BUSN20017 *Effective Business Communications*
Term 1 - 2019

Profile information current as at 14/12/2025 03:36 pm

All details in this unit profile for BUSN20017 have been officially approved by CQUniversity 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

The unit aims to develop your skills and abilities to communicate effectively in business environments. The unit recognises employer and graduate needs to improve communication in different contexts. You will be introduced to different communication concepts including, but not limited to, models, competence, culture, media choice, channels and climate. You will also be introduced to the elements of effective communication for participation in business meetings, presentations, interpersonal and group interaction.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for 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 - 2019

- Brisbane
- Cairns
- Melbourne
- Online
- Sydney

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 Postgraduate 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. **Online Quiz(zes)**
Weighting: 30%
2. **Presentation**
Weighting: 25%
3. **Written Assessment**
Weighting: 45%

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 Evaluation Feedback

Feedback

Teacher is very experienced to teach and the course design is helpful to develop the important communicating skills and ability for the future. Material on Moodle is very useful.

Recommendation

It is recommended that the unit retains those tools and resources that facilitate student learning.

Feedback from Evaluation Feedback

Feedback

Timely feedback on assessment items.

Recommendation

It is recommended that the unit coordinator clearly conveys the expectations regarding the marking of the assessments.

Unit Learning Outcomes

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

1. Recognize advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
2. Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
3. Deliver effective presentations to transmit knowledge, skills and ideas to both specialist and non-specialist audiences and achieve business objectives
4. Critically analyse communication challenges faced by organisations by applying established theories to develop innovative strategies to address them
5. Apply autonomous thinking to reflect on good practices in workplace communication in different organizational contexts
6. Engage and collaborate with team members to demonstrate oral, written, and interpersonal communication.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend: N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Online Quiz(zes) - 30%				●	●	
2 - Presentation - 25%	●	●	●		●	●
3 - Written Assessment - 45%	●	●		●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	●	●	●	●	●	
2 - Communication	●	●	●	●	●	●
3 - Cognitive, technical and creative skills		●		●		
4 - Research	●			●		
5 - Self-management	●				●	●
6 - Ethical and Professional Responsibility	●	●	●	●		●
7 - Leadership						●
8 - 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
1 - Online Quiz(zes) - 30%	●	●	●			●		
2 - Presentation - 25%	●	●	●	●	●	●		
3 - Written Assessment - 45%	●	●	●	●	●	●		

Textbooks and Resources

Textbooks
BUSN20017

Prescribed

Work Communication: Mediated and Face-to-Face Practices
(2015)
Authors: Maureen Guirdham
Palgrave
London , United Kingdom
ISBN: 987-1-137-35144-9
Binding: eBook

Additional Textbook Information
eBook copies can be purchase here:
https://www.vitalsource.com/en-au/products/work-communication-oliver-guirdham-v9781137351456?term=9781137351456
However, if you prefer a paper copy, you can purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Cait White Unit Coordinator
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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to BUSN20017 and the Communication Process	**Assigned Textbook Chapter and Excepts:** Girdham, M (2015). Chapter 1 Introduction. In *Work communication: Mediated and face-to-face practices*. (pp. 3-26). London: PALGRAVE. Girdham, M (2015). Chapter 4 Contributing to communication, self-presentation and impression management. In M. Guirdham Work Communication: Mediated and face-to-face practices. (pp. 92-93). London: PALGRAVE. **Excepted Textbook Chapter:** Hartley, P., & Chatterton, P. (2015). Developing your communication: Deciding where to start. In *Business communication: rethinking your professional practice for the postdigital age*. (pp. 13-35). (2nd ed.). London: Routledge. **Other articles that you need to read are on your Unit Moodle website.**	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Non-verbal Communication, Listening and Communication Competence	**Assigned Textbook Chapter:** Girdham, M (2015) Chapter 3 Social cognition and impression formation. *Work communication: Mediated and face-to-face practices.* (pp. 27-47). London: PALGRAVE. **Other articles that you need to read are on your Unit Moodle website.**	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Communication and Media Choice within the Workplace	**Assigned Textbook Chapter and excerpts:** Girdham, M (2015). Chapter 2 Work communication modes. In *Work communication: Mediated and face-to-face practices*. (pp. 27-50). London: PALGRAVE. Girdham, M (2015). Chapter 6 Demography, culture, situation and mode as influences on communication. In *Work communication: Mediated and face-to-face practices.* (pp. 145-154). London: PALGRAVE. Girdham, M (2015). Chapter 9 Cooperation, work relations and knowledge sharing. In *Work communication: Mediated and face-to-face practices.* (pp. 227-229). London: PALGRAVE. **Other articles that you need to read are on your Unit Moodle website.**	**Quiz One:** You will be allotted 30 minutes to take the quiz. The quiz will be open week three Friday 8.00 AM until Saturday 8.00 AM. You have only one attempt at the quiz. Quiz one will be based upon teaching and learning materials and activities from week one.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Genres of Academic Written Communication	**Excerpted Textbook Chapter:** Dwyer (2016). Chapter 24 Academic writing. In Communication for business and the professions: Strategies and skills (6ed.). (pp. 610-626). Melbourne, VIC: Pearson Australia. **Other articles that you need to read are on your Unit Moodle website.**	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Genres of Written Academic Communication continued.	**Proquest Ebook:** Summers, J., & Smith, B. (2014). Chapter 3 Report writing. In *Writing communications skills handbook*, (4th ed.). (pp. 43-52). Milton, QLD: Wiley. Summers, J., & Smith, B. (2014). Chapter 4 The case study. In *Writing communications skills handbook*, (4th ed.). (pp. 53-68). Milton, QLD: Wiley. Summers, J., & Smith, B. (2014). Chapter 5 Essay writing. In *Writing communications skills handbook*, (4th ed.). (pp. 69-78). Milton, QLD: Wiley. **Other articles that you need to read are on your Unit Moodle website.**	**Quiz Two:** You will be allotted 30 minutes to take the quiz. The quiz will be open week five Friday 8.00 AM until Saturday 8.00 AM You have only one attempt at the quiz. Quiz two will be based on teaching and learning materials and activities from week two.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Written Genres of Professional Communication	**Excerpted Textbook Chapter:** Cenere, P., Gill, R., Lawson, C., & Lewis, M. Correspondence: Letters, memos, emails. In *Communication skills for business professionals*. (pp. 277-306). Port Melbourne, VIC: Cambridge University Press. **Other articles that you need to read are on your Unit Moodle website.**	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Oral Genres of Professional Communication	Dwyer, J. (2012). Chapter 5 Deliver presentations and speeches. In *The Business communication handbook* (9th ed.). (pp. 118-140). Melbourne, VIC: Pearson Australia **Proquest Ebook:** Summers, J., & Smith, B. (2014). Chapter 6 Oral presentations. In *Writing communications skills handbook*, (4th ed.). (pp. 79-100). Milton, QLD: Wiley. **Other articles that you need to read are on your Unit Moodle website.**	Quiz Three: You will be allotted 30 minutes to take the quiz. The quiz will be open week seven Friday 8.00 AM until Saturday 8.00 AM. You have only one attempt at the quiz. Quiz three will be based on teaching and learning materials and activities from week three.

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal Communication at Work	**Assigned Textbook Chapter:** Girdham, M (2015). Chapter 5 Interaction. In *Work communication: Mediated and face-to-face practices.* (pp. 105-113). London: PALGRAVE. **Excerpted Textbook Chapter:** Dunn, D. M., & Goodnight, L. J. (2014). Creating a positive communication climate. In *Communication embracing difference.* (pp. 123-142). (4th ed.). London: Routledge. **Other articles that you need to read are on your Unit Moodle website.**	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Persuasive and Influential Communication within the Workplace	**Assigned Textbook Chapter:** Girdham, M (2015). Chapter 8 Influencing, handling conflict and negotiation. In *Work communication: Mediated and face-to-face practices*. (pp. 193-205). London: PALGRAVE. **Excepted Textbook Chapter:** Mautner, G. (2016). Chapter 7 Might is right: Language and power. In *Discourse and management*. (pp. 172-205). London: PALGRAVE **Other articles that you need to read are on your Unit Moodle website.**	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Communicating within Organisational Teams and Groups	**Assigned Textbook Chapter:** Girdham, M (2015). Chapter 10 Working in groups and teams. In *Work communication: Mediated and face-to-face practices*. (pp. 244-274). London: PALGRAVE. **Other articles that you need to read are on your Unit Moodle website.**	**Group oral presentation** Due: Week 10 Friday (24 May 2019) 11:45 pm AEST

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

| Organizational Communication | **Assigned Textbook Chapter and excerpt:** Girdham, M (2015). Chapter 11 Management and leadership. In *Work communication: Mediated and face-to-face practices*. (pp. 277-300). London: PALGRAVE. Girdham, M (2015). Chapter 12 Organizational structures and cultures. In *Work communication: Mediated and face-to-face practices*. (pp. 312-316). London: PALGRAVE. **Excepted Textbook Chapter:** Darics, E., & Koller, V. (2018). Chapter 6 Crisis communication. In *Langauge in business, and language at work.* (pp. 103-117). London: PALGRAVE. **Other articles that you need to read are on your Unit Moodle website.** | |

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Intercultural Business Communication	**Assigned Textbook Chapter:** Girdham, M (2015). Chapter 6 Demography, culture, situation and mode as influencers on communication. In *Work communication: Mediated and face-to-face practices.* (pp. 137-142). London: PALGRAVE. **Excerpted Textbook Chapter:** Tuleja, E. A. (2017). Culture and context in communication. In *Intercultural communication for global business: How leaders communicate for success* (pp. 156-187). London: Routledge. **Other articles that you need to read are on your Unit Moodle website.**	**Individually written essay** Due: Week 12 Friday (7 June 2019) 11:55 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Response Quiz (three in total).

Assessment Type
Online Quiz(zes)

Task Description

Weighting: This assessment total weighting is 30% of your overall grade. Each quiz is worth 10 points (30 points in total).
Format: Each quiz consists of one written response question of no more than 40 sentences in length.
Content: Quiz one will be based upon teaching and learning materials and activities from week one.
Quiz two will be based on teaching and learning materials and activities from week two.

Quiz three will be based on teaching and learning materials and activities from week three.

Date and Time: Quiz one will be administered in week three. You will be allotted 30 minutes to take the quiz. The quiz will be open week three Friday 8.00 AM until Saturday at 8.00 AM. You have only one attempt at the quiz.

Quiz two will be administered in week five. You will be allotted 30 minutes to take the quiz. The quiz will be open week five Friday 8.00 AM until Saturday at 8.00 AM. You have only one attempt at the quiz.

Quiz three will be administered in week seven. You will be allotted 30 minutes to take the quiz. The quiz will be open week seven Friday 8.00 AM until Saturday at 8.00 AM. You have only one attempt at the quiz.

Other: You may not speak or consult with others while taking the quiz.

This is a closed book quiz. You may not access any online (re)sources while taking the quiz.

Plagiarism will be monitored to ensure that your submitted work is original and not purchased or copied from other students. Where assessments are found to be similar, penalties may apply in accord with University policy.

Number of Quizzes

Frequency of Quizzes
Other

Assessment Due Date

The individual quizzes will be administered in week three, five, and seven

Return Date to Students

Each quiz grade will be released respectively on Monday week five, week seven and week nine

Weighting
30%

Assessment Criteria

ASSESSMENT TWO ORAL PRESENTATION MARKING CRITERIA				
High Distinction	Distinction	Credit	Pass	Fail
The answer accurately defines the conceptual component(s); in addition to providing an accurate example of the concept. The explanation accurately states how the example illustrates the definition.	The answer accurately defines the conceptual component(s); in addition to providing an accurate example of the concept. The explanation requires further elaboration.	The answer accurately defines the conceptual component(s); the example is general. The explanation lacks specificity.	The answer accurately defines the conceptual component(s); the example is inaccurate. The explanation is superficial.	The definition is incorrect; the example is accurate.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Critically analyse communication challenges faced by organisations by applying established theories to develop innovative strategies to address them
- Apply autonomous thinking to reflect on good practices in workplace communication in different organizational contexts

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

2 Group oral presentation

Assessment Type
Presentation

Task Description
Weighting: This assessment accounts for 20% of your final grade.
Due date: The assessment is due in on Friday Week 10 2019 at 11:55 PM AEST. There is a late deduction of one point per day after the due date.
Length: The presentation must be 20 minutes in length.
Groups: During the week three tutorial you will be able to sign up to be one member of a group of three.
Format: There are two parts to this assessment. These are:

1. A sentence level speaking outline. Each person must submit an outline that includes the introduction, your individual part, the conclusion, and your references. You will be able to develop your 'palm cards' based upon your speaking outline.

2. A recorded presentation. All members must individually submit the recorded group presentation. The recording of the presentation must include power points slides and a 'live' image of the speakers.

References: The assessment must include 15 academic references (assumedly 5 references for each speaker). You must use the APA reference style.

Task: BRISBeautyPro (BBP) is an Australian multinational company that makes and distributes organic cosmetics both within Australia and overseas. The head office is based in Brisbane, Australia. You have recently been appointed as the regional manager for New South Wales (NSW). Upon your arrival in Sydney, you have noticed that the organisation is facing several communication problems. The problems are:

1. Email is not being competently communicated between staff;

2. Staff fail to understand the importance of active listening; and

3. Managers do not recognise the importance of the informal communication network.

Other: Your overall mark for this assessment is calculated based upon both the group work and your individual work. You will receive a group grade for the introduction and conclusion of the presentation and the final reference list. All other parts of the presentation will be individually marked, including the individual sentence speaking level outline.

As you prepare for this presentation you should think about the following issues. This presentation is only 20 minutes in length—you will not be able to solve all potential issues that arise from the three problems identified above. Therefore, you need to think about one specific aspect or issue that arises from each of the problems. For example, we know from the discussion of communication media affordances, that email does not easily communicate emotions. Therefore, the specific problem could be that people are sending emails when they are angry or upset about the behaviours of their co-workers. You would then need to think about the significance of the problem—this will help you answer why it is important to solve this problem. You then will need to think about how you will solve this particular issue: who is going to solve the problem? what are we going to do to solve the problem? Where is the solution enacted? When should the solution be enacted? Why should this problem be solved? The last question is important because it will require for you to justify why people should act—if we don't know why we should change our behaviours, then chances are the behavioural change will not be forthcoming coming.

Assessment Due Date
Week 10 Friday (24 May 2019) 11:45 pm AEST

You must individually submit your sentence-level speaking outline and a copy of the video

Return Date to Students
Week 12 Friday (7 June 2019)

Weighting
25%

Assessment Criteria

ASSESSMENT TWO ORAL PRESENTATION MARKING CRITERIA					
Marking Criteria	High Distinction	Distinction	Credit	Pass	Fail
Introduction	Excellent introduction; articulates the five parts of the introduction in a superior manner	Exceed expectations; clearly articulates the five parts of the introduction; one or two of the components could have been more specifically stated.	Meets expectations; fair introduction; articulates four of the five parts of the introduction; one or two of the articulated four parts could have been more specifically stated	Poor introduction; articulates less than three parts of the introduction	Very poor or non-existent introduction.
Analysis of the communication problem	Demonstrates a balanced and very high level of detailed knowledge of core concepts by providing a very high level of analysis. Utilises current, appropriate, and credible sources.	Demonstrates a balanced and high level of knowledge of core concepts by providing a high level of analysis. Utilises mostly current, appropriate and credible sources.	Demonstrates a good level of knowledge of some of the core concepts by providing some level of analysis. Utilises some current, appropriate and credible sources.	Demonstrates limited knowledge of core concepts by providing a limited level of analysis. Utilises few current, appropriate, and credible sources.	Demonstrates little, if any, knowledge of the core concepts with extremely limited, if any, current, appropriate and credible sources.
Recommendations to solve the identified communication problem	Exceeds expectations: Issues are addressed at a high level of detail based upon communication theories and models and/or evidence of successes in other organisations.	Exceeds expectations; Issues are addressed at a good level of detail based upon communication theories and models and/or evidence of successes in other organisations; more specific detail needed to be provided.	Meets expectations; Issues s are addressed at a fair level of detail based upon communication theories and models and/or evidence of successes in other organisations; more specific detail needed to be provided for the identified challenges.	Meets expectations; Issues are addressed at a poor level of detail based upon communication theories and models and/or evidence of successes in other organisations; more specific detail needed to be provided for the identified challenges.	No relevant recommendations are addressed.
Conclusion	Excellent conclusion; articulates all three parts of the conclusion in a sophisticated manner.	Exceeds expectations; clearly articulates the three parts of the conclusion; one of the components could have been more specifically stated.	Meets expectations; fair articular of the conclusion; two of the articulated three parts could have been more specifically stated.	Poor conclusion; articulates one of the three parts of the introduction	No conclusion provided
References	All references are included in the slides and in the reference list	Not all references are included in the slides and in the reference list	References are included in slides, but are included in the reference list.	The references are only presented in the reference list.	No references are identified.

	Presents information and ideas in a logical and interesting sequence which the audience can easily follow. The presenter has a clear voice, is expressive throughout the presentation.	Presents information and ideas in a logical sequence which the audience can follow. The presenter has a clear voice, is expressive at times during the presentation.	Presents information and ideas at a reasonable level of logical sequence which the audience finds difficult to follow at times. The presenter has a clear voice, but is not expressive and/or pronounces some words incorrectly.	Presents information and ideas at a basic level of logical sequence which the audience generally finds difficult to follow. The presenter's voice is: not clear at times; not expressive and/or the student pronounces the terms incorrectly.	Presents information in a poorly developed and illogical sequence which the audience cannot follow. The presenter mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members.
Oral Presentation					
Individual speaking outline	The outline is clearly structured. The appropriate level of detail is provided. No errors in written communication. References are included both in text and in the reference list	The outline is clearly structured. The level of detail is lacking in some areas. No errors in written communication. References are included both in-text and in the individual reference list.	The outline structure needs improvement, The level of detail is lacking in some areas. No errors in written communication. References are included both in-text an in the individual reference list.	The outline is clearly structured. There is a distinct lack of detail. There are errors in written communication. The references are included but not both in-text or in the reference list.	The speaking outline is not submitted.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

No submission method provided.

Learning Outcomes Assessed

- Recognize advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
- Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
- Deliver effective presentations to transmit knowledge, skills and ideas to both specialist and non-specialist audiences and achieve business objectives
- Apply autonomous thinking to reflect on good practices in workplace communication in different organizational contexts
- Engage and collaborate with team members to demonstrate oral, written, and interpersonal communication.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 Individually written essay

Assessment Type

Written Assessment

Task Description

Weighting: This assessment accounts for 45% of your final grade.

Due date: The assessment is due in Friday Week 12 at 11:55 PM AEST. There is a late deduction of 2.25 points per day after the due date.

Length: The essay must be between 1500-2000 words in length.

Cover sheet: The assessment must include a cover page that contains your name, student number, resident campus, assessment title, and lecturer and/or tutor.

Format: The essay format should be 1.5 spacing and 12 point font; Times New Roman. As this assessment is an essay you must write in fully formed paragraphs. You should not use headings or bullet points.

References: The assessment must include 10 academic references. You must use the APA reference style.

Task: This assessment is designed with two goals in minds. Throughout your time at CQU you will be required to write literature reviews. This assessment will help you understand how to identify and interpret the different parts of this written academic communication genre. In addition, you are required to present your knowledge in an essay. As we discussed in the lecture, academic essays are a particular communication genre that is different from other written academic communication genre, such as a report. This assessment provides you with an understanding of how to write academic essays in the future.

For this essay you must choose to write about any one of the weekly articles listed on the unit Moodle page. You may not write about articles not listed on the unit Moodle site. The essay must address the following areas:

Identify and describe the topic of the research article,

Identify and describe the question(s)/problem(s)/issue(s) that the article addresses,

Discuss the significance of question(s)/problem(s)/issue(s),

Describe major findings/conclusions, and

Discuss the significance of the findings for future communication research or management communication practices.

Other: Given all students will do the same assessment, plagiarism will be monitored to ensure that your submitted work

is original and not purchased or copied from other students. Where assessments are found to be similar, penalties may apply in accord with University policy.

Assessment Due Date
Week 12 Friday (7 June 2019) 11:55 pm AEST

Return Date to Students

This assessment will be returned following certification of grades

Weighting
45%

Assessment Criteria

ASSESSMENT THREE INDIVIDUALLY WRITTEN ESSAY MARKING CRITERIA					
Marking Criteria	High Distinction	Distinction	Credit	Pass	Fail
Introduction	Excellent introduction; clearly articulates all parts of the introduction.	Exceed expectations; clearly articulates all parts of the introduction; one of the components could have been more specifically stated.	Meets expectations; fair introduction; articulates all parts of the introduction two of the parts of the introduction could have been more explicitly stated	Fair introduction; missing one part of the introduction.	Very poor or non-existent introduction. Missing more than one part of the introduction
Body	Demonstrates a very high level of detailed knowledge and understanding of the chosen article by providing a very high level of analysis. All the six questions are effectively addressed	Demonstrates high level of knowledge and understanding of the chosen article by providing a high level of analysis. Five of the attempted questions are effectively addressed.	Demonstrate average level of understanding of the chosen article by providing an acceptable level of analysis. Four of the attempted questions are effectively addressed.	Demonstrates limited knowledge and understanding of the chosen article by providing a limited level of analysis. Might attempt all questions, but only three of them are effectively addressed.	Demonstrates little, if any, knowledge and of the chosen article with extremely limited, if any, analysis. Might attempt all questions, but only two of them are effectively addressed.
Conclusion	Excellent conclusion; clearly articulates all parts of the introduction.	Exceed expectations; clearly articulates all parts of the conclusion; one of the components could have been more specifically stated.	Meets expectations; fair conclusion; articulates all parts of the introduction two of the parts of the conclusion could have been more explicitly stated.	Fair conclusion; missing one part of the introduction.	Very poor or non-existent conclusion. Missing more than one part of the introduction
Written Communication	Quality of writing at a very high standard. Correct grammar, spelling and punctuation. Format and layout in professional manner (i.e. 1.5 spacing, 12-size font, Times New Roman). Assessment cover page included, within the word count.	Quality of writing is of a high standard. Few grammar, spelling and punctuation mistakes. Format and layout in professional manner (i.e. 1.5 spacing, 12-size font, Times New Roman). Assessment cover page included, within the word count.	Quality of writing is of a good standard. Few grammar, spelling and punctuation mistakes. Minor format and layout issues, assessment cover page included, within the word count	Quality of writing is of an average standard. There are a few grammar, spelling and punctuation mistakes. There are minor format issues, such as layout is not in professional manner (i.e. 1.5 spacing, 12-size font, Times New Roman). Assessment cover page is included. Not within the word count	Quality of writing is at a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proof reading. Poor format, no cover page
References	The references are all credible and conform to the APA format both in-text and in the reference list.	The references are not all but conform to the APA format both in-text and in the reference list.	The references are all credible and, for the most part, conform to the APA format both in-text and in the reference list.	The references are not all credible and are inconsistent in the use of the APA format either in-text and in the reference list.	Less than the required number of references are used

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Recognize advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
- Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
- Critically analyse communication challenges faced by organisations by applying established theories to develop innovative strategies to address them

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

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