



BUSN20017 *Effective Business Communications*

Term 1 - 2020

Profile information current as at 23/04/2024 11:49 pm

All details in this unit profile for BUSN20017 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

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 - 2020

- 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. **On-campus Activity**

Weighting: 45%

2. **Group Work**

Weighting: 55%

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 presentation[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.

Textbooks and Resources

Textbooks

BUSN20017

Prescribed

Work Communication: Mediated and Face-to-Face Practices

(2015)

Authors: Guirdham

Palgrave

London, UK

ISBN: 9781137351449

Binding: eBook

Additional Textbook Information

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

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

c.j.white@cqu.edu.au

Michelle Thompson Unit Coordinator

m.thompson@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Introduction to BUSN20017 and the Communication Process

Assigned Textbook Chapters and Excepts:

Guirdham, M (2015). Chapter 1 Introduction. In *Work communication: Mediated and face-to-face practices*. (pp. 3-26). London: PALGRAVE.

Girdham, M (2015). Chapter 5 Interaction. In *Work communication: Mediated and face-to-face practices*. (pp. 105-130). 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 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Foundation Effective Business Communication Concepts	<p>Excepted Textbook Chapter: Dwyer, J. (2016). Chapter 3 Interpersonal communication. In <i>Communication for business and the professions: Strategies and skills</i> (6th ed.). (pp. 46-78). Melbourne, VIC: Pearson Australia.</p> <p>Other articles that you need to read are on your Unit Moodle website.</p>	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective Business Presentations	<p>Excerpted Textbook Chapter: Dwyer, J. (2012). Chapter 5 Deliver presentations and speeches. In <i>The Business communication handbook</i> (9th ed.). (pp. 118-140). Melbourne, VIC: Pearson Australia.</p> <p>Other articles that you need to read are on your Unit Moodle website.</p>	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assigned Textbook Chapters and excerpts:

Guirdham, M (2015). Chapter 2 Work communication modes. In Work communication: Mediated and face-to-face practices. (pp. 27-50). London: PALGRAVE.

Guirdham, 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.

Guirdham, 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.

Effective use of Communication Media within Business

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective Intercultural Business Communication	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.	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Excerpted Textbook Chapters:

Cenere, P., Gill, R., Lawson, C., & Lewis, M. Correspondence: Letters, memos, emails. In P. Cenere, R. Gill, C. Lawson, & M. Lewis Communication skills for business professionals. (pp. 277-306). Port Melbourne, VIC: Cambridge University Press.

Judith, D., & Hopwood, N. (2016). Chapter 16 write business letters. In J. Dwyer and H. Nicole (2015). The business communication handbook. (10th ed.). (pp. 492-531).

Effective Written Genres of Business Communication

Judith, D., & Hopwood, N. (2016). Chapter 17 write email, memos, and short reports. In J. Dwyer & H. Nicole (2015). The business communication handbook. (10th ed.). (pp. 532-570).

Judith, D., & Hopwood, N. (2016). Chapter 18 write long reports. In The business communication handbook. (10th ed.). (pp. 571-609).

Judith, D., & Hopwood, N. (2016). Chapter 19 write technical documents and proposals. In The business communication handbook. (10th ed.). (pp. 610-633).

On-campus Activity Due: Week 6
Monday (20 Apr 2020) 8:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective Organisational Communication	<p>Assigned Textbook Excerpt: Girdham, M (2015). Chapter 12 Organizational structures and cultures. In Work communication: Mediated and face-to-face practices. (pp. 312-316). London: PALGRAVE.</p> <p>Excerpted Textbook Chapter: Eunson, B. (2007). Chapter 5 Networks, virtual organisations and networking. In Eunson, B. (2007). Communication in the Workplace. (pp. 71-87). Milton, QLD: Wrightbooks.</p> <p>Other articles that you need to read are on your Unit Moodle website.</p>	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective Team and Group Business Communication	<p>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.</p> <p>Other articles that you need to read are on your Unit Moodle website.</p>	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Interpersonal Workplace and Professional Communication

Assigned Textbook Chapter:

Girdham, M (2015). Chapter 3 Social cognition and impression management. In Work communication: Mediated and face-to-face practices. (pp. 53-78). London: PALGRAVE.

Girdham, M (2015). Chapter 4 Contributing to communication, self-presentation and impression management. In Work communication: Mediated and face-to-face practices. (pp. 79-104). 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 10 - 18 May 2020

Module/Topic

Chapter

Events and Submissions/Topic

Critical Thinking and Effective Persuasive and Influential Business Messages

Assigned Textbook Excerpt:

Guirdham, M (2015). Chapter 8 Influencing, handling conflict and negotiation. In Work communication: Mediated and face-to-face practices. (pp. 193-205). London: PALGRAVE.

Excerpted Textbook Chapters:

Cottrell, S. (2017). Chapter 7 Does it add up? In Critical thinking skills: Effective analysis, argument and reflection. (3rd ed.). (pp. 89-105). London: PALGRAVE.

Inch, E. S. & Tudor, K. H. (2018). Chapter 4 constructing claims. In Critical thinking and communication: The use of reason in argument. (7th ed.). (pp. 118-146). Boston: Pearson.

Other articles that you need to read are on your Unit Moodle website.

Individual Presentations

Report and presentation Due:
Week 10 Monday (18 May 2020) 8:00 am AEST

Week 11 - 25 May 2020

Module/Topic

Chapter

Events and Submissions/Topic

Academic Written Communication

Excerpted Textbook Chapters:

Grellier, J. & Goerke, V. (2014). Chapter 7 Reflective writing. In Communication skills toolkit: Unlocking the secrets of tertiary success. (3rd ed.). (pp. 91-104). Melbourne, VIC.: Cengage Learning.

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.

Individual Presentations

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective Business Communications in Review		Individual Presentations

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 On-campus Activity

Assessment Type

On-campus Activity

Task Description

Assessment Type: On-Campus Activity

Weighting: This assessment total weighting is 45% of your overall grade.

Format: The on-campus activity consists of four written response questions and five multiple-choice questions. Each written response is worth 10 points. The multiple-choice question is worth one point.

Content: The on-campus activity is based upon the content of weeks one through four (inclusive).

Date and Time: The on-campus activity will be administered in week six during the lecture/workshop. You will be allotted 90 minutes to complete the on-campus activity. You must attend the lecture/workshop to which you have been assigned. Undertaking this assessment during a lecture/workshop to which you have not been assigned will result in a zero for the assessment. Distance students will be required to join a Zoom session (their screen will be shared the Unit Coordinator at any time that this is requested).

Other: You must bring a pen with you to the assessment. You may not speak or consult with others while undertaking this assessment activity. This is a closed book quiz. You may not access any online (re)sources while undertaking the on-campus activity. 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 6 Monday (20 Apr 2020) 8:00 am AEST

This on-campus activity will be administered during your lecture/workshop in Week 6

Return Date to Students

Week 8 Monday (4 May 2020)

Marks will be uploaded in Moodle.

Weighting

45%

Assessment Criteria

HD: The answer accurately defines the conceptual component(s) and illustrates the concept. The explanation is accurate. 8.5 to 10 Marks

D: The answer accurately defines the conceptual component(s) and illustrates the concept. The explanation requires further elaboration. 7.5-8.4 Marks

C: The answer generally defines the conceptual component(s) but the illustration is general in nature. The explanation lacks specificity. 6.5-7.4 Marks

P: The answer, for the most part, defines the conceptual component(s), but the example is inaccurate. The explanation is not relevant to the concept and example. 5.0-6.4 Marks

F: The conceptual component(s) is incorrect, the example may or may not be accurate and the explanation is irrelevant. 0-4.9 Marks

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Apply autonomous thinking to reflect on good practices in workplace communication in different organizational contexts

Graduate Attributes

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

2 Report and presentation

Assessment Type

Group Work

Task Description

Task Description

This assessment is a simulation of a professional business presentation. Most organizations today will share information through the communication genre of the professional business presentation. This assessment will help you improve your competency in both written and professional business presentational communication. In addition, this assessment allows you to participate in and reflect upon group processes and interactions.

This assessment has THREE PARTS. 1. Individually Written Report; 2. Group Recorded Video and 3. Individual In-class Presentation. You must follow the guidelines for this assessment as set out in this document and the accompanying video.

Case Study: You are a manager and your boss has asked you to give a presentation about communication to members of your team. Your team's communication skills are generally good, but you and your boss feel that it can be improved. You are an expert in the field of business communication, having successfully undertaken a Unit in Effective Business Communications. Each member of the group may pick one of the following areas:

1. Organisational communication
2. Small group/Team Communication
3. Intercultural

Having chosen a general area, you must then narrow the area so as to focus upon a specific topic or area within the general area. For example, if you have chosen to focus upon organisational communication, you could narrow the area to focus upon the topic of informal internal organisational communication. A broad focus on the general area will not result in a 'high' mark for this assessment. It is a good idea to consult with your tutor/lecturer about your topic—either in your lecture/tutorial or via email. You will need to identify 5 academic journal articles about your chosen topic. These articles will be discussed in the Individually Written Report and serve as evidentiary support within the presentation. Within your part of the presentation, you will need to include the following information:

1. The first part of your individual main point will define and explain the communication topic.
2. The second part of your individual main point will discuss the significance of the topic in terms of effective business communication practices.

Assessment Weight: This assessment is worth 55% of your overall mark for this unit

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. If you do not sign up for a group in week three, you will be assigned to a group by your tutor.

Due date: The Individually Written Report and Recorded Group Presentation is due Monday, Week 10 at 8.00 AM (Brisbane time). Access to TASAC and the Unit Coordinator(s) will only be available (subject to demand) until 6:00 PM (Monday-Friday), so please think about submitting early in order to avoid any potential problems or issues. A five percent per day (2.75 points) deduction will be applied to assessments submitted late.

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

Format: There are THREE parts to this assessment. These are:

PART ONE: An Individually Written Report. The report should not exceed 1500 words (excluding the Title page, table of contents, references and sentence-level speaking outline, and team charter). The purpose of this report is to help you prepare for your oral presentation. The Individually Written Report is worth 39 points. You will structure your report in the following way

1. Title Page
2. Table of Contents
3. Introduction (including Aims and Objectives). The introduction should be ~200 words
4. Body

a. Annotated bibliography (The annotated bibliography is based upon the 5 articles that you have selected to use in your presentation. Your lecturer/tutor will discuss how to write an annotated bibliography with you). Each entry should be ~100-150 words.

i. NOTE: You may only use literature from those journals listed in Accepted Communication and Management Journals (Academic Writing in Moodle). You must work independently. This means that you must find articles that are different from those found and used by your peers.

b. Reflection describing your opinion about the positive and negative group dynamics. The reflection should be ~300 words

5. Conclusion. The conclusion should be ~150 words.

6. Recommendations for two future actions to be undertaken in order to promote successful team processes (these recommendations are based upon the identified negative group dynamics). The recommendations should be around ~250 words

7. Five References (These references refer to the articles in your annotated bibliography. You must use the APA format).

8. An appendix that includes:

a. Your individual sentence-level speaking outline and team charter. The individual sentence-level speaking outline must include the introduction (this is developed as a group), the body (this part of the outline consists of your individual main point) and the conclusion (this is developed as a group). The individual sentence-level speaking outline must include in-text references. There are examples of individual sentence-level speaking outlines on Moodle. You must follow this structure.

b. The Team Charter. There is a Team Charter Proforma on the Moodle site.

PART 2: A Recorded Group Presentation. ONE member of the group must submit the recorded group presentation. There is a written document and a video that provides you with instructions about how to upload and share your video presentation. Failure to submit a recording of the group presentation will result in the no marks being awarded for the group components of this assessment. The Recorded Group Presentation is worth 8 points. The presentation must follow a presentation structure:

1. Introduction (this part of the presentation is developed as a group and should follow the format presented in the sentence-level speaking outline)

2. Body (the body of the presentation contains all three main points. The main points are developed individually)

3. Conclusion (this part of the presentation is developed as a group and should follow the format presented in the sentence-level speaking outline)

4. Reference list (15 references in total; five references from each person)

Of future note, the recording of the presentation must include PowerPoint slides and a 'live' image of the speakers. In addition, the slides should include all in-text citations. Lastly, this is an extemporaneous presentation—this means that the presentation is NOT read, it is delivered with minimal notes. You may choose who delivers the introduction and the conclusion, but you MUST deliver your individual main point.

PART 3: The Individual in-class Presentation. You will also present your individual part of the presentation to the class (tutorials/lectures/workshops). This means that you are only presenting your main point (No introduction or conclusion). You should bring a USB with your PowerPoint Slides—your main point and references. Your presentation must NOT include information other than the information included within your sentence-level speaking outline. Your presentation should not exceed 5 minutes in length. **You must be prepared to present from Week 10 onwards.** Your tutor will announce the presentation schedule on the day of the tutorial/lecture/workshop. This means that you must attend all the tutorials/lectures/workshops as you may be called on to present at any time during Weeks 10, 11, and 12. If you are not prepared to present when called on you will receive a zero for this part of the assessment. The Individual in-class Presentation is worth 8 points.

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.

Assessment Due Date

Week 10 Monday (18 May 2020) 8:00 am AEST

Return Date to Students

Marks and feedback will only be released after Certification of Grades.

Weighting

55%

Assessment Criteria

The Individually Written Report

Introduction

HD: Excellent introduction; articulates the purpose including the aims and objectives, the preview, and general context in a superior manner 2.55-3.0 Marks

D: Exceed expectations; clearly articulates the purpose including the aims and objectives, the preview, and general

context; one of the components could have been more specifically stated. 2.25-2.52 Marks

C: Meets expectations; fair introduction; the purpose including the aims and objectives, the preview, and general context; two of the components could have been more specifically stated. 1.95-2.22 Marks

P: Average introduction; all three of the components could have been more specifically stated. 1.5-1.92 Marks

F: Below expectations (one or more of the parts of the introduction are missing) or non-existent introduction. 0-1.47 Marks

Annotated Bibliography

HD: Excellent annotated bibliography; All five of the entries articulate the introduction, aims and research methods, findings and conclusion and usefulness in a superior manner. 8.5-10 Marks

D: Exceed expectations; All five of the entries articulate the introduction, aims and research methods, findings and conclusion and usefulness; one of the entries could have been more specifically stated. 7.5-8.4 Marks

C: Meets expectations; fair introduction; All five of the entries articulate the introduction, aims and research methods, findings and conclusion and usefulness; two of the entries could have been more specifically stated. 6.5-7.4 Marks

P: Meets average expectations; All five of the entries articulate the introduction, aims and research methods, findings and conclusion and usefulness; all the entries could have been more specifically stated. 5.0-6.4 Marks

F: Below expectations (does not include all five entries) or non-existent introduction. 0-4.9 Marks

Reflection

HD: Excellent reflection; the reflection describes both positive and negative group processes in addition to demonstrating a significant degree of insight. 4.25-5.0 Marks

D: Exceeds expectations; the reflection describes both positive and negative group processes in addition to demonstrating some level of insight. 3.75-4.20 Marks

C: Meets expectations; the reflection is descriptive of both positive and negative group processes; minimal insight is provided. 3.25-3.70 Marks

P: Meets average expectations; the reflection describes both positive and negative group processes. 2.5-3.25 Marks

F: Below expectations; the reflection neither describes positive nor negative group processes. 0-2.45 Marks

Conclusion

HD: Excellent conclusion; restates the topic and explains the significance/purpose of the topic in addition to summarizing the main points. 2.55-3.00 Marks

D: Exceeds expectations; restates the topic and explains the significance/purpose of the topic in addition to summarizing the main points; one of the three areas could have been more strongly developed. 2.25-2.52 Marks

C: Meets expectations; restates the topic and explains the significance/purpose of the topic in addition to summarizing the main points; two of the three areas could have been more strongly developed. 1.95-2.22 Marks

P: Meets average expectations; restates the topic and explains the significance/purpose of the topic in addition to summarizing the main points; All of the three areas could have been more strongly developed. 1.5-1.92 Marks

F: Below expectations; one or more of the parts of the conclusion are not included. 0-1.47 Marks

Recommendations

HD: Excellent Recommendations; recommendations are addressed at a high level of detail and are both practical and realistic. 4.25-5.0 Marks

D: Exceed expectations; recommendations are addressed at a strong level of detail and are both practical and realistic. 3.75-4.20 Marks

C: Meets expectations; recommendations are addressed at a high level of detail and are both practical and realistic. One of the recommendations could have been more strongly developed. 3.25-3.70 Marks

P: Meets average expectations; recommendations are addressed at a high level of detail but are not both practical and realistic. 2.5-3.2 Marks

F: Below expectations; both recommendations are poorly developed. 0-2.45 Marks

References

HD: All references conform to the APA format. All five references are present. 4.25-5.0 Marks

D: Most of the reference conform to the APA format. All five references are present. 3.75-4.20 Marks

C: There are systematic errors within the references. All five references are present. 3.25-3.70 Marks

P: There are systematic errors within the references. Less than five references are present. 2.5-3.2 Marks

F: No references are identified. 0-2.45 Marks

Sentence-level Speaking Outline

HD: Excellent sentence-level speaking outline. The outline is clearly structured based upon the required format. The appropriate level of detail is provided. No errors in written communication. 4.25-5.00 Marks

D: The sentence-level speaking outline is clearly structured. The level of detail is lacking in some areas. Uses the required format. No errors in written communication. 3.75-4.20 Marks

C: The sentence-level speaking outline structure needs improvement. The level of detail is generally underdeveloped. Uses the required format. No errors in written communication. 3.25-3.70 Marks

P: The sentence-level speaking outline does not use the required structure. There is a distinct lack of detail. There are errors in written communication. 2.5-3.2 Marks

F: The sentence-level speaking outline is not submitted. 0-2.45 Marks

Team Charter

HD: Excellent team charter; significant insight is demonstrated in the responses to the areas identified within the charter proforma. 2.55-3.00 Marks

D: Exceeds expectations; some insight is demonstrated in the response to the areas identified within the charter proforma. 2.25-2.52 Marks

C: Meets expectations; all the areas within the proforma have been addressed. 1.95-2.22 Marks

P: Meets average expectations; all the areas within the proforma have been minimally addressed. 1.5-1.92 Marks

F: Below expectations; not all of the areas within the proforma have been addressed/proforma not included in the report. 0-1.47 Marks

Recorded Group Presentation

Introduction

HD: Excellent introduction; articulates the five parts of the introduction in a superior manner 4.24-5.0 Marks

D: Exceed expectations; clearly articulates the five parts of the introduction; one or two of the components could have been more specifically stated. 3.75-4.20 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. 3.25-3.70 Marks

P: Average introduction; articulates less than three parts of the introduction. 2.5-3.2 Marks

F: Very poor or non-existent introduction. 0-2.45 Marks

Conclusion

HD: Excellent conclusion; articulates all three parts of the conclusion in a sophisticated manner. 2.55-3.0 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 articulation of the conclusion; two of the articulated three parts could have been more specifically stated. 1.95-2.22 Marks

P: Meets average expectations; articulates one of the three parts of the introduction 1.5-1.92 Marks

F: No conclusion provided 0-1.47 Marks

In-class Individual Presentation

Main point

HD: Excellent main point; demonstrates a high level of detailed knowledge of the topic by providing a very high level of explanation and discussion. Utilises current, appropriate, and credible sources. 4.25-5.0 Marks

D: Exceeds expectations; demonstrates a high level of knowledge of the topic by providing a high level of explanation and discussion. Utilises mostly current, appropriate and credible sources. 3.75-4.20 Marks

C: Meets expectations; demonstrates a good level of knowledge of the topic by providing some level of discussion and explanation. The explanation could have been more specifically stated. Utilises some current, appropriate and credible sources. 3.25-3.70 Marks

P: Meets average expectations; demonstrates limited knowledge of the topics by providing an average level of explanation and discussion. Utilises few current, appropriate, and credible sources. 2.5-3.2 Marks

F: Below expectations; demonstrates little, if any, knowledge of the topic; demonstrating a limited, if any explanation and discussion. Utilises little, if any, current, appropriate and credible sources. 0-2.45 Marks

Delivery

HD: Excellent delivery. The presenter has a clear voice, is expressive throughout the presentation. Eye contact is maintained throughout the presentation. 2.55-3.0 Marks

D: Exceeds expectations. The presenter has a clear voice, is expressive at times during the presentation. Eye contact is maintained throughout the presentation. 2.25-2.52 Marks

C: Meets expectations. The presenter has a clear voice but is not expressive and/or pronounces some words incorrectly. Eye contact is maintained throughout the presentation. 1.95-2.22 Marks

P: Meets average expectations. The presenter's voice is not clear at times; not expressive and/or the student pronounces the terms incorrectly. Eye contact is not maintained throughout the presentation. 1.5-1.92 Marks

F: Below expectations. The presenter mumbles and incorrectly pronounces terms; is not expressive and difficult to hear. Eye contact is not maintained throughout the presentation. 0-1.47 Marks

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online Group

Submission Instructions

There is a video and a written document instructing you how to use Zoom and upload your correctly formatted video into Moodle

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
- 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
- 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
- Leadership

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