



COMM11003 *Communication in Professional Contexts*

Term 3 - 2019

Profile information current as at 10/10/2025 02:30 pm

All details in this unit profile for COMM11003 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

This unit introduces you to elementary professional communication concepts. Topics include communication theory and practice, small group communication, oral and written communication, teamwork, and ethical issues. All topics are discussed with an emphasis on practical exercises and application.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

COIT11239 is an anti-requisite.

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 3 - 2019

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Reflective Practice Assignment**

Weighting: 20%

3. **Group Work**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student evaluation, T1, 2019.

Feedback

More in-depth explanation of the assignment topics is requested.

Recommendation

It is recommended that assessment information continues to be provided in clear English and that all teaching staff continue to devote time to a thorough explanation of assessment details.

Feedback from Student evaluation. T1 2019.

Feedback

Students appreciated and enjoyed the authenticity and interactive nature of the reflection exercises

Recommendation

It is recommended that the unit continues to offer the reflective exercises in future iterations.

Feedback from Student evaluation, T1 2019; Student emails; Course review 2019.

Feedback

Students appreciated the format of the group work assessment.

Recommendation

It is recommended to maintain the format and structure of the groupwork assessment.

Unit Learning Outcomes

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

1. Demonstrate oral, written and interpersonal communication in professional contexts
2. Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
3. Discuss ethical use and dissemination of information in professional contexts
4. Identify effective communication in intrapersonal, interpersonal, small group and intercultural contexts
5. Communicate effectively in a variety of business and academic communication genres, both written and oral.

Skills

By the end of this unit, you will be able to communicate effectively with peers and superiors. You will have improved your skills in the core areas of:

- writing
- oral communication
- interpersonal communication
- research.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•	•		•
2 - Reflective Practice Assignment - 20%	•	•	•	•	•
3 - Group Work - 40%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•		•	•
3 - Critical Thinking	•	•		•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work	•	•	•	•	•
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence				•	•
8 - Ethical practice			•	•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•		•	•			•			
2 - Reflective Practice Assignment - 20%	•	•		•				•		
3 - Group Work - 40%	•	•	•	•	•					

Textbooks and Resources

Textbooks

COMM11003

Prescribed

Communication Skills for Business Professionals

Edition: 2nd (2019)

Authors: Celeste Lawson, Robert Gill, Angela Feekery, Mieke Witsel

Cambridge

Melbourne , Victoria , Australia

ISBN: 9781108594417

Binding: Paperback

[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

Tris Kerslake Unit Coordinator

t.kerslake@cqu.edu.au

Lynette Costigan Unit Coordinator

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Schedule

Week 1: Introduction to communication concepts - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to communication concepts in a professional context. What is professional communication? What is transmission theory? Why are we all going to be professional communicators? This week, we look at the basics.	See Weekly Lesson 1 for associated readings	Reflective exercise 1

Week 2: Audience and context - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Audience and context.

Every instance of effective communication must begin with an understanding of your audience. Why? And what do we mean by 'Context'? We begin constructing communication.

See Weekly Lesson 2 for associated readings

Reflective exercise 2

Week 3: The medium and the message - 25 Nov 2019

Module/Topic

Chapter

Events and Submissions/Topic

The medium and the message. When is an email not just an email? Can you ever send an SMS text to your CEO? What are the critical differences between communication media? This week we look at communication options.

See Weekly Lesson 3 for associated readings

Reflective exercise 3

Week 4: Information gathering - 02 Dec 2019

Module/Topic

Chapter

Events and Submissions/Topic

Information gathering: research and information literacy. There is a world of information out there and as a university graduate, you'll be paid to be able to access it. This week, we show you how.

See Weekly Lesson 4 for associated readings

Reflective exercise 4

BREAK WEEK - 09 Dec 2019

Module/Topic

Chapter

Events and Submissions/Topic

Week 5: Writing for understanding - 16 Dec 2019

Module/Topic

Chapter

Events and Submissions/Topic

Writing for understanding. It's not enough these days to be skilled in specialist knowledge; you need to be able to *communicate* this knowledge, especially in writing.

See Weekly Lesson 5 for associated readings

Reflective exercise 5

Week 6: Intercultural communication - 23 Dec 2019

Module/Topic

Chapter

Events and Submissions/Topic

Intercultural communication. You will not only be working in a team after you leave university but increasingly, in a team populated by people from all over the world. This week we examine communication across cultures.

See Weekly Lesson 6 for associated readings

Reflective exercise 6

Essay or Report Due: Week 6 Friday (27 Dec 2019) 6:00 pm AEST

Week 7: Oral presentations - 06 Jan 2020

Module/Topic

Chapter

Events and Submissions/Topic

Oral presentations. One of the fastest-growing methods of business and corporate communication these days is the use of presentation and conferencing technologies. We show you how to use them effectively.

See Weekly Lesson 7 for associated readings

Reflective exercise 7

Week 8: Non-verbal communication - 13 Jan 2020

Module/Topic

Chapter

Events and Submissions/Topic

Non-verbal communication.
 What is non-verbal communication?
 How can you use it to your advantage?
 How do you avoid the obvious problems? This week, we make you smile.

See Weekly Lesson 8 for associated readings

Reflective exercise 8

Week 9: Teamwork, conflict resolution and negotiation - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Teamwork, conflict resolution and negotiation. At some point, everyone will work in a team of some type. Big teams, small teams, teams filled with people you'll never meet except online. We begin your teamwork here.	See Weekly Lesson 9 for associated readings	Reflective exercise 9

Week 10: Understanding yourself - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding yourself and others. Before you can manage and communicate to your own team, you need to understand your own motivations and communication style. This week, you explore yourself.	See Weekly Lesson 10 for associated readings	Reflective exercise 10

Week 11: Ethics in a professional context - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in a professional context. There are fewer limitations and restrictions on how people communicate today. This means there is a growing pressure of ethical expectation on how professionals communicate. We explore this.	See Weekly Lesson 11 for associated readings	Weekly Engagement Reflections Due: Week 11 Friday (7 Feb 2020) 6:00 pm AEST

Week 12: Review - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review. This week is allocated to a review of the key elements of the unit, so that you are able to incorporate them into your final assignment.	Weekly Lesson 12 reviews key unit concepts discussed throughout the term	Group Blog Due: Week 12 Thursday (13 Feb 2020) 6:00 pm AEST

Week 13 - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment Tasks

1 Essay or Report

Assessment Type
Written Assessment

Task Description
Essay OR Report: 1,800 words (40 Marks)

Your task is to produce either a formally written essay or a formal business report on the following topic:

Topic:

Using the case study: *Social media during disasters* (Lawson, Gill, Feekery, & Witsel, 2019, p. 81), identify the key communication problems facing the professional communicator when asked to transmit a message to a wide-ranging audience using several different channels during a natural disaster.

With reference to the learning materials in weeks 1- 6, analyse these critical communication issues with specific attention to Audience, Message, Channel and Noise.

Write a 1,800 word essay or report on this topic as a Word document (no zipped files, pdf or rtf files). Attach a copy of the assignment marking sheet at the end (after your references).

You are to use a minimum of five (5) CARS compliant sources in addition to the unit text in the referencing of your assignment. Your sources should include at least two (2) journal articles accessed from the Library databases. You are to use the American Psychological Association (APA) style of referencing.

CARS checklist

C = is the source CREDIBLE? Does it make sense? Is it a place that usually provides unbiased/impartial information?

A = is the source ACCURATE? Is it up to date? Are the statistics/data recent or relatively 'fresh'?

R = is the source RELIABLE? Is it a place you can always count on to be correct and trustworthy?

S = is the source SUBSTANTIATED? Do you know who wrote/designed/hosts it? Do you have a name you can check up on?

Note: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text referencing, direct quotations and words contained within tables that are in the body of the assignment.

Further details on this assessment and a criteria sheet are provided on the Moodle unit website. Please review all assessment information before beginning this assignment.

Assessment Due Date

Week 6 Friday (27 Dec 2019) 6:00 pm AEST

This assignment is due on Tuesday of Week 6 by 6pm AEST (Australian Eastern Standard Time).

Return Date to Students

Week 8 Friday (17 Jan 2020)

Marks and feedback will normally be returned within two weeks of submission.

Weighting

40%

Assessment Criteria

This assessment task relates to the general assessment criteria below:

- Written argument
- Use of sources to support argument
- Structure
- Writing standard
- Referencing

Referencing Style

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

Submission

Online

Submission Instructions

Submit essay/report to be marked via the unit Moodle site. Attach the marking criteria sheet at the end of the document before submitting to Moodle.

Learning Outcomes Assessed

- Demonstrate oral, written and interpersonal communication in professional contexts

- Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
- Discuss ethical use and dissemination of information in professional contexts
- Communicate effectively in a variety of business and academic communication genres, both written and oral.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

2 Weekly Engagement Reflections

Assessment Type

Reflective Practice Assignment

Task Description

Weekly Engagement Reflections: Minimum of 100-150 words per week (2 marks per reflection, total of 20 marks)

Specifically, you will write a brief reflection each week (Weeks 1-10 only). Each reflection should identify a piece of knowledge you have learned from that week's materials or readings and give a brief discussion of why you feel it will help you, as well as an example of where you can use this information in your studies or private life.

The weekly reflection activity link is located at the bottom of each of the weekly modules (Weeks 1-10). Do not submit your reflections via the assignment submission on Moodle, only through the weekly links.

Each reflection is worth a maximum of 2 marks, the total mark being calculated in Week 12. Teaching staff will review the reflections on a regular basis to ensure effective learning. Individualised feedback will not normally be given unless there is a problem.

All weekly reflections should be completed by 6.00pm on Friday of Week 11. Nothing submitted after that date will be marked.

As a general rule, for every reflection you submit that meets the task requirement, you will be automatically awarded 2 marks. If your submitted reflection does not meet the task requirements, you will receive an email advising you of this and your attempt will be deleted, enabling you to have another try.

Assessment Due Date

Week 11 Friday (7 Feb 2020) 6:00 pm AEST

Reflections submitted weekly until the end of Week 11. Total mark will be calculated in Week 11.

Return Date to Students

Exam Week Friday (21 Feb 2020)

All reflections are online and marked automatically.

Weighting

20%

Assessment Criteria

1. Engagement with learning materials
2. Writing standard
3. Written argument
4. Critical thinking

Referencing Style

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

Submission

Online

Submission Instructions

An online reflection is to be submitted each week between Weeks 1-10 via the Reflection link in the weekly module.

Learning Outcomes Assessed

- Demonstrate oral, written and interpersonal communication in professional contexts
- Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
- Discuss ethical use and dissemination of information in professional contexts
- Identify effective communication in intrapersonal, interpersonal, small group and intercultural contexts
- Communicate effectively in a variety of business and academic communication genres, both written and oral.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Ethical practice

3 Group Blog

Assessment Type

Group Work

Task Description

Group Blog: three blogposts per group member @ 350 words each (total blog approx. 3,000 words) (40 marks)

In groups of three, set up and design a free WordPress blog (<https://signup.wordpress.com/signup/>). Choose a professional name or title for the blog - do not use the unit name or code in the title. You will need to decide the blog's design between you and share the password for access purposes.

Once the blog has been created, each group member must select three of the following nine tasks. When the selection has been made, the individual member will write a 350-word blogpost for each of their three chosen tasks. You will need to include your name (by-line) with each of your blogposts.

Each blogpost should also be given a title and should be supported by a minimum of two CARS-compliant sources of information, one of which should be a journal article.

Task 1: Locate a video advertisement for a recent Apple product (e.g. iPhone, iPad, etc.). In your blog post, discuss the ways in which the advertisement's key messages are communicated using the medium of video (e.g. tone, language, sound, non-verbal, colour, etc.). Include the video link in your blogpost. (350 words)

Task 2: Using the materials in Week 5, explore the key steps in producing an effective business report. (350 words)

Task 3: Examine this image: <https://www.gcrrailway.co.uk/timetables-and-fares/>. Explain how noise affects this piece of visual communication. (350 words)

Task 4: Lawson, Gill, Feekery, and Witsel (2019) state that "Ethical communication and persuasion involve informing, not tricking, the receiver so that they can make decisions based on sound logical argument." (p.119). Analyse this statement in 350 words.

Task 5: Go here: <http://www.tourism.australia.com/en> Identify the ways in which it meets the communication needs for an increasingly international and intercultural audience. (350 words)

Task 6: Go to either your local cinema's website (or Hoyt's website <https://www.hoyts.com.au/> use Firefox or Chrome browsers). Examine how it disseminates information, paying particular attention to the website's use of different channels and/or media. (350 words)

Task 7: Complete the VARK learning preference quiz in Week 12. Discuss the usefulness of understanding your personal learning strengths and weaknesses when starting a new job. (350 words)

Task 8: Watch this video: <https://www.youtube.com/watch?v=TmbQFWBvTtY> . Select one of the three key points and provide an example of when you might use it in a workplace situation. (350 words)

Task 9: Locate a brief podcast online (from digital radio, You Tube, etc). Discuss audio as an effective channel of communication. Include the podcast link in your blogpost. (350 words)

Interest and focus should be added to each blogpost by including different types of media (e.g. written text, hyperlinks, photographs, diagrams, etc.). Remember that all external media used must be attributed (referenced).

It is recommended that group members proofread, review and offer feedback on each other's blogposts in order to achieve a higher overall mark for the assignment. The overall grade for students will consist of both a group mark (the content of the blog) and an individual mark (contribution to the group).

Include an APA reference list at the bottom of each post of sources you have used in that post, including audio and

visual credits.

Note: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text referencing, direct quotations and words contained within tables that are in the body of the assignment.

On-campus students will be put into groups by their Tutor.

Distance students will be put into groups by the Unit Coordinators. Distance students should maintain regular contact with the Moodle unit website and with your group members through Zoom, email and/or phone.

Further specifications of the group work component and assignment requirements are detailed on Moodle. Please review all assessment information before beginning this assignment.

Assessment Due Date

Week 12 Thursday (13 Feb 2020) 6:00 pm AEST

This assignment is due on Thursday of Week 12 by 6pm AEST (Australian Eastern Standard Time)

Return Date to Students

Exam Week Friday (21 Feb 2020)

Marks and feedback will normally be returned within two weeks of submission.

Weighting

40%

Assessment Criteria

This assessment task relates to the general assessment criteria below:

Referencing Style

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

Submission

Online

Submission Instructions

Only ONE group member to submit group blog to be marked via the unit Moodle site. Attach the marking criteria sheet at the end of the document before submitting to Moodle.

Learning Outcomes Assessed

- Demonstrate oral, written and interpersonal communication in professional contexts
- Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
- Discuss ethical use and dissemination of information in professional contexts
- Identify effective communication in intrapersonal, interpersonal, small group and intercultural contexts
- Communicate effectively in a variety of business and academic communication genres, both written and oral.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

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