



1. General Course Information

1.1 Course Details

Course Code:	5901QBT
Course Name:	Language & Communication in the Global Business Context
Trimester:	Trimester 2, 2021
Program:	Associate Degree in Commerce & Business
Credit Points:	10
Course Coordinator:	Tanya-Lee Robinson
Document modified:	19 January 2021

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 setting.

Assumed Knowledge

To have successfully completed 1201QBT - Academic & Professional Skills Development.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Tanya-Lee Robinson	Tanya-Lee.Robinson@griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of your learning experiences. 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



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Critically analyse authentic texts in English that are relevant to the business/commerce disciplines;
2. Practice the key features and values of the Australian tertiary education system as reflected in English language use;
3. Apply the discourse, grammar and structures necessary for business and commerce;
4. Produce oral and written business-relevant texts.









2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



3. Learning Resources

3.1 Required Learning Resources

Learning resources should be accessed on the Griffith College course site. Learning Content slides will be made available to you and you are advised to print these out and use them as a basis for taking your own notes. Please do all required preparatory work so that you can engage fully in classes.

3.2 Recommended Learning Resources

Nil

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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teachers 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (Assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled

Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

4.1 Modules for Learning and Weekly Learning Content, Learning Experience and Learning Activities





	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module 1 – Research & Source Evaluation					
1	Course Overview & Introduction to Evidence of Learning	Text (written and video) analysis	Required reading for Annotated Bibliography (AB) and Essay assessments.	Academic Integrity: Module 1, (weighting 5%) complete online	i, ii
2	Research Articles 1: structure & content	AB structure & content. Required reading analysis.	Required reading AB draft	Academic Integrity: Module 2, (weighting 5%) complete online	i, ii, iii, iv
3	The Information Deluge: strategies for managing information	Research skills AB drafting & feedback	Independent research for AB/Essay	Academic Integrity: Module 3, (weighting 5%) complete online	i, ii, iii, iv
4	Weighing up the Evidence: Critical thinking and analysis	AB self-evaluation. Required reading analysis: identifying essay subtopics	AB writing & submitting Independent essay research	Annotated Bibliography (weighting 20%) – due week 4	i, ii, iii, iv
Module 2 – Academic & Business Communication					
5	Writing Skills: Essay theses and body paragraphs	Model essay analysis Essay planning guidelines	Independent essay research & planning		i, ii, iii, iv
6	Writing Skills: Essay introductions and conclusions	Drafting essay introductions & conclusions. Essay Planning feedback.	Essay planning & seeking feedback		i, ii, iii, iv
7	Summarising and Synthesising Text	Summarising and synthesising activity. Developed paragraph analysis	Essay Drafting		i, ii, iii, iv
8	Reports for Business	Intro to business reports. Reporting verbs. Self-evaluation: essay checklist.	Proofreading & editing. Signposts. Reference lists.		i, ii, iii, iv
9	Oral Presentations in Business	Oral presentation (OP) task analysis and teams. Analysing and evaluating exemplar OPs using evidence of	Essay finalising & submitting. OP research & preparation	Individual Written Essay (weighting 35%) – due week 9	i, ii, iii, iv

		learning criteria (objective)			
Module 3 – Managing Evidence of Learning Tasks					
10	Managing Professional Vocabulary	Managing teamwork challenges. Strategies to manage vocabulary.	The most famous lecture in the world: how to deliver a presentation.		i, ii, iii, iv
11	Analysing and Interpreting Evidence of Learning Tasks	Strategic approaches to Evidence of Learning Tasks.	OP: review and rehearse OP (strategies provided)		i, ii, iii, iv
12	Strategies for Success	Delivery: OPs Peer feedback against evidence of learning criteria (objective)		Oral Presentation (weighting 30%) – due week 12	i, ii, iii, iv



5. Evidence of Learning (Evidence of Learning Task Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Academic Integrity Training (3 modules)	15%	ii	Weeks 1,2,3
2	Annotated Bibliography	20%	i, ii, iii, iv	Week 4
3	Individual Written Essay	35%	i, ii, iii, iv	Week 9
4	Group Oral Presentation	30%	i, ii, iii, iv	Week 12

In order to gain a passing grade in this course, a student is required to complete and pass all epigeum modules in addition to all remaining evidence of learning tasks.

5.2 Evidence of Learning Task Detail

1. Academic Integrity Training (15%)

This task requires students to engage with the values and practices of the Australian education system and broader society regarding intellectual property. Modules are in the Learning Activities tile and should be completed progressively from weeks 1-3.

2. Annotated Bibliography (20%)

This task requires students to summarise and evaluate two academic articles in preparation for the essay task. One article will be the required reading, provided in Week 1, and the other article will be self-sourced. This task will be assigned in Week 1 and should be submitted through Turnitin in Week 4. Formative feedback will be provided for you on the required reading annotation. This feedback should then be applied to your annotation for the self-sourced article. Details of this task are available in the Evidence of Learning tile on the 5901QBT portal page.

3. Individual Written Essay (35%)

This evidence of learning task aims to develop the skills of writing an academic essay. Students will be required to research, plan and write an essay. Formative feedback opportunities from your teacher will be provided as you complete key stages of the essay. This process will enhance your ability to develop a well-structured written argument, similar in form and content to written assignments set in your own discipline of study. Details of this task are available in the Evidence of Learning tile on the 5901QBT portal page.

4. Group Oral Presentation (30%)

The broad oral presentation topic is relevant to the global business context. The task will allow your team to select an area of interest as the specific focus. The aim of the oral presentation is to give students practice in collaboratively planning, structuring, and presenting information in a clear and engaging manner that is intelligible to a wide audience. Details of this task are available in the Evidence of Learning tile on the 5901QBT portal page.

5.3 Late Submission

An evidence of learning task (assessment) 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 evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the evidence of learning task is late. Evidence of learning tasks 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 Information about Evidence of Learning

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 evidence of learning task, 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 Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 evidence of learning task in this course (marks for this task 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks 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 of evidence of learning tasks 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to evidence of learning tasks 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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