

From time to time some students will query the mark they have received on an assessment. If you have a question about the mark you received on Group Assignment, the group must first make an appointment with your tutor no earlier than one week after the course assignment return date, but no later than two weeks from the return date, to discuss your concerns.
The return date is usually 2 weeks after submission of the assignment. If you choose to pick up your assignment at a later date, keep in mind that you are still required to follow the course return date timing. If, after speaking to your tutor you remain unhappy with their explanation, you may request a review of your assignment. This request must be made within 3 weeks of the assignment return date to the Lecturer in charge. Requests made later than 3 weeks will not be accepted for a re-mark.

Keep in mind that a request for an assignment review is not automatically granted. To qualify for an assignment review you must submit, in writing, the specific reasons you believe a review is warranted. This document should also include a discussion of the tutor’s comments and how the components of your essay relate to the assignment criteria.

Applications that request a re-mark on the basis of “I felt the mark was too low” will be rejected. If a re-mark is granted, your assignment mark may decrease, increase, or remain the same. You should be aware that historically, many assignment marks have been lowered following a review. The mark awarded following the review is final and no further discussion will be entered into.

If you are requesting a re-mark of your final exam, this request must be made to the Lecturer in charge within 2 weeks of the UNSW release date of marks for the semester.

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**Quality Assurance**
The ASB 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 ASB programs. All material used for such processes will be treated as confidential.

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**Course website.** This course uses Moodle as the Learning Management System to support lectures and tutorials.

To access the Moodle online support site for students, follow the links from [https://moodle.telt.unsw.edu.au/login/index.php](https://moodle.telt.unsw.edu.au/login/index.php) to UNSW Moodle Support / Support for Students. For Moodle technical support, please contact [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) or on 9385 3331.

Additional technical support is available from [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au) or on 9385 1333.

**Additional reading for assessments.** The textbook selected for this course will provide you with the fundamental background of organisational behaviour. However, you are expected to read more widely for your assessment tasks, particularly if you seek to excel. The library subject guides ([http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)) will provide you with a wider range of databases to identify additional readings. Google Scholar is another good resource to explore ([http://scholar.google.com.au/](http://scholar.google.com.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 one of the ways in which student evaluative feedback is gathered. A further evaluation is carried out by the lecturer in mid-session. The lecturer values your feedback highly and makes appropriate changes to course content, teaching style and type of assessment set.

Improvements for MGMT2200 this session have been gathered from student feedback, lecturers who previously taught on this course and the lecturer’s experience from other universities and courses. These include:

- Illustrating the theoretical content of lectures with examples and case-studies, some of which are cross-cultural, or in video format.
- Highlighting the cutting edge research findings in lectures so student have the latest insights, and also understand how ongoing research is needed in organisations and society today.
- Experts from the various fields to share and demonstrate the different theoretical points of view and arguments to highlight that critical thinking and analysis are key competencies.

7  COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>References</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of the course and Introduction to Critical</td>
<td>NO TUTORIALS</td>
<td>Chapter 1</td>
<td>Essay List made available</td>
</tr>
<tr>
<td>29 July</td>
<td>Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Key Concepts: recognising arguments and understanding</td>
<td>Introduction and</td>
<td>Chapter 2-3</td>
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<tr>
<td>5 August</td>
<td>logical concepts</td>
<td>administration of teams</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Assessing Credibility: Claims and Fallacies (Guest</td>
<td>Claims and fallacies:</td>
<td>Chapter 5-6</td>
<td></td>
</tr>
<tr>
<td>12 August</td>
<td>Lecturer)</td>
<td>“Leadership in Politics”</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(Guest Tutor)</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Logic and Reasoning</td>
<td>Logic and Reasoning</td>
<td>Chapter 9-11</td>
<td></td>
</tr>
<tr>
<td>19 August</td>
<td>in Practice: Listening to your Guts</td>
<td>in Practice: Listening to</td>
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<tr>
<td></td>
<td></td>
<td>your Guts</td>
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<tr>
<td>Week 5</td>
<td>Process of Analysis: Evaluating arguments and writing</td>
<td>Review of Group Assignment</td>
<td>Additional readings will be provided</td>
<td></td>
</tr>
<tr>
<td>26 August</td>
<td>critical essays</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Problem Solving Elements and Method</td>
<td>Critical Analysis</td>
<td>Chapter 4 and 8</td>
<td></td>
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<tr>
<td>2 September</td>
<td></td>
<td>Activities using Case</td>
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<td></td>
<td></td>
<td>Study “What a Star What A”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7 9 September</td>
<td>Science and Social Sciences: Philosophy, Assumptions, Evidence and Methods</td>
<td>Problem-solving activities</td>
<td>Chapter 15 Additional readings will be uploaded into</td>
<td></td>
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<tr>
<td>Week 8 16 September</td>
<td>Application of Critical Thinking and Analysis in the Sciences (Guest Lecturer)</td>
<td>Assumptions and Cultural Difference: Accepting and Giving Gifts</td>
<td>Chapter 12 and 13</td>
<td></td>
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<tr>
<td>Week 9 23 September</td>
<td>Language, Persuasion, Morals and Ethics</td>
<td>Making Ethical Decision: Right, wrong or just Business Case</td>
<td>Chapter 4 and 14</td>
<td>Group Assignment due (hardcopy submission during lecture)</td>
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<tr>
<td>Mid-Semester break: 28 September – 7 October</td>
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<tr>
<td>Week 10 7 October</td>
<td>Application of Critical Thinking and Analysis in the Arts (Guest Lecturer)</td>
<td>Diversity in Focus: Contending With Prejudice</td>
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<tr>
<td>Week 11 14 October</td>
<td>Application of Critical thinking and analysis in life and business</td>
<td>Study Guide</td>
<td>Group Presentation during lecture and tutorial</td>
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<tr>
<td>Week 12 21 October</td>
<td>Review of MGMT2200</td>
<td>Exam Practice</td>
<td>Group Presentation during lecture and tutorial</td>
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<tr>
<td>Week 13 28 October</td>
<td>NO LECTURES</td>
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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.

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 ASB 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>ASB Undergraduate Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
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<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<tr>
<td>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</td>
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<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<tr>
<td>3. Communication: Our graduates will be effective professional communicators.</td>
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<tr>
<td>You should be able to:</td>
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<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
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<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
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<td>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.</td>
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<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
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<tr>
<td>You should be able to:</td>
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</tbody>
</table>
a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  

b. Identify social and cultural implications of business situations.

### ASB Postgraduate Coursework Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td>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>
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<table>
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<tr>
<th>Critical thinking and problem solving</th>
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<tr>
<td>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>
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<tr>
<th>Communication</th>
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| 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. |

<table>
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<tr>
<th>Teamwork</th>
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<tr>
<td>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.</td>
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<thead>
<tr>
<th>Ethical, social and environmental responsibility</th>
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</table>
| 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 MBT and MBA programs:

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<tr>
<th>Leadership</th>
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<tr>
<td>Our graduates will have an understanding of effective leadership. You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.</td>
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### 2 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: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html) as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: [http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm](http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm).

To see if you understand plagiarism, do this short quiz: [http://www.lc.unsw.edu.au/plagiarism/plagquiz.html](http://www.lc.unsw.edu.au/plagiarism/plagquiz.html)

For information on how to acknowledge your sources and reference correctly, see: [http://www.lc.unsw.edu.au/onlib/ref.html](http://www.lc.unsw.edu.au/onlib/ref.html)

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)
3 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.


3.1 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, 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 or 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.

3.2 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.

3.3 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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 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/.
3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. 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.

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

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:

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 channel > 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 the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

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.

ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:

The policy of the School of Management is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student,
must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least submitting all assignments, and attending both pop quizzes, and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Semester 2, 2013 are:
   11 Dec 2013 – exams for all Schools except Accounting and Economics
If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.


Special consideration and assessments other than the Final exam:
For assessments worth under 20% all applications for special consideration must be lodged within 3 working days of the due date of the assessment to the lecturer-in-charge. Applying for special consideration does not automatically mean it will be granted. The student must supply an appropriate medical certificate. For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will
not be valid.

5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**
  [http://www.asb.unsw.edu.au/learningandteaching](http://www.asb.unsw.edu.au/learningandteaching) Click on ‘Student Services’. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: www.facebook.com/educationdevelopmentunit.

- **ASB Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)
  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Phone: 9385 3189.

- **Moodle eLearning Support**: For online help using Moodle, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to **UNSW Moodle Support / Support for Students**. 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))
  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**: 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 Library Annexe (Ground floor).

- **UNSW Counselling and Psychological Services**: ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.

**Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)). 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.