BUSN20017 *Effective Business Communications*
Term 2 - 2019

Profile information current as at 26/04/2024 05:05 am

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 2 - 2019

- Brisbane
- 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 Qualitative feedback

Feedback

"More assessment detail should be provided".

Recommendation

All members of the teaching team must be clear about the requirement for the assessments. The Unit Coordinator needs to hold more teams meetings specifically covering these requirements

Feedback from Qualitative feedback

Feedback

"The feedback needs to [be] provided especially for assessment which involve speaking such as presenation[s], so that the students like me can learn, improve and not make the same mistakes again.

Recommendation

The teaching team must undertake and provide instructive and supportive feedback to the students. Attention to both the quality and quantity of the feedback is required. The Unit Coordinator will articulate the expectations and provide examples to the markers.

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

— 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%	•	•	•		•	•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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
Both the paper and eBook versions will be available 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 - 15 Jul 2019

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 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Foundation Communication Concepts	**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 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal Business Communication	**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 4 - 05 Aug 2019

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. **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.**	**Written Response Quiz** Due: Week 4 Friday (9 Aug 2019) 11:55 pm AEST

Week 5 - 12 Aug 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.**	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 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.**	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Oral Genres of Professional Communication	**Excepted Textbook Chapter:** 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.**	

Week 8 - 09 Sep 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.**	**Group oral presentation** Due: Week 8 Friday (13 Sept 2019) 5:00 pm AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Communication	**Assigned Textbook Chapter:** 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:** Lawson, C., Gill, R., Feekery, A., & Witsel, M. Organisation: Structure and culture.In *Communication skills for business professionals*. (2nd ed.).(pp. 24-55). Port Melbourne, VIC: Cambridge University Press. **Other articles that you need to read are on your Unit Moodle website.**	

Week 10 - 23 Sep 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.**	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Critical Thinking and 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 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Management and Leadership Communication	**Assigned Textbook Chapter:** Girdham, M (2015). Chapter 11 Management and Leadership. In Work communication: Mediated and face-to-face practices. (pp. 277-300). London: PALGRAVE. **Other articles that you need to read are on your Unit Moodle website.**	Due: Week 12 Friday (11 Oct 2019) 11:55 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Response Quiz

Assessment Type
Online Quiz(zes)

Task Description
Weighting: This assessment total weighting is 30% of your overall grade.
Format: The quiz will consist of 30 multiple choice questions.
Content: The quiz will be based upon teaching and learning materials and activities from week one to week three
Date and Time: The quiz will be administered in week four (Friday). You will be allotted 40 minutes to take the quiz. The quiz will be open from Friday 6.00 AM until Friday 11.55 PM. 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.

Number of Quizzes
0

Frequency of Quizzes

Assessment Due Date
Week 4 Friday (9 Aug 2019) 11:55 pm AEST
On-line

Return Date to Students
Week 5 Monday (12 Aug 2019)
You will receive a numeric mark. No written feedback is provided.

Weighting
30%

Assessment Criteria

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
Length: The presentation must be 15-20 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. You may only present with those individuals enrolled within your tutorial—no exceptions. Failure to sign up for a group will result in your final mark being delayed.
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. This is an extemporaneous presentation.
References: The assessment must include 15 academic references (assumedly 5 references for each speaker). You must use the APA reference style.
Case Study: Your group has been given the task of presenting information about professional communication on a course for graduate recruits in engineering or management (the group may pick either one). Each member of the group will present information on one professional communication topic. You may choose the professional communication topic.
This assessment consists of both group and individual work. The group will work together to develop the introduction and the conclusion. The individual group member's part of the presentation should include information about.

1. What is the topic?
2. Why the topic important for graduate recruits in engineering/management?

Other: The content of the presentation must not simply be a re-articulation of the information presented in the weekly teaching and learning materials. You may focus on topics covered in this unit, but you must do so in a manner that extends the information beyond what was presented during the term.

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. All other parts of the presentation will be individually marked, including the individual sentence speaking level outline. This case study is based upon a case study presented in Girdham, M (2015). Work communication: Mediated and face-to-face practices. London: PALGRAVE.

Assessment Due Date
Week 8 Friday (13 Sept 2019) 5:00 pm AEST
You must individually submit your sentence-level speaking outline and the group video presentation

Return Date to Students
Week 10 Friday (27 Sept 2019)
You will be able to access your feedback via Moodle

Weighting
25%

Assessment Criteria
Introduction
HD: Excellent introduction; articulates the five parts of the introduction in a superior manner. 2.55-3 Marks
D: Exceed expectations; clearly articulates the five parts of the introduction; one or two of the components could have been more specifically stated. 2.25-2.52 Marks
C: 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. 1.95-2.22 Marks
P: Average introduction; articulates less than three parts of the introduction. 1.5-1.92 Marks
F: Very poor or non-existent introduction. 1.47-0 Marks
Communication Topic
HD: Demonstrates a high level of detailed knowledge of the topic by providing a very high level of description and explanation. Utilises current, appropriate, and credible sources. 5.0-4-4.25 Marks
D: Demonstrates a high level of knowledge of the topic by providing a high level of description and explanation. Utilises mostly current, appropriate and credible sources. 3.75-4.20 Marks
C: Demonstrates a good level of knowledge of the topic by providing some level of description. The explanation could have been more specifically stated. Utilises some current, appropriate and credible sources. 3.25-3.70 Marks
P: Demonstrates an average knowledge of the topics by providing an average level of description and explanation. Utilises few current, appropriate, and credible sources. 2.5-3.2 Marks
F: Demonstrates little, if any, knowledge of the topic demonstrating a limited, if any description and explanation. Utilises little, if any, current, appropriate and credible sources. 0-2.45 Marks
Recommendations
HD: Exceed expectations; recommendations are addressed at a high level of detail based upon appropriate and credible sources. 5.0-4-4.25 Marks
D: Exceed expectations; recommendations are addressed at a strong level of detail based upon appropriate and credible sources. One of the recommendations could have been more strongly developed. 3.75-4.20 Marks
C: Meets expectations; recommendations are addressed at a high level of detail based upon appropriate and credible sources. Two of the recommendations could have been more strongly developed. 3.25-3.70 Marks
P: Meets expectations; recommendations are addressed at a high level of detail based upon appropriate and credible sources. Three of the recommendations could have been more strongly developed. 2.5-3.2 Marks
F: Below expectations; all the recommendations are poorly developed. 0-2.45 Marks
Conclusion
HD: Excellent conclusion; articulates all three parts of the conclusion in a sophisticated manner. 2.55-3 Marks
D: Exceeds expectations; clearly articulates the three parts of the conclusion; one of the components could have been more specifically stated. 2.25-2.52 Marks
C: Meets expectations; fair articular of the conclusion; two of the articulated three parts could have been more specifically stated. 1.95-2.22 Marks
P: Average conclusion; articulates one of the three part. 1.5-1.92 Marks
F: No conclusion provided. 0 Marks
References
HD: The references conform to the APA format both in-text and in the reference list. 2.55-3 Marks
D: The references, for the most part, conform to the APA format both in-text and in the reference list. Very minor errors. 2.25-2.52 Marks
C: The references, for the most part, conform to the APA format both in-text and in the reference list. There are consistent minor errors. 1.95-2.22 Marks
P: Less than the required number of references are used. 1.5-1.92 Marks
F: No references are used. 0 Marks
Oral Presentation
The presenter has a clear voice, is expressive throughout the presentation. Eye contact is maintained throughout the

duration of the presentation. 2.55-3 Marks
The presenter has a clear voice, is expressive at times during the presentation. Eye contact is maintained throughout most of the presentation. 2.25-2.52 Marks
The presenter has a clear voice but is not expressive and/or pronounces some words incorrectly. Eye contact is not always maintained throughout the presentation. 1.95-2.22 Marks
The presenter's voice is: not clear at times; not expressive and/or the student pronounces the terms incorrectly. Eye contact is minimally maintained throughout the presentation,
1.5-1.92 Marks
The presenter mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members. The speaker is obviously reading from notes or directly from the slides. 1.47-0 Marks
Individual speaking outline
The outline is clearly structured. The appropriate level of detail is provided. No errors in written communication. 2.55-3 Marks
The outline is clearly structured. The level of detail is lacking in some areas. No errors in written communication. 2.25-2.52 Marks
The outline structure needs improvement. The level of detail is lacking in some areas. No errors in written communication. 1.95-2.22 Marks
The outline is poorly structured. There is a distinct lack of detail. There are errors in written communication. 1.5-1.92 Marks
The speaking outline is not submitted. 1.47-0 Marks

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

Assessment Type
Written Assessment

Task Description
Assessment type: Individually written essay
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 marks 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. The articles must be written within the last 10 years. Textbooks will not be considered as an academic reference.

Case study: You are a country manager for an international agricultural products supplier. The main office is in Australia. You have recently hired 10 new employees from overseas (you may choose the home country of the new employees). They will be arriving in Australia within the next six weeks, and in preparation for their arrival you will write a document about communicating competently and incompetently within the Australian workplace. This document has two parts:

1. An overview of academic literature relating to communication practices/styles/recent research about business communication in Australia.
2. Recommendations for these new employees about competent and incompetent business communication practices (you may focus upon verbal, nonverbal, written, and CMC). There will be four recommendations—two competency behaviours and two incompetency behaviours. That is to say, how should the new employees communicate and how they should not communicate within the Australia workplace. You will need to explain why each of the communicative behaviours are competent or incompetent. The recommendations should be supported by existing academic articles.

Other: 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 or purchased, penalties may apply in accord with University policy.

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

Return Date to Students

This assessment will be returned following certification of grades

Weighting
45%

Assessment Criteria
Introduction
HD: Excellent introduction; clearly articulates all parts of the introduction. 5.00-4.25 Marks
D: Exceed expectations; clearly articulates all parts of the introduction; one of the components could have been more specifically stated. 3.75-4.20 Marks
C: Meets expectations; fair introduction; articulates all parts of the introduction two of the parts of the introduction could have been more explicitly stated. 3.25-3.70 Marks
P: Fair introduction; missing one part of the introduction. 2.5-3.2 Marks
F: Very poor or non-existent introduction. Missing more than one part of the introduction. 0-2.45 Marks
Body
HD: Demonstrates a very high level of detailed knowledge and understanding of the topic and its professional relevance using credible and relevant supporting materials. 22.9-27 Marks
D: Demonstrates high level of detailed knowledge and understanding of the topic and its professional relevance using credible and relevant supporting materials 20.25-22.68 Marks
C: Demonstrate average knowledge and understanding of the topic and its professional relevance using mostly credible and relevant supporting materials 17.55-19.98 Marks
P: Demonstrates limited knowledge and understanding of the topic and its professional relevance. The supporting materials do not always obviously and logically relate to the topic and professional relevance of the topic 13.3-17.28 Marks
F: Demonstrates little, if any, knowledge and of the chosen article with extremely limited, if any, use of supporting materials. 0-13.23
Conclusion
HD: Excellent conclusion; clearly articulates all parts of the introduction. 2.55-3.0 Marks
D: Exceed expectations; clearly articulates all parts of the conclusion; one of the components could have been more specifically stated. 2.25-2.52 Marks
C: Meets expectations; fair conclusion; articulates all parts of the introduction two of the parts of the conclusion could have been more explicitly stated. 1.95-2.22 Marks
P: Fair conclusion; missing one part of the introduction. 1.5-1.92 Marks
F: Very poor or non-existent conclusion. Missing more than one part of the introduction. 0-1.47 Marks
Written Communication
HD: 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. 5.00-4.25 Marks
D: 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. 3.75-4.20 Marks
C: 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. 3.25-3.70 Marks
P: 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. 2.5-3.2 Marks
F: 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. 0-2.4 Marks

References

HD: The references conform to the APA format both in-text and in the reference list. 5.00-4.25 Marks
D: The references, for the most part, conform to the APA format both in-text and in the reference list. Very minor errors. 3.75-4.20 Marks
C: The references, for the most part, conform to the APA format both in-text and in the reference list. There are consistent minor errors. 3.25-3.70 Marks
P: Less than the required number of references are used. 2.5-3.2 Marks
F: No references are used. 0-2.45 Marks

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