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|---------------------|---------------------------------------------------------|
| Course Code:        | 5901QBT                                                 |
| Course Name:        | Language & Communication in the Global Business Context |
| Trimester:          | Trimester 1, 2018                                       |
| Program:            | Associate Degree in Commerce & Business                 |
| Credit Points:      | 10                                                      |
| Course Coordinator: | Dr Tricia Hopton                                        |
| Document modified:  | 30 January 2018                                         |

### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

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### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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### Prerequisites

To successfully enrol in this Course, you must provide evidence that you have completed the following Courses:

- 1201QBT - Academic & Professional Skills Development

## Brief Course Description

The course is designed for international students or students from a non-English speaking background, to allow them to develop English language skills relevant to the academic culture of Australian universities and to function successfully in a global business context. It therefore involves intensive English language practice and language immersion activities, with application to a global business contextualised setting.

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## Rationale

This course is designed for international students or students from a non-English speaking background who have satisfied the College English language proficiency admission requirements for their program, but who require extra support to enhance their English language proficiency in a global business context. This course is in line with the release of 'TEQSA's English Language Standards for Higher Education.'

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## Aims

The course has three broad aims:

1. To further develop students' communicative competence (grammatical, sociolinguistic, discourse, strategic) in English in a global business context.
  2. To raise student awareness of features and values of the Australian tertiary context that underpins English language practices in Australian universities. This entails drawing students' attention to specific English language practices applicable to different modes of learning (cooperative/group-work and independent learning) and different assessment practices (oral and written).
  3. To ensure students are aware of their responsibility to continue to develop their English language skills throughout their program and are familiar with the various support systems in place.
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## Learning Outcomes

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

1. Demonstrate an understanding of the various oral and written skills necessary to communicate in English in a global business context;
2. Demonstrate an understanding of discourse grammar and structures underlying genres in business and commerce context;
3. Demonstrate an understanding of the key features and values of the Australian tertiary education system reflected in English language practices;
4. Produce a variety of oral and written business related texts;
5. Critically analyse authentic texts in English, including assessment tasks, relevant to the commerce/business discipline;
6. Successfully engage in a business context with appropriate communication and interactional strategies.

## Texts and Supporting Materials

All of these required readings are available on the portal and consist of a number of academic articles. These readings are over and above the required readings for the essay and exam and should be read before the lecture and tutorials.

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## Organisation and Teaching Strategies

The course material will be covered through the use of lectures, texts, videos, practical exercises, self directed or peer assisted learning. Course delivery involves four (4) formal contact hours per week incorporating the following components as suited to each weekly topic: Lectures typically occupy two hours; tutorials and workshop activities fill the remaining two hours. You are also provided with lecturer/tutor contact through consultation times.

The **lectures** focus on important skills and content knowledge designed to meet the learning outcomes. The lectures are designed to be interactive, allowing students the opportunity to raise questions as well as practice relevant skills where possible.

The focus in **tutorials/workshops** is on providing communicative task-based activities that allow students sufficient opportunities to examine and practise the skills presented in the lecture and to extend their application to other areas of their study. Various activities in the tutorials and workshops will allow students to develop their skills in the speaking and writing in academic and business contexts. Students are expected to actively participate in tutorials and workshops in order to develop critical thinking, listening, reading, speaking and writing skills. Discourse grammar workshops allow students to focus on particular issues that are commonly found to be problematic.

## Class Contact Summary

### **Attendance:**

You will greatly advance your chances of success in the course by fully using the contact time you have available with your lecturers and tutors. The contact time provided in lectures, tutorials, workshops and consultation is for your benefit; it is your opportunity to have any questions about course content or requirements clarified.

### **Participation in Class:**

You are expected to actively participate in classes each week. This means attending classes, having prepared for the class, bringing the right activity sheets and readings to the class and having submitted any work on time.

### **Consultant Times:**

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

### **Course Materials:**

Lecture notes will be made available to you on the “GriffithCollege” portal and you are

advised to print these out and bring them to each class so that extra notes can be added. Please do the pre-reading for the lecture/tute should that be a requirement. All lecture and tutorial activities, as well as readings, are available on the portal.

### **Independent Learning:**

You are expected to reinforce your learning gained during contact time by undertaking sufficient independent study. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the 4 hours per week of formal contact, you would then complete at least 6 hours per week of independent study.

### **Program Progression:**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 with passing grades achieved in more than 50% of courses in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

## Content Schedule

### Weekly Teaching Schedule

| Week | Topic                                                       | Activity | Readings |
|------|-------------------------------------------------------------|----------|----------|
| 1    | Introduction and Course Overview                            | Lecture  |          |
|      | Course introduction: Business and communication             | Tutorial |          |
| 2    | Writing Skills 1: Essays                                    | Lecture  |          |
|      | Essays                                                      | Tutorial |          |
| 3    | Research Articles 1: Structure                              | Lecture  |          |
| 4    | Research articles 2: Data and graphics                      | Lecture  |          |
| 5    | The information deluge: strategies for managing information | Lecture  |          |
| 6    | Oral Presentations in Business                              | Lecture  |          |
| 7    | Summarising and synthesising text                           | Lecture  |          |
| 8    | Weighing up the evidence: Critical thinking and analysis    | Lecture  |          |
| 9    | Reports                                                     | Lecture  |          |
| 10   | Managing professional vocabulary                            | Lecture  |          |
| 11   | Analysing and interpreting assessment tasks                 | Lecture  |          |
| 12   | Exam revision and strategies for success                    | Lecture  |          |

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

| Item | Assessment Task          | Weighting | Relevant Learning Outcomes | Due Date    |
|------|--------------------------|-----------|----------------------------|-------------|
| 1    | Tutorial Participation   | 10%       | 1,2,3,4,6                  | 1-12        |
| 2    | Individual Written Essay | 30%       | 1,2,4,6                    | 8           |
| 3    | Oral Presentation        | 25%       | 1,2,3,4,5,6                | 9-11        |
| 4    | Final Examination        | 35%       | 1,2,3,4,5                  | Exam Period |

### Assessment Details

To qualify for a passing grade all assessment items must be attempted.

#### **1. Tutorial participation (10%)**

Students are required to complete assigned text readings before tutorials and be prepared to actively participate in tutorial discussions and activities. The aim of the tutorials is to encourage students to develop the advanced oral and written communication skills in academic English to be able to function successfully in a global business context. Students' participation in tutorials will be marked based on completion of a number of specific activities over the trimester. Please see the file in the top panel of the 5901 portal page for an overview of the Participation Activities.

#### **2. Essay portfolio (30%)**

This assessment item aims to further develop the process of writing an academic essay. You will be required to write an essay in several interlinked sections over the course of the trimester. You will receive formative written feedback from your tutor as you complete each section of the essay. This process will enhance your ability to construct a written assessment task, which is similar in structure and content to written assignments set in your own discipline of study. Assessment criteria for the essay portfolio include: satisfactory completion of each assigned task; evidence of responsiveness to feedback; appropriate use of language.

### **3. Oral Presentation (25%)**

The oral presentation will be based on an academic article that you will select from the list provided by your tutor. The aim of the oral presentation is to give students practice in planning, structuring and presenting information in a clear manner that is intelligible to a wide audience. Each group is required to hand in a complete presentation summary with their presentation. In addition, students are expected to contribute to discussion after other students' oral presentations, including peer assessment. Assessment criteria for the oral presentation include: organisation and style of your presentation; clarity and accuracy of the content of the presentation; communication style; responsiveness to questions from the audience, appropriateness of visual aids and other supporting material, quality of your written summary.

### **4. Final exam (35%)**

The exam consists of multiple choice questions, short answer questions, and an essay question. It is aimed at allowing the students to demonstrate their understanding of the course content and their skills in reading and writing in an academic context for successful participation in a global business context.

## **Submission and Return of Assessment Items**

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### **Extensions**

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## **Assessment Feedback**

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills                   | Taught | Practised | Assessed |
|----------------------------------|--------|-----------|----------|
| Written Communication            | Yes    | Yes       | Yes      |
| Oral Communication               | Yes    | Yes       | Yes      |
| Information Literacy             | Yes    | Yes       | Yes      |
| Secondary Research               | Yes    | Yes       | Yes      |
| Critical and Innovative Thinking | Yes    | Yes       |          |
| Academic Integrity               | Yes    | Yes       | Yes      |
| Self Directed Learning           | Yes    | Yes       |          |
| Team Work                        |        | Yes       | Yes      |
| Cultural Intelligence            |        | Yes       |          |
| English Language Proficiency     |        | Yes       | Yes      |

### Additional Course Generic Skills

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### Additional Course Information

#### Teacher and Course Evaluations

Students commented that they found their confidence in giving oral presentations had grown through learning in the course, but realised that they need to practise their pronunciation more as well as have more eye contact with the audience. They found the presentation peer review and especially the comments from fellow students helped them. More time is now given in the course to improving oral presentation performances, and in extending the peer review.

This course is being edited and rewritten, so some of the topics may change from week to week. Any changes will be given in time for the following week's class.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

### *Risk Assessment Statement*

There are no out of the ordinary risks associated with this course.

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