1. General Course Information

1.1 Course Details

Course Code:	5901QBT
Course Name:	Language & Communication in the Global Business Context
Trimester:	Trimester 1 2023
Program:	Associate Degree in Commerce and Business
Credit Points:	10
Course Coordinator:	Dr Kristy Seymour
Document modified:	20th February 2023

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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Kristy Seymour	Kristy.seymour@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date bowser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

5901QBT is designed for international students or students from a non-English speaking background. The aim is to develop English language skills relevant to the academic culture of Australian universities and to function successfully in a global business context.

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 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

	Graduate Capabilities and Employability Skills		Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		✓

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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- 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 Academic Integrity online modules within the Academic and Professional Studies course.

- 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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled   Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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 teachers. 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
Module 1: Research & Source Evaluation					
1	*Course Overview & Introduction to Assessments*	Text (written and video) analysis	Required reading for Annotated Bibliography (AB) and Essay assessments.	*Academic Integrity: Module 1,* complete online 3.33%	1, 2
2	*Research Articles 1: structure & content*	AB structure & content. Required reading analysis.	Required reading AB draft	**Academic Integrity: Module 2**, complete online 3.33%	1, 2, 3, 4
3	*The Information Deluge: strategies for managing information*	Research skills AB drafting & feedback	Independent research for AB/Essay	**Academic Integrity: Module 3,** complete online 3.33%	1, 2, 3, 4
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	1, 2, 3, 4

	Module 2: Academic & Business Communication				
5	*Writing Skills: Essay theses and body paragraphs*	Model essay analysis Essay planning guidelines	Independent essay research & planning		1, 2, 3, 4
6	*Writing Skills: Essay introductions and conclusions*	Drafting essay introductions & conclusions. Essay Planning feedback.	Essay planning & seeking feedback		1, 2, 3, 4
7	*Summarising and Synthesising Text*	Summarising and synthesising activity. Developed paragraph analysis	Essay Drafting		1, 2, 3, 4
8	*Reports for Business*	Intro to business reports. Reporting verbs. Self-evaluation: essay checklist.	Proofreading & editing. Signposts. Reference lists.		1, 2, 3, 4
9	*Oral Presentations in Business*	Oral presentation (OP) task analysis and teams. Analysing and evaluating exemplar OPs using assessment criteria (objective)	Essay finalising & submitting. OP research & preparation	**Individual Written Essay** (weighting 35%) – due week 9	1, 2, 3, 4
	Module 3: Managing Assessment				
10	*Managing Professional Vocabulary*	Managing teamwork challenges. Strategies to manage vocabulary.	The most famous lecture in the world: how to deliver a presentation.		1, 2, 3, 4
11	Analysing and Interpreting Assessment Tasks	Strategic approaches to assessment.	OP: review and rehearse OP (strategies provided)		1,2, 3, 4
12	Strategies for Success	Delivery: OPs Peer feedback against assessment criteria (objective)		**Oral Presentation** (weighting 35%) – due in class week 12	1, 2, 3, 4

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Academic Integrity Training (3 modules)	10% (3.33% each module)	2	Weeks 1,2,3
2	Annotated Bibliography	20%	1, 2, 3, 4	Week 4
3	Individual Written Essay	35%	1, 2, 3, 4	Week 9
4	Team Oral Presentation	35%	1, 2, 3, 4	Week 12

* Students are strongly encouraged to complete the Academic Integrity modules and achieve a pass grade for each of the 3 quizzes.

5.2 Evidence of Learning Task Detail
Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

1. Evidence of Learning Task 1: Academic Integrity Training

Task Type: 3 X Online Training Modules and Quizzes
Due Date: Friday of Weeks 1,2,3 (dates to be advised on the course site)
Weight: 10% (3.33% each module)

Task Description:
This task focuses on understanding and applying academic integrity in your evidence of learning submissions. Competency in understanding matters related to sourcing, referencing, and citations for assignments will be developed throughout the three training modules. The modules are to be completed online and can be found on the course site in the Learning Activities tile. This item is not weighted but completing the training modules and passing the quizzes will equip you with a fuller understanding of academic integrity and assist you in avoiding plagiarism as a student and a professional. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed against learning outcome 2
Submission: via Quizzes on course site in Evidence of Learning tile

2. Evidence of Learning Task 2: Annotated Bibliography (20%)

Task Type: Written assignment
Due Date: Friday Week 4 (date to be advised on the course site)
Weight: 20%.
Length: 400 words
Task Description: 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. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed against learning outcomes 1, 2, 3 and 4
Submission: Turnitin via the course site

3. Evidence of Learning Task 3: Individual Written Essay (35%)

Task Type: Written assignment
Due Date: Friday Week 9 (date to be advised on the course site)
Weight: 35%.
Length: 1200 words
Task Description: 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 pag. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed against learning outcomes 1, 2, 3 and 4
Submission: Turnitin via the course site

4. Evidence of Learning Task 4: Team Oral Presentation (35%)

Task Type: Team Oral Presentation Assignment
Due Date: Week 12 in Learning Experience class (date to be advised on the course site)
Weight: 35%.
Length: 4 minutes per person
Task Description 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. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed against learning outcomes 1, 2, 3 and 4
Submission: Delivery in class; PPT through Turnitin via the course site

Requirements for ALL tasks

A requirement for submission of all evidence of learning in the course is that it must be uploaded to Turnitin via the course site. All tasks will be marked in Turnitin. You will be able to see your mark and teacher comments by viewing your work in Turnitin via the course site. You will also be able to see your mark in Grades. If you do not submit your tasks to Turnitin via the course site, you will receive a Did Not Submit (DNS) mark, that is, you will not receive marks for the tasks.

Use early submission to check for plagiarism. If there is plagiarism, you may correct your work and re-submit as many times as needed before final submission. Submit the final copy of your task to Turnitin via the course site by the due date. Check boxes at the point of submission in Turnitin may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

In order to pass this Course, students must:

    A. **Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, 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 calendar working day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Evidence of Learning Tasks.

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 course site 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 Digital Campus. 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 Course Site and made available to students through the 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 Evidence of Learning Tasks-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, 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 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.