



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>2008EHR</b>
<b>Course Name:</b>	<b>Business Communication</b>
<b>Trimester:</b>	<b>Trimester 3, 2019</b>
<b>Program:</b>	<b>Diploma of Commerce</b>
	<b>Associate Degree in Commerce and Business</b>
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Melanie Lynch
<b>Document modified:</b>	15 August 2019

### Course Description

We all communicate. Communication plays a major role in all human activity. It is part of our culture. Within the business community, in both public and private sectors, communication is often associated with specific activities such as interacting, informing, instructing and persuading. People who possess demonstrable skills in these activities are employed, prized and promoted. If businesses are to survive in an increasingly competitive and information-oriented environment they will need trained communicators who can speak, write and interact with others efficiently, effectively and professionally. This course is intended to provide participants with advanced understanding of the concepts and principles of professional business communication and to support the development of their skills in interpersonal, spoken and business related communications through practice and feedback. Course participants will be encouraged to participate actively in the course.

## Assumed Knowledge

There is no assumed content knowledge for this course. However, students should ensure they have successfully completed Academic and Professional Skills and that they can apply these skills in this course.

## 1.2 Teaching Team

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

Name	Email
Melanie Lynch	<a href="mailto:mely@portal.griffithcollege.edu.au">mely@portal.griffithcollege.edu.au</a>
Martin Soden	<a href="mailto:maso@portal.griffithcollege.edu.au">maso@portal.griffithcollege.edu.au</a>

## 1.3 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 "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Effective communication is an essential skill for a successful business professional. Within public and private organisations, communication is associated with specific activities of interacting, informing, instructing and persuading. People who possess demonstrable skills in these activities are employed, prized and promoted. A key focus of this course is to develop self-awareness in a business setting. To manage others effectively, you need to be able to manage yourself - especially in today's fast-paced technologically-driven business environment.

This course provides participants with advanced understanding of professional business communication and develops their skills in business related communications through practice. As such, this course gives participants highly sought after practical knowledge of developing their teamwork skills, oral presentation skills, reflective analytical writing skills and a deeper understanding of the theory behind effective communication processes. At the end of this course, participants will have gone through an extensive experiential learning process of working with others while becoming increasingly aware of their own perspectives, motivations and behaviors. These soft skills are developed through deep reflective work throughout the course.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Analyse business communication issues.
2. Improve level of self-awareness and set and achieve goals.
3. Improve conflict resolution and negotiation skills through team work.
4. Communicate as a member of a team and identify teamwork issues.
5. Reflect on interpersonal communication and teamwork processes as a member of a team.
6. Apply theory, models and principles to relevant communication issues.

## 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

## 3. Learning Resources

### 3.1 Required Resources

Course resources such as lecture notes, study guides, examination information, assessment overview, reading lists and other on-line learning resources will be available for downloading from the Griffith College portal. Textbook and workbook below will need to be brought along to class each week. Both will be used extensively in this course and are a necessary requirement for successfully completing the course.

Workbook will be available from the Campus Bookstore and will need to be purchased before Week 1.

De Janasz, Crossman, Campbell & Power (2014). *Interpersonal Skills in Organizations*, (2nd ed.). McGraw-Hill Education (Australia) Pty Ltd. ISBN: 9781743071540

This text can be purchased as a Vital Source eText (\$74.95) from the publisher, McGraw-Hill Education (Australia) at the following link: <https://www.mheducation.com.au/9781743071540-aus-interpersonal-skills-in-organisations-group>

### 3.2 Recommended Resources

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time 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 in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### **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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### **Teacher and course Evaluation**

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

The four main areas covered in this course are:

- Intrapersonal effectiveness: Understanding yourself;
- Interpersonal effectiveness: Understanding and working with others;
- Understanding and working in teams;
- Leading individuals and teams.

Students attend traditional on-campus lectures, tutorials and workshops. This course is web supplemented. The use of the web to access instructional material is mandatory in this course. Students can access information on the Course Notes on the portal which includes lecture notes, important notices, course descriptions, study guides, and other learning resources. The information is used to supplement the traditional forms of delivery.

Attendance at lectures is required. Attendance at tutorials and workshops is compulsory from weeks 1 - 12.

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Models of Communication and Self Awareness	Lecture	Ch 1 & 7 (p. 156 – 171)	2, 6.
	Overview of assessment; academic standards for course	Lecture	Refer to Workbook - bring to class	
	Introductory Activity	Workshop	First section of Workbook – Forming teams	2, 4.
2	Goal Setting, Values and Self-Management	Lecture	Ch 3 & Ch 4	1, 2, 5.
	Form teams for presentation and How To Run Effective Meetings Guide	Tutorial	Ch. 12 Refer to Workbook - bring to class	1, 3, 4, 5
	Big 5 Personality Test	Workshop / Assessment	You will need to bring along your workbook (purchased through the Campus Bookstore) this week and every week throughout the course. Access: <a href="http://www.outofservice.com/bigfive/">http://www.outofservice.com/bigfive/</a>	2, 6.
3	Self Disclosure and Trust	Lecture	Ch 2	1, 3, 4, 5, 6.
	Reflective Journal Writing Guide	Tutorial	Refer to Workbook - bring to class	1, 2, 5, 6.
	Effective presentation skills and How To Write a Session Plan	Workshop	Refer to Workbook - bring to class	1, 4, 6.
	Big 5 Personality Test + S.M.A.R.T Goals due today	Assessment	Printed document to be handed in at the beginning of Tutorial.	1, 2, 5, 6.

4	Persuasive Communication	Lecture	Ch 8	1, 3, 4, 6.
	Self-Disclosure and Trust	Tutorial	Refer to Workbook - bring to class	1, 3, 4, 5, 6
	Understanding the Argument – Persuasive Presentations	Workshop	Refer to Workbook - bring to class	1, 3, 4, 6.
5	Listening and Assertion	Lecture	Ch 6 & Ch 7 (pp. 171 - 174)	1, 3, 4, 6.
	Persuasive Communication: Understanding the Argument	Tutorial	Refer to Workbook - bring to class	1, 3, 4, 6.
	Persuasion in Action: Debating Activity	Workshop	Debating Activity	1, 3, 4, 6.
	Team Presentation Powerpoint Slides and Session Plan due today	Assessment	Must be submitted via email, the night before class this week. Submission instructions can be found in Workbook.	1, 3, 4, 6.
6	Working in Teams for Success / Team Facilitation	Lecture / Assessment	Ch 10 & 13	1, 2, 3, 4, 6.
	The Persuasive Argument: In-class debate	Tutorial	Activity	1, 3, 4, 6.
	Essay Planning	Workshop	Refer to Workbook - bring to class	1, 5, 6.
7	Managing Conflict and Negotiation	Lecture / Assessment	Ch 9 & 11	1, 3, 4, 5, 6.
	Working in Teams for Success / Facilitation	Tutorial	Activity	1, 2, 3, 4, 5, 6.
	Reflective Essay Writing and Essay Plan Preparation	Workshop	Refer to Workbook - bring to class	1, 5, 6.
8	Understanding and Working with Diverse People	Lecture / Assessment	Chapter 5	1, 3, 4, 5, 6.
	Managing Conflict and Negotiation	Tutorial	Activity	1, 3, 4, 5, 6.
	Reflective Essay Writing	Workshop	Refer to Workbook - bring to class	1, 5, 6.
9	Leadership Power and Empowerment	Lecture / Assessment	Chapters 15 & 18	1, 3, 4, 5, 6.
	Understanding and Working with Diverse People Activity; Multiple Choice Quiz on Chapters 5, 9, 10, 11, 13	Tutorial	Activity/Assessment Item	1, 3, 4, 5, 6.
	Reflective Essay Q and A	Workshop	Refer to Workbook - bring to class	1, 5, 6.

10	Networking and Mentoring	Lecture / Assessment	Chapter 16	1, 4, 6.
	Sources of Power	Tutorial	Activity	1, 4, 5, 6.
	Leadership and Empowerment	Workshop	Revision Chapters 15 & 18	1, 4, 5, 6.
	Reflective Essay Due	Assessment	Must be submitted through Turn It In prior to midnight, the night before class this week.	1, 2, 3, 4, 5, 6.
11	Coaching and Providing Feedback	Lecture	Chapter 17	1, 2, 6.
	Networking	Tutorial	Activity	1, 6.
	Workshop	Workshop	Revision Chapter 16	1, 6.
12	Multiple Choice Quiz on Chapters 15, 16, 17, 18	Assessment		1, 2, 6.
	Importance of Feedback Activity	Tutorial	Activity	1, 5, 6.
	Big 5 Personality Test Review	Workshop/ Assessment	Assessment Item	1, 2, 5, 6.

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Tutorial Activities (5)	25%	1, 2,3,4,5, 6.	Weeks 3-12
2	Teamwork: Ppt Slides and Session Plan	10%	1, 2, 3, 4, 6.	Week 5
3	Team Lecture Presentation	15%	1, 2, 4, 6.	Week 6-10
4	Reflective Diary	10%	1, 2, 3, 4, 5.	Week 6
5	Individual Reflective Essay	40%	1, 2, 3, 4, 5, 6.	Week 10

### 5.2 Assessment Detail

#### 1) Tutorial Activities:

Marks assigned for In-Class Tutorial Quizzes and Activities (5x 5%) to encourage in-depth learning and stronger engagement with the course. You will complete 3 activities and 2 Multiple Choice quizzes during the course. These activities and quizzes are essential in order to develop your self-analysis, and interpersonal communication with other team members, and understand teamwork processes. These activities will be discussed during tutorials, and will require work in your own time. These experiences will allow you to clarify ideas, learn from others' perspectives and actively engage with the course material. In addition, tutorial activities will help prepare you for business communication situations in the future. You will be graded on your communication effectiveness and quality of content for 3 of the activities, and correct answers linked to knowledge of the course content for the Multiple Choice quizzes. Total weighting 25% for 5 activities

#### 2) Teamwork: Powerpoint slides and session plan:

Teams will be officially formed in Week 2, however students may start to form their teams in week 1. Four to five students per team. Teams will be formed on the basis of encouraging diverse others to work together in a team. An intensive team project will be undertaken between Weeks 2-5. Students will have to prepare and submit slides and a session plan for a 40 minute lecture presentation. The powerpoint slides and session plan must be submitted by midnight on the night before your Week 5 tutorial. The teamwork is the basis for assessments items 3, 4, and 5. Weighting: 10%

### **3) Team Lecture Presentation:**

You will work in teams (4-5 people) to deliver a 40 minute lecture presentation in one of Weeks 6 to 10. This presentation must actively involve the audience. The lecture presentation must discuss and support an argument and follow the content of the textbook. Further details will be provided in class. Weighting: 15%

### **4) Reflective Diary:**

You will be required to keep a weekly reflective diary from weeks 2 – 5. This will be a guided diary (questions will be posed to you) which will be recorded in the course workbook and then transferred into a wordprocessed completed essay and submitted to Turn It In in week 6. Students who present their lecture in Week 6, will be given an extra week to submit the diary. Students will then receive feedback by logging in to Turn It In, on the recommended topics for Part 1 and 2 of their Individual Reflective Essay assessment item 5) below. Weighting: 10%.

### **5) Individual Reflective Essay:**

You will be required to write a 1500 word Individual Reflective Essay in which you will reflect on your interpersonal communication and teamwork process experiences during the planning and preparation of your team slides and session plan in Business Communication this trimester. Your essay discussion must be guided by a clear argument or arguments. You will be marked on the quality of your analysis and your demonstrated ability to apply your understanding of the theories and concepts from the course to your teamwork experience. An understanding of the link between theory and practice is therefore a key element.

A requirement for submission of your Individual Reflective Essay is that it must be uploaded to Turnitin for checking of originality against sources (including web/database/other students' assignments) by the due date of submission. Failing to submit to Turnitin will result in you receiving a Result Withheld (RW) mark for your assignment until the Turnitin submission has been completed. Your tutor will discuss how Turnitin will be specifically used in your course. Turnitin Student User Guides are also available from the Griffith College portal. Also, students are advised to keep copies of essay plans, notes and drafts until essay marks are released. Weighting: 40%

## **5.3 Late Submission**

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

## **5.4 Other Assessment Information**

### **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.

### **Requests for extension**

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Return of Assessment Items**



1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

**Risk Assessment Statement**

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

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