



BUSN13003 *Pitching and Funding of Innovations*

Term 1 - 2021

Profile information current as at 24/04/2024 11:47 pm

All details in this unit profile for BUSN13003 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

What makes a great TED talk or a great crowdfunding campaign and how do you write a winning grant application? How do you sell an innovation to investors who are worried about market resistance to new ideas? How do you sell an "idea" to an audience, if 'all' you want them to invest is enthusiasm and time rather than money? These are some of the questions that entrepreneurs and innovators face in doing their work, and this unit will take you into the 'art' and 'science' of pitching, including how to craft a message that takes into account resistance, using all the senses to gain maximum engagement, and using social media not just to get the message out, but to improve the message. Pitching and grant writing are key skills of the innovator and the entrepreneur. You will also be introduced to current thinking on crowdfunding and crowd-sourcing, drawing on the social psychology of persuasion, as well as marketing science, to hone messages that elicit action.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students will be required to have completed 8 units (48cp) prior to studying this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: 50%

2. **Presentation**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback, lecturer reflection.

Feedback

Introduce new case study examples.

Recommendation

Build on the number of case studies used, particularly in the pitching component of the unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate key theoretical and empirical underpinnings of persuasion in an innovation and entrepreneurship context
2. Critique innovation and entrepreneurship pitches and marketing campaigns, and anticipate paths of resistance
3. Create sustainable campaigns around innovations, taking advantage of traditional and new media pathways
4. Write a grant application that follows current 'best practice'.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 50%	•	•	•	•
2 - Presentation - 50%	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving			•	
3 - Critical Thinking	•	•	•	•
4 - Information Literacy				
5 - Team Work				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
6 - Information Technology Competence			•	
7 - Cross Cultural Competence				•
8 - Ethical practice		•		•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical Assessment - 50%	•	•	•			•		•		
2 - Presentation - 50%	•	•	•			•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

No referencing style set.

Teaching Contacts

Olav Muurlink Unit Coordinator
o.muurlink@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to the unit: exploring the relationship between persuasion and pitching, and finding the funding.

Readings and audio-visual material will be presented on the Moodle.

Attend an introductory Zoom session with the unit-coordinator.

Week 2 - 15 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

Financing innovations including social enterprises, not-for-profit ventures, creative projects and research projects: basic principles of financing as it pertains to the sector and sources of funding.

Readings and audio-visual material will be presented on the Moodle.

Attend Zoom session with the unit-coordinator

Week 3 - 22 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

Starting the grant-getting process: finding funding, and beginning to gather evidence to make the case.

Readings and audio-visual material will be presented on the Moodle.

At the end of this week, contact the unit co-ordinator by email indicating the target of your Assessment 1 grant application to enable you to get feedback.

Week 4 - 29 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

Budgets: tips on putting together persuasive budgets, including how to demonstrate and measure impact.

Readings and audio-visual material will be presented on the Moodle.

Attend Zoom session with the unit-coordinator

Week 5 - 05 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Writing and proofing your application for funding: big picture and fine detail elements to focus on.

Readings and audio-visual material will be presented on the Moodle.

Vacation Week - 12 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

Basics of persuasion: resistance, the power of the story, crafting an anecdote.

Readings and audio-visual material will be presented on the Moodle.

Assignment 1 is due this week, Friday 23rd April, 11 pm.

Attend Zoom session with the unit-coordinator

Grant Application Due: Week 6 Friday (23 Apr 2021) 11:00 pm AEST

Week 7 - 26 Apr 2021

Module/Topic

Chapter

Events and Submissions/Topic

The pitch: speechwriting, TED talks, and competitive pitch environments.

Readings and audio-visual material will be presented on the Moodle.

Week 8 - 03 May 2021

Module/Topic

Chapter

Events and Submissions/Topic

Where social media fits in and the role of traditional marketing: using all the senses.

Readings and audio-visual material will be presented on the Moodle.

Attend Zoom session with the unit-coordinator

Week 9 - 10 May 2021

Module/Topic

Chapter

Events and Submissions/Topic

Pitching to investors versus pitching to potential believers: donors, big donors, and enthusiasts.

Readings and audio-visual material will be presented on the Moodle.

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding international and indigenous perspectives, and the role of traditional media.	Readings and audio-visual material will be presented on the Moodle.	Attend Zoom session with the unit-coordinator

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
How social innovation thinking forms part of the puzzle of change: understanding resistance from a social innovation perspective.	Readings and audio-visual material will be presented on the Moodle.	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in the world of pitching and grant writing.	Readings and audio-visual material will be presented on the Moodle.	Assignment 2 is due this week, Friday 4th June, 11 pm. Attend Zoom session with the unit-coordinator as required. The pitch Due: Week 12 Friday (4 June 2021) 11:00 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Grant Application

Assessment Type

Practical Assessment

Task Description

This assessment item involves you going through the process of applying for a real (not hypothetical) grant. It does not require you to complete the application process through to submission however. As a guide, aim for your application not to exceed 3000 words. Students will be expected to, with guidance, identify a funding target for this assignment. This choice of grant-giving source will require **prior approval from the unit co-ordinator (by the end of Week 4)**.

You will then be expected to complete the grant application to the point of submission. You are not expected to submit the application (unless you are planning to go through with the project that is the subject of the grant application). The grant application can be for either a social innovation, social enterprise, community project, a research project or a creative project. If the student is unable to identify a suitable target grant, you will be guided by the unit coordinator to a current or previous grant round.

The requirements will depend at least in part on the nature of the grant application process. If the grant application process is too onerous to be conducted reasonably as 50% of a undergraduate unit assessment, then the unit co-ordinator, in consultation with the student, may reduce the elements required to complete the 'submission'. It is expected, as a rough guide, that students will be expected to write 2-3000 words as part of the grant application process and complete a *budget plan*.

Students should provide a separate document in their submission that pastes *verbatim* (here plagiarism is NOT an issue) what the **assessment criteria given by the grant-giving body** for the grant are. This aspect of your submission does not add to the overall word count.

See the Assessment Criteria for further guidance.

Assessment Due Date

Week 6 Friday (23 Apr 2021) 11:00 pm AEST

Submit your assignment in the Assessment section of the Moodle site.

Return Date to Students

Week 8 Friday (7 May 2021)

Marks and feedback will be available in the Feedback Studio on the unit Moodle site, and every effort will be made to return your assignment within 14 days of submission.

Weighting

50%

Assessment Criteria

Overall, careful preparation, meticulous attention to detail, and evidence that you understand how your application will be reviewed (i.e. you have done research of the grant-giving body) are important in building a good grant application. Note that it is expected that students will not realistically be able to address all elements of the grant-giving body's application process. It is acceptable to 'make up' elements of your application (for example your experience, collaborating bodies) but these 'made up' elements should be realistic, not fanciful. Your grant application will be judged against the following criteria (for further detail, see the rubric provided on Moodle).

Overall Impact (30%)

*Does your application make a persuasive case that it is worth funding? Is the application crafted to fit the guidelines for fundable projects, set by the grant giver? This criterion relates to the impact or value of the project in terms of what the grant-giving body is looking for--and needs to be understood in conjunction with the grant-giving body's own criteria. This criteria also relates to elements such as *significance*, *innovation* or *creativity* if these elements are appropriate to the grant-giving body's criteria.*

Approach and Evidence (30%)

Does the application persuasively make a case for funding, using evidence that is appropriate to the application? Does it adequately explain (for the grant assessors) included concepts, approaches or methodologies, instrumentation, or intervention? Does the application suggest that the applicant is capable (in conjunction with the collaborators and context of the applicant) to complete the project? If the project has ethical implications, have these elements been recognised and addressed appropriately? This criterion relates to the degree to which you've done your background research, demonstrated an understanding of the project, and assemble persuasive evidence to support your application.

Quality (40%)

Is the application clearly, logically and efficiently laid out (e.g. sequenced correctly and without unnecessary repetition) in making its case? Is the application free of significant errors, including in the budget lay out, and are all elements required (as agreed previously with the unit coordinator) present? If evidence is presented, is this evidence clearly presented and linked to a source in a manner that enables the grant assessor to check that source? This criterion relates to the professionalism of the application. Professionalism is present in characteristics such as consistency, matching the administrative and style requirements set in the grant, including word limits included in the grant sub-sections, accuracy of budgets and other data included in the application, and correct referencing style. Note that late penalties of 5% of the available marks per day or part thereof will be deducted for late submissions (without an approved extension).

Submission

Online

Submission Instructions

Please submit your assignment via the link provided on the unit Moodle site. Emailed assignments will not be accepted by the unit coordinator.

Learning Outcomes Assessed

- Articulate key theoretical and empirical underpinnings of persuasion in an innovation and entrepreneurship context
- Critique innovation and entrepreneurship pitches and marketing campaigns, and anticipate paths of resistance
- Create sustainable campaigns around innovations, taking advantage of traditional and new media pathways
- Write a grant application that follows current 'best practice'.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence
- Ethical practice

2 The pitch

Assessment Type

Presentation

Task Description

This Assessment Item is due in Week 12, Friday the 4th of June, and requires the student to prepare and deliver a persuasive pitch related to gaining support or funding for either a **social innovation or social enterprise** (not for a fully commercial idea or enterprise). The pitch will normally be presented live at one of the student workshops during the term, at a date set in consultation with the student. All associated files should be uploaded on the Moodle site at the submission link by the due date.

A pitch is not judged on its length, but a good pitch should make use of the time available efficiently, packing information in that is sufficiently clear, sufficiently plausible or backed by evidence, and sufficiently well structured that it can appeal to the target audience. This assessment requires you to produce a pitch in video form that is a **maximum of 15 minutes in length**. A few guidelines: there should be no political agenda, no religious agenda, and not about meta-physics or spiritualism. The pitch, regardless of the content, should be founded on good science and good evidence--not be illogical, obscure or clouded in mystery. Further technical details will be explained on the Moodle site.

Assessment Due Date

Week 12 Friday (4 June 2021) 11:00 pm AEST

Submit your assignment in the Assessment section of the Moodle site.

Return Date to Students

Results will be released formally as part of certification of grades.

Weighting

50%

Assessment Criteria

The assignment will be judged against the following criteria (for further details see the rubric in Moodle).

Engagement (30%)

Is the pitch interesting, compelling, amusing or otherwise engaging for its intended audience? Does the speaker make use of audio-visual opportunities, for example by including hand movements or multi-media elements to supplement and strengthen the message and engage the senses? Does the pitch include a compelling call to action, with a clear and realistic pathway for the intended audience to respond? This criterion relates to the degree to which you demonstrate sensitivity to your audience, and deliver your information in a manner appropriate to an oral presentation. Long complex sentences using highly formal language, for example, are difficult for an audience to comprehend. This criterion also relates to the persuasiveness of the appeal, and the degree to which you are able to make your pitch meaningful to the audience.

Believability (30%)

Does the pitch use the evidence included in a clear and believable way? Does the content address doubts or weaknesses that an intelligent and informed judge of the content might identify? This criterion relates to the degree to which you have done (and are able to demonstrate) background research. A well prepared student will be able to communicate a command of the topic they are discussing.

Quality (30%)

Is the pitch developed with good pace and clarity, lack of clutter, clear and logical sequencing? Is there evidence that the presenter practiced the presentation so as to obtain optimal quality both in terms of delivery and recording? Is there evidence the producer/presenter attempted to reasonably eliminate errors, without creating a sense that the end-product is so over-produced or over-practiced as to be inauthentic? This criterion relates to the degree of preparation you have put into the work. Preparation will pay off in both accuracy, clarity, and authenticity in your presentation.

Innovation (10%)

Is there something new, fresh, surprising, creative about your presentation? This criterion relates to the core idea presented in your pitch. You can however, also demonstrate innovation in the examples you give in your presentation, or in other elements of your presentation (e.g. your visuals).

Note that late penalties of 5% of the available marks per day or part thereof will be deducted for late submissions (without an approved extension).

Submission

Offline Online

Submission Instructions

Please submit associated materials for your presentation via the link provided on the unit Moodle site. Emailed assignments will not be accepted by the unit coordinator.

Learning Outcomes Assessed

- Articulate key theoretical and empirical underpinnings of persuasion in an innovation and entrepreneurship context
- Critique innovation and entrepreneurship pitches and marketing campaigns, and anticipate paths of resistance
- Create sustainable campaigns around innovations, taking advantage of traditional and new media pathways

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem