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Unit Learning Guide

School of Humanities and Communication Arts

Principles of Professional Communication 1

Unit Number:	100483
Teaching Period:	AUTUMN 2013
Unit Weighting:	10 credit points
Unit Level:	Level 1
Unit Co-ordinator:	Ms Myra Gurney
Teaching Staff:	Myra Gurney, Dr Ray Archee
First Point of Contact:	Ms Myra Gurney
	E: m.gurney@uws.edu.au
	M: 0409 306 825
	W: 9852 5176 (note, as I teach on multiple campuses, I am in my office infrequently so email or mobile communication is preferred)

Student Consultation

Face-to-face consultations can be arranged by email. Email for an appointment time.

General Student consultation times are: Myra Gurney: Monday 10-12 or by appointment. Students from Parramatta or Campbelltown campuses should speak with me after the lecture.

Student Communication

Students must use their UWS student e-mail address in all correspondence with the unit coordinator and tutors.

Attendance Requirements

Attendance is expected at all lectures and at the tutorial in which you are registered. Students are expected to attend a minimum of 80% of classes.

Records will be taken for verification purposes.

Lectures and tutorials are an essential part of your learning.

Students have the responsibility to keep up with the unit content by attendance at lectures and tutorials.

No accommodation will be made or consideration will be given to students who do not attend regularly except in the case of illness or misadventure.

Non-attendance due to illness or misadventure or other, legitimate reasons should be documented and submitted to the Unit Coordinator.

Essential Equipment and/or Resources

Students need to have access to a computer where the Internet can be used to logon to E-learning at UWS and the vUWS website for this unit. It would be useful to have Adobe Acrobat Reader which can be downloaded from the link at E-learning at UWS
http://www.uws.edu.au/students/onlinesupport

Additionally at least two USB drives need to be used for saving and moving data to and from School computers. It is strongly recommended that students back up their work on a separate hard drive as USBs are notoriously unreliable, are known to fail and may corrupt files.

Student Feedback on Unit Surveys

Student Feedback on Unit Surveys will be distributed in Week 12

Changes and Improvements to the Unit as a Result of Student Feedback

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made:
- A set of specially designed writing 'flash' tutorials to assist students with writing 'style' exercises
- Additional timely feedback on the weekly 'style' exercises will be available via vUWS

Expectations of Student Conduct

Students are expected to be familiar with and abide by the terms of the UWS Student Code of Conduct:
http://policies.uws.edu.au/view.current.php?id=00258

Students should be familiar with the University of Western Sydney's O H, S & R Policy which can be viewed at
http://apps.uws.edu.au/uws/policies/ppm/policies.phtml#OHS

The University of Western Sydney Occupational Health, Safety and Risk policy states that it is the responsibility of employees, students, contractors, visitors and others to ensure this policy is carried out and to regard accident prevention and safe working as a collective and individual responsibility.

Unit Details

Position of this Unit in the Course

This is a core first year unit in a number of courses taught by the School of Computing, Engineering and Mathematics.

UWS Graduate Attributes

1. Commands multiple skills and literacies to enable adaptable lifelong learning
2. Demonstrate knowledge of indigenous Australia through cultural competency and professional capacity
3. Demonstrates comprehensive, coherent and connected knowledge
4. Applies knowledge through intellectual inquiry in professional or applied contexts
5. Brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world

Unit Learning Outcomes

At the successful completion of this unit, students will demonstrate:

1. An understanding of the wide range of variables which constitute human communication;
2. Knowledge of the range of factors which affect both oral and written communication in professional contexts;
3. An understanding of argumentation, reasoning and persuasion as factors in written and oral communication;
4. An appreciation of communication across cultures;
5. A range of critical perspectives about issues relating to electronic communication from a written, interpersonal and organisational perspective;
6. Skills to write effectively using a variety of formats especially essays, reports and technical documents;
7. Skills of oral presentations;
8. Research skills including use of library catalogues, databases and the Internet;
9. Communication skills through participation in workshops and the importance of consideration of a variety of personal views, perspectives and styles.

Student Workload

It is expected that students will attend both tutorials and lectures. Participation in this unit requires that students will come to class having read the weekly tutorial reading and be prepared to participate in discussions. Assessment also requires completion of weekly exercises, some of which can be done in class. Workload hours would be approximately 2-3 hours per week in addition to tutorial and lecture attendance. This does not include preparation of assessments. All assessment items and tutorial exercises are available via a specially designed website that can be accessed from a link on the unit's vUWS site. Readings will be published in the unit reader which students may purchase and will be available online.

Schedule Learning and Teaching Activities:

Date	Semester Week	Lecture Topic	Weekly Activities
25 February 2013	1	What is communication – meaning or message?	**Reading:** Textbook: Chapter 1 pp.2-18
4 March 2013	2	Perception – is the truth really out there?	**Readings:** 1) Textbook: Chapter 1 pp. 18-21 2) Sadler & Tucker Ch. 3 *Perception* 3) Lester: *Sensual and Perceptual Theories of Communication* **Question:** How does the way our brains perceive information, impact on what we understand? Why does the brain sometimes make mistakes? How might this cause communication breakdowns?
11 March 2013	3	Language & communication – I know what you said but not what you mean	**Readings:** 1) Textbook: Chapter 2
18 March 2013	4	Non-verbal communication – more than just words	**Readings:** 1) Textbook: Chapter 3 2) Richmond & McCloskey: *Physical Appearance*

			3) Ekman *Face Values*
			4) Ackerman – *The Eyes have it*
			Question: What is the relationship between verbal and non-verbal communication as outlined in the reading(s)? Can you give other examples?
25 March 2013	5	Censorship – not just dirty pictures **Good Friday Public Holiday: Friday 29th March 2013**	**Readings:** 1) Vnuk *The Evils of Pornography* 2) Pinker: *What the f***? Why we curse* 3) Barker & Petley: *Ill effects: the media/violence debate (Introduction)* **Question:** Is censorship is an effective weapon in maintaining appropriate 'social and moral standards' or do we merely censor what we are most afraid of? What arguments do the various readings make for and against different forms of censorship?
1 April 2013	6	Mediated Communication – the impact of technology on communication **Easter Monday Public Holiday: Monday 1st April 2013**	**Readings:** 1) Textbook: Chapter 5 2) Hallowell: *The Human Moment at Work* 3) Carr: *The Shallows: what the internet is doing to our brains (ch5)* 4) Crystal: *Texting: the gr8 db8 (ch 6)* **Question:** Consider the extent to which different electronic communication technologies such as email, SMS, social networking spaces like Facebook and Twitter merely replace traditional forms of communication. Do they change the nature of the communication experience? **REPORT OVERVIEW AND ANNOTATED BIBLIOGRAPHY DUE**
8 April 2013	7	Intercultural Communication	**Readings**: 1) Textbook: Chapter 4 p.77 2) Ishii et al *Our locus in the universe* 3) Beebe: *Adapting to others.* 4) Hall *The Voices of Time* **Question:** Differences in culture are not merely a matter of differences in language." How is this statement reflected in the articles about various aspects of intercultural communication?
15 April 2013	8	**Intra-Session Break**	
22 April 2013	9	*Lecture online:* Writing a business report **Public Holiday: Thursday 25 April 2013**	***Report Writing (part 1)*** **Readings:** 1) Textbook: Chapter 12 p.328 **NOTE: Classes between weeks 9-14 will take place in a computer lab. Check your timetable or vUWS for the room number.**
29 April 2013	10	No Lecture	***Report writing (part 2)***
6 May 2013	11	*Lecture online:* Issues in professional writing: what's a cliché anyway?	**Readings:** 1) Textbook: Chapter 11 p.292 2) Gregory: *Writing for the web vs. writing for print* 3) Miller & Swift: *Non sexist writing* **Question:** Which issues in relation to professional writing do these readings focus on and how important are they to the decisions to how a reader reads and a writer writes? **DRAFT REPORT DUE**
13 May 2013	12	*Lecture online:* Visual	**Readings:**

		communication – a picture paints a thousand words	1) Textbook: Chapter 12 p.352 2) Wong: *Wong words & wisuals* 3) Harrison: *Understanding how still images make meaning* **Question:** How do visuals and layout affect how a reader understands a text?
20 May 2013	13	*Lecture online:* Ethics in professional communication	**Readings:** 1) Textbook: Chapter 5 pp.127-133 2) Ornatowski *Internet Ethics* **Question:** What are some of the ethical issues that we are facing as a result of new communications technologies?
27 May 2013	14		**Activity:** Editing your report/portfolio completion **EXERCISE PORTFOLIO DUE**
3 June 2013	15	**STUVAC**	**FINAL REPORT DUE**

Assessments

Assessment Requirements

Oral Presentation – due in class on a date to be advised by your tutor – 20%

2. Business Report — 40% in three (3) parts
>   **Part 1: Report Overview plus Annotated Bibliography** of six references due **week 6 (beginning 1st April)** = 15%
>   **Part 2: Draft Report** due **week 11 (beginning 6th May)** – 1500-2000 words = 10% This will be marked and returned to you in two weeks. *You must then revise and edit the report in accordance with the suggestions and resubmit it in week 15.*
>   **Part 3: Final Edited Report** due **week 15 (Stuvac) by Wed 5th June** = 15%

NOTE 1: Students must upload both their draft and final reports into TURNITIN. Turnitin can be accessed via the unit's vUWS homepage. Please read the accompanying instructions (linked on the homepage) on how to upload your assignment.

3. Class exercise portfolio – **40%** due **week 14 beginning 27th May.** You must compete a minimum of 10 exercises from weeks 1-13 for a pass grade. Good students will usually do as many as possible and attempt several of the harder exercises.
>   You must submit the following as part of this assignment:
>   **At least six (6) of the short answer/research exercises** that can be found on the weekly web pages = 30%
>
>   **At least four (4) of the writing style exercises** that can be found from week 8 onwards. = 10%

NOTE 2: All assignments must be YOUR OWN WORK. Plagiarism and collusion (copying another student's work) is considered academic misconduct. Students found presenting the same or similar work to that of another student will be given zero marks for that assignment and may be subject to academic misconduct action (see page 16 of this guide for details).

NOTE 3: Final marks and grades are subject to confirmation by the School and College Assessment Committee, which may scale, modify or otherwise amend the marks and grades for the unit, as may be required by University policies.

Students must submit all assessment items. The pass mark is 50/100 and is calculated as a cumulative total of all individual assessment marks. While a student may get below a pass mark for an individual assessment, it is still possible to receive a pass grade if the cumulative total exceeds 50/100. Students who fail to submit an assessment item will be given an A/F grade.

Submission of Assessment Tasks

Assignments submitted electronically and in hard copy must be accompanied by a copy of the Assignment Cover Sheet. Note that, in some case, the tutor may not be the marker for the given assignment.

Students are required to keep a copy of all written work submitted

Return of Assessment Material

Your tutor will return assignments in class as soon as they are marked. If there are no classes (in the case of an end of session assignment), work may be collected from the unit coordinator at the commencement of the following semester. Any work not collected within 3 months will be forwarded to Records Management for destruction. Students are advised to submit copies of written work, and retain original files for reference. Alternatively, an appropriately sized, self-addressed, stamped envelope can be attached to your assignment and your marked assignment will be returned to you via post after the finalisation of grades for the unit. Please note:

- Marked work will not be available for collection from School Administration
- It is generally suggested that an appropriately sized, self-addressed, stamped envelope can be attached to your assignment upon handing it in, and your marked assignment will be returned to you via post.
- Uncollected assessment material will be subject to the university's policies regarding the retention or destruction of such material.

Resubmission

NO resubmission will be permitted. The Draft Report is designed to provide constructive feedback to allow students to improve their initial effort. It will be marked separately to the Final Report.

Late Submission

Work submitted late without consultation with the Unit Coordinator will not be accepted.

A student who submits a late assessment without approval for an extension will be penalised by 10% per day up to 10 days, i.e. marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. For example, for an assignment that has a possible highest mark of 50, the student's awarded mark will have 5 marks deducted for each late day. Saturday and Sunday each count as one day.

Assessments will not be accepted after the marked assessment task has been returned to students who submitted the task on time.

Extension of Due Date

If students need to apply for a short extension of time to complete an assessment item, they should complete the Application for Request for Extension form available on the Unit's vUWS site or from the School Office. This form needs to be submitted before the due date of the assignment to their Unit Co-ordinator/Advisor.

An application for an extension does not automatically mean that an extension will be approved.

Special Consideration for the whole or part of teaching session

For special consideration for part or the whole of the teaching session, the application should be submitted to the Unit Coordinator as soon as the student is aware that he/she has extenuating circumstances that will affect studies for the session. Application for Special Consideration is available on UWS Website http://policies.uws.edu.au/view.current.php?id=00205

Special Consideration for one assessment task

Where special consideration is sought for circumstances involving more than three consecutive days or more than five days within a teaching period, students should complete a Special Consideration Application, available from the UWS website or a Student Centre.

Applications for Special Consideration to request accommodations in the nature or date of submission of a specific assessment task must be submitted to the Unit Coordinator (with a copy to the lecturer, where applicable) no later than 5.00pm on the 2nd working day after the due date of the assessment (working days are defined as Monday to Friday, not including public holidays).

An application for Special Consideration does not automatically mean that it will be granted. http://policies.uws.edu.au/view.current.php?id=00205

Writing and Presentation High quality written expression is an expectation of all UWS graduates.

All written pieces of assessment in this unit must meet the minimum writing standard required. These are specified below [you will need to insert the minimum standards table for the level of unit and you MUST include writing and presentation as a pass/fail assessment criterion in grading criteria for ALL written work]. Any piece of written work that does not meet the required standard will be failed on this basis.

Students in their first year whose work does not meet the standard will be given guidance as to how to improve their writing. This may include referral to the Student Learning Unit, referral to workbooks or online resources or, in limited cases, guidance from a member of the school's academic staff. They will be then be permitted resubmission for their first piece of work in the unit ONLY.

Literacy Minimum Standard Level 1

At this level, your written expression should be clear, concise and direct, free of major structural and presentational faults and, most importantly, not require any 'deciphering' on the part of the reader, that is, that it can be read and understood on a first read through and that it has 'flow'.

Formal writing requirements-

- Complete sentences, typically with Subject Verb Object order.
- Avoidance of minor sentences, sentence fragments and run-ons.
- Conciseness, coherence and cohesion.
- Grammatical agreement and consistency including the correct use of tense, syntax, word class and lexical choices.
- Correct and consistent spelling and punctuation.
- Correct and consistent use of terminology relating to the unit that the student is writing for.
- Correct use of phrases, clauses and conjunctions.
- Consistency in the register appropriate for the unit that the student is writing for.
- Correct use of cohesive devices linking sentences and paragraphs: including topic sentences and thesis statements.
- Use of formal structure: including introduction and conclusion.
- Integrated use of quoted and paraphrased material: including meta-commentary and linking phrases.

The following site provides a good range of resources to help you develop your writing:
http://ce8.uws.edu.au/webct/urw/lc5116001.tp0/cobaltMainFrame.dowebct?appforward=startFrameSet.dowebct%3Fforward=manageCourse.dowebct%26lcid=248467649011

Academic conventions

- A degree of integrated use of source material (quotes, paraphrases etc.)
- A reasonably accurate and consistent use of a recognised referencing system
- Your work has been submitted through Turnitin

Formatting and presentation

- Well formatted
- No handwriting
- 12 point Times Roman or equivalent (as approved or direct by unit learning guide)
- Double-spaced
- Page numbers and SID in footer or header
- Stapled (if hard copy submission)
- Good print quality in black ink (if hard copy submission)
- Cover sheet attached (if hard copy submission)

Other elements

- Accurate spelling
- No txt abbreviations

Assessment 1– Tutorial Presentation

Due Date

Due in class at a date to be advised in Week 1 of semester.

Aims/Objectives

- To learn and practice skills of professional oral presentations
- To collaborate with a class member to research and present a professional oral presentation based around a set question and reading
- To lead the class in a discussion of the topic via a set of five (5) questions based on the weekly which will allow the audience to revise their understanding of the topic and the reading

Assessment Description

Students will be placed in pairs and will be asked to nominate or will be given a question from the course around which a presentation must be based. The aim is to generate and lead the class discussion. Presentations will take place in most weeks (see timetable). All class members are expected to have read the weekly reading and textbook chapter and be prepared to contribute to the class discussion.

Assessment Requirements

The presentation must:

- be 10-15 minutes long (less than 10 minutes or more than 15 will be penalised)
- incorporate a summary of and reference to, the relevant weekly reading(s)
- Use a minimum of three (3) scholarly or academic sources (not just internet sources) in addition to the weekly workbook and textbook material
- be prepared and presented by both team members
- be summarised on either overhead transparencies or PowerPoint slides

NOTE 1: You are meant to present your own secondary research and summarise the comment on the reading you or your group have chosen, NOT rehash the material given in the lecture or on the website. You do not need to cover all of the possible aspects of the topic, and should assume that the audience has a basic understanding of the topic. Use the question to structure your presentation.

NOTE 2: Non-attendance of either presenter without documented evidence will mean zero marks for this component for the person not attending. Due to reduced class time available, you will NOT be allowed to present this topic in another week and may have to present another topic. Pressure of other work (university or otherwise) is not considered an excuse

NOTE 3: If you intend to use PowerPoint, you must provide your own computer (laptops can be borrowed from the campus library). Please check that you know how to set the computer up so that class time is not wasted.

Assessment Criteria

Your oral presentation is worth 20% and will be marked on: (learning outcomes 1, 2, 3, 7, 8 & 9)

- the extent to which the theme(s) and main points of the weekly issue and topic have been identified, incorporated and summarised
- use of well chosen examples and/or additional relevant research. If you merely summarise the reading and do not reference additional research or use your own examples, you will only be eligible for a Pass grade
- preparation – you and your partner must be organized and prepared to present on the date nominated. speech structure – ie good introduction and conclusion, logical and coherent points
- presentation (speaking) style
- non-verbal communication – use of gesture, eye contact, stance
- timing – too long or too short will be penalised
- use of appropriate, clear and well prepared audio-visual resources – eg overhead transparencies or PowerPoint, handouts etc. Do not read from your overheads or notes – use them for summary and reference only

Assignment 1: Oral Presentation: (learning outcomes 1, 2, 3, 7, 8 & 9)

Low scores P- to P	Average scores P+ to C	High scores D to H
1. Organisation and Preparation: The presentation is well researched and prepared and organised into a logical and coherent structure that is interesting and relevant to the audience. The presentation has a clear opening, has logically developed and signposted main points and an effective conclusion summarising main argument. The presenters have worked together to achieve the objectives.		
• Material is not particularly well organised, and is not linked and difficult to follow. • Some areas are unclear, require further explanation and are not well integrated. • Little or no use of relevant additional academic sources. • Cursory or missing reference to points of main reading. Basic or no evidence of understanding main theme or question. • Little or no attempt to answer the main question from the reading and other materials. • Little or no additional material/ original examples or material/examples that is not well chosen or is irrelevant. • Poor or missing opening and concluding statements. • Little or no evidence that presenters have worked together to prepare presentation. Little evidence of rehearsal.	• Presentation is generally clear and organized with a definite clear opening which addresses the question and indicates how the presentation will be structured. • A few minor points may be confusing or not relevant. • Evidence of use and integration of other relevant academic sources and pertinent examples. • Material presented is not merely described but there is an attempt to identify basic themes and how they answer the question. • Good opening and conclusion that allows the audience to understand theme of presentation. • Presenters have clearly worked together to produce the presentation as there is mostly a clear plan and reasonably well integrated material. Mostly well rehearsed.	• Presentation is clear, logical and well organized. Excellent and engaging opening and closing. Listeners can follow line of reasoning and understand the material. • Presenters demonstrate a high level of understanding of the main arguments and themes. • Excellent choice of background academic material that is used to support the argument presented. • Excellent original examples which are used to support the theme • Material is integrated and main themes are thoroughly discussed with evidence from reading and additional sources. • Evidence of a high level of cooperation between presenters to coordinate and present an integrated, well rehearsed presentation.
2. Content: Appropriate, interesting content that is well researched and appropriate for the audience. It should summarise the main points of the weekly reading and answer the central question.		
• Cursory or missing reference to points of main reading. Basic or no evidence of understanding main theme or question. • Little or no attempt to answer the main question from the reading(s) and other materials. • Material is poorly chosen, too simple or too difficult for the audience, irrelevant or shows only a basic understanding of the subject matter. • Material is merely a rehash of either lecture or online sources with little or no use of additional academic material or original examples. • Conclusion and summary is too simple or missing, and does not reflect the theme of the reading	• Content attempts to engage with question, and makes reference to at least some points of the reading(s). Most of the main themes or points are referred to but mostly in a descriptive not analytical way • Supporting material is mostly relevant and drawn from popular or average level academic sources • Original examples are quite good but their relevance may not be drawn out as well as possible. • Material chosen is interesting and appropriate for the audience • Some insights drawn which reflect a reasonable understanding of the subject matter. • Conclusion and summary is mostly well prepared and generally reflects the theme of the reading	• Main themes clearly discussed and supported by evidence from the reading and additional, appropriate, original examples. • Excellent choice of background academic material from a variety of academic sources which are used to support the argument presented. • Support material chosen is of a high level, is well chosen for the audience. • Insights drawn are linked to main themes and reflect a sophisticated level of understanding of the subject matter. • Conclusion and summary is extremely well designed and challenging, reflects a sophisticated understanding of theme of the reading

3. Delivery: The delivery is professional with a clear voice, good eye contact, positive body language, interaction with the audience, efficient use of time and minimal use of notes.		
• Inconsistently used and poorly planned communication aids. • Poor pacing of talk, which is hard to understand and follow. • Poor use of language, difficult to follow or inappropriate for topic or audience. • Presentation is mostly read aloud with poor use of voice, pace, pitch and emphasis. • Minimal use of eye contact and poor body language, hands, body stance. • Talk either exceeds allotted time or is too short.	• Good use of communication aids which are easy to read and understand. • Overall, good pacing of material with some inconsistencies. Points mostly well integrated. • Good use of appropriate language and ability to communicate the content overall. • Positive body language, use of eyes, hands, body stance • Presentation sticks to allotted time. • Attempts to create enthusiasm by interaction with the audience	• Strong pacing of the talk which is well structured and planned. • Excellent use of appropriate language and communication skills. • Little or no use of notes. • Excellent audience eye contact, use of hands and body stance, confident overall body language. • Presentation sticks to allotted time. • Enthusiasm generated by good interaction with the audience
4. Professionalism: Useful, and appropriate use of visual aids for communication of the ideas		
• Inappropriate or insufficient use of slides. • Slides use full sentences, not key points, are crowded and hard to read. • Equipment not used well or does not work. • AV does not help presentation. • Presenter(s) mostly read from slides, rather than use them as support. • Little or no attempted interaction with the audience	• Slides summarise main points. • Attempt to use key points. • Slides are reasonably easy to read and summarise main points. • Equipment is used professionally. • Presenters attempt to talk to the slides but at times read from them. • Slides have been designed to help audience follow points rather than give them all of the information. • Attempted reasonable interaction with the audience	• Excellent use of dynamic and highly relevant communication aids. • Slides use key points which the presenter(s) speak to. • Slides are clear and easy to read. • Equipment is used professionally. • Presenters use the slides as a support but do not read from them at all • Enthusiastic and appropriate interaction with the audience

Assessment 2– Business Report (in 3 Parts)

Due Date

1. **Overview of Proposed Report and Annotated Bibliography** of 6 references due week 6 beginning **1st April 2013** either in class or uploaded to vUWS
2. **Draft Report** due week 11 beginning **6th May 2013** either in class or uploaded to vUWS
3. **Edited Final Report** due week 15 (Stuvac) by 4pm **Wed 5th June 2013** uploaded to vUWS

Aims/Objectives

- To research and investigate the impact of a communication issue to illustrate how theories and issues studied in the unit can be applied within a real context
- To develop an understanding of argumentation, reasoning and persuasion as factors in written communication
- To use primary and secondary academic research skills to gather material
- To present the research and make conclusions and recommendations using professional business report format
- To demonstrate professional writing, editing and written presentation skills in a professional document

Assessment Description

Background: You are the employee of a company who has been asked to evaluate the impact of a technology or issue on aspects of communication within the organization. You need to do this research and present your findings in a **business report** (please note, this is NOT an essay), justifying your proposal/outlining your research and decisions.

In weeks 1-2, your tutor will discuss this assignment with you and ask you to consider selecting from list of possible topics which are set out below, all of which relate in some way to the themes of this course. The aim is to research how this issue impacts on a real organization, using some real research plus background reading on the subject.

Part 1: As an initial step, you will be instructed on how to use the UWS library to gather a range of suitable background resources. You will complete a **brief overview of your proposed project** and an **annotated bibliography of 6 references that you could use** (see separate details of this in a handout in week 3). If your summary, selection of references, writing or bibliographic layout is not done well, you may be asked to revise and resubmit. Please see the list of suggested headings on the assignment handout (a copy can be found on the unit website and also in the Week 3 readings).

Part 2: You must initially submit a **draft** of your report that will be marked and returned to you with feedback.

Part 3: You must then **revise** your draft along the lines suggested and **resubmit** the edited version.

Assessment Requirements

NOTE 1: This report is not addressed to your tutor but to an appropriate Manager of the organization

NOTE 2: This is an individual assignment and cannot be done with another student. Plagiarism and collusion will be subject to academic misconduct action.

NOTE 3: Both your draft and final reports must be uploaded into **Turnitin** before they are submitted. Failure to do this will result in your assignment not being marked.

Choose from <u>one</u> **of the two scenarios below and apply this to a real organisation.** In each case, you will need to have read about the broader, background issues which relate to this problem.

SCENARIO 1: You are considering introducing a new technology or implementing a major software upgrade for your company. Research the pros/cons, costs/benefits and compare a range of different product/system options. Also consider issues such as training, technical implementation etc and any other factors that you feel are appropriate. Write a report to your manager outlining your findings and make a recommendation justifying your decision.

SCENARIO 2: Your company website has been in place for several years now and the boss feels it needs a facelift. You have been asked to prepare a report examining its effectiveness. Do some background research on general principles of web design, aesthetics, usability etc. How effective is your company website? What is it mainly used for and for what audience. Look at its design, layout, functionality, cultural appropriateness, usability etc. What is good, what is poor, how might it be improved? Prepare a report to your manager, outlining your findings and making recommendations. You must refer to the background research you have done to support your analysis and findings.

Your report must include the following components:
- title page,
- table of contents
- executive summary
- page numbering
- headings, subheadings and a decimal numbering system e.g.
  Executive Summary
  1.0 Introduction
  2.0 Method
  3.0 Results
  4.0 Recommendations
  5.0 References (or similar headings)
- text citation of quotations and paraphrases eg Smith (2004)
- bibliography using APA style (see workshop notes and APA Style Guide linked to the vUWS homepage)
- properly referenced and annotated graphs, pictures and/or diagrams
- professional presentation – assignments should be either side-stapled or bound **(no plastic folders)**

Assessment Criteria
- depth and appropriateness of research – you must have at least six (6) references from a variety of sources – books, journals, newspapers, web, company publications etc. Those using only Internet references will have marks deducted. All information must be properly referenced using APA conventions
- depth and appropriateness of analysis of the problem/issue etc
- writing style – clarity, language choice, appropriateness, succinctness
- structure and layout – appropriate descriptive headings, professional layout, appropriate use of white space, readable font, numbering system, page numbers etc
- appropriate use of the report writing conventions listed above

- editing – punctuation, grammar, spelling. You are encouraged to have someone read through your assignments before you submit them • professional presentation – assignments should be either side-stapled or bound (no plastic folders)

Marking Criteria

Assignment 2: Business Report (learning outcomes 1, 2, 3, 6 & 8)

Low scores P- to P	Average scores P+ to C	High scores D to H
1. Background research: At least six (6) appropriately (APA style) referenced and cited secondary sources are used to inform and support the report purpose. These must be also be written up and summarised in the annotated bibliography due in week 6.		
• Insufficient number of secondary or only non-referenced anecdotal sources used. • References not from a variety of both academic and general sources or only from commercial internet sources. • Secondary material not properly cited or referenced using APA style. Quotations not attributed. • Overuse of secondary material which is not well integrated to support the purpose of the report.	• At least six (6) sources used but sources may either not be appropriately academic or from unreliable sources. • APA referencing and citation attempted but may have either omissions or be inconsistent in style. • A reasonable attempt made to use secondary material to support argument of the report.	• More than six (6) well chosen resources (both academic and general) used to support purpose of the report. • All citations used correctly, all quotations attributed. • All secondary information appropriately and accurately cited using APA referencing and citation style. • Research used to support argument and purpose of paper in a well integrated, sophisticated way.
2. Content: Presents and analyses an agreed or set communication issue or problem within a real organization. Uses background themes of the unit to analyse and frame the content. Information and arguments presented in a clear and logical order to meet stated purpose of the report.		
• Content is mostly general and has little or no relation to the specific purpose or issue. • Content is not of appropriate depth to meet purpose. • Content is mostly descriptive with little or no attempt at analysis • Content does not reflect appropriate theories studied in the course. • Content not well organised. No clear and logical order of ideas and information. • Poorly written or chosen headings and subheadings. • Some sections missing or irrelevant to purpose. • Report either is short of or exceeds required word length • Basic method used.	• Content is reasonably well chosen to meet stated purpose of the report. May have included some irrelevant or superfluous material. • Content uses some background material to analyse as well as describe issue or problem. • Content attempts to relate problem to relevant theory. • Content is of appropriate depth to meet most of the stated aims. • Content is reasonably well organised with a logical flow of information and ideas designed to achieve purpose and convince readers. • Report meets word length. • Competent method used	• Content extremely relevant, timely and well chosen and appropriate for stated purpose. • Background material used to clearly support and frame the argument. • Content shows a sophisticated understanding of the theoretical issues and this is reflected in a well thought out argument. • Logical, clear and consistent organization of ideas and information which shows an understanding of the position of the reader. • Each section of the report is necessary and relevant • Report meets word length. • Sophisticated method used
3. Correct use of required report conventions: Required elements (listed above) are used correctly and appropriately to communicate information, ideas, structure and arguments to the reader.		
• Few of the required report conventions (title page, table of contents, executive summary etc) are included and/or are used correctly. • Headings and subheadings either omitted or are not descriptive, accurate.	• Report uses most of the required elements correctly with some minor errors. • Report attempts to use headings and subheadings and a numbering system to clearly communicate structure. • Headings reasonably descriptive and	• All of the required report conventions are used correctly and appropriately. • Headings and sub headings are well written, parallel and are descriptive and accurate. • Decimal numbering system is used consistently to accurately reflect report

• Internal numbering system not used or used poorly to reflect internal organisation. • Graphics not included where necessary or used inappropriately. • Graphics not properly labelled, sources cited or discussed in text • Bibliography or reference list. missing, not set out using APA style, or lists references not referred to in text.	accurate but some may not be well written. • Attempt to use a decimal numbering system consistently throughout to reflect internal organisation and structure. • Relevant graphics are included, labelled and their relevance discussed in text. • Reference list or bibliography mostly set out using APA conventions. All references listed are referred to in text.	structure. • Graphics are well chosen, appropriate, labelled, sourced and their relevance discussed in the text. • Bibliography is accurately set out using APA conventions. All references listed are referred to and their relevance discussed in the text.
4. Writing and Editing: Appropriate use of professional writing and editing conventions: language is appropriate for the audience, uses plain English, minimal jargon and has been edited for errors of spelling, grammar and punctuation.		
• Poor or colloquial word choice, overuse of jargon or abstract language. Language may be inappropriate for audience. • Sentences too long, unclear and/or hard to read and poorly constructed. • Paragraphs not well constructed or missing, lacking transitions and variety. • Little evidence of proofreading, editing as shown by poor or inaccurate grammar, spelling and punctuation.	• Reasonably well written, audience appropriate word choice, minimal use of jargon or abstract language. • Reasonable sentences which are not too long, unclear or hard to read. • Paragraphs reasonably well constructed with transitions and variety. • Reasonable evidence of proofreading, with few mistakes in grammar, spelling and punctuation. • Writing may be accurate but lack sophistication of expression.	• Clear, well written sentences which have few redundancies or clichés, and are more concrete than abstract. • appropriate use of active voice and minimal nominalisation. • sophisticated level of language used which is appropriate for the audience. • Spelling punctuation and grammar are correct. • Sentences and paragraphs show variety, transition and structure • Writing has been edited and there are few mistakes.

Assessment 3– Exercise Portfolio: 40%

Due Date

Due week 14 (Stuvac) by Friday 31st May.

Aims/Objectives

- To have students engage more closely with weekly themes and issues through a series of self-paced research, discussion and writing exercises
- To use primary and secondary academic research skills to gather material
- To demonstrate professional writing, editing and written presentation skills in a professionally presented document

Assessment Description

Weekly writing, short essay and research exercises will be posted on the unit web page which you will access via vUWS. These are based around the lectures and readings and aim to consolidate the themes and skills of the unit.

Assessment Requirements

Students must complete **a minimum** (we suggest that you do more) of **ten (10)** of these exercises throughout the semester and submit them as a portfolio of work. Your selection of exercises MUST include:

1. **A minimum** of at least six (6) of the short answer/research exercises which can be found on the weekly web pages
   http://stc.uws.edu.au/popcomm
2. **A minimum** of at least four (4) of the writing style exercises which can be found online from week 8 on.

While quality rather than quantity is more important, the best students will usually do as many exercises as possible and will do a variety, not just the easy ones.

NOTE: Assignments should be either side-stapled or bound and include a table of contents and have numbered pages. **No plastic folders.**

Assessment Criteria

- Depth and level of engagement with the exercise questions

- Well written, carefully thought out answers with good examples

- Care taken with editing – spelling, grammar, punctuation, referencing etc

- Inclusion of a range of exercises, not just the short, easy ones!

- Professional presentation – assignments should be either side-stapled or bound and include a table of contents. **No plastic folders.**

Marking Criteria

Assignment 3: Exercise Portfolio (learning outcomes 1,2,3,4,5,6,8)

Low scores P- to P	Average scores P+ to C	High scores D to H
1. Depth and level of engagement with a range of exercise questions: carefully researched and thought out answers with good examples. Choice of a range of exercises		
• Only the minimum number of exercises attempted or only easiest exercises submitted. • Answers given are too short and/or superficial and do not show more than superficial engagement with the question. • Writing 'style' exercises are poorly done indicating that student has not grasped professional writing principles taught.	• Exercises submitted are varied with some of the more complex exercises attempted which may exceed the minimum number required. • Answers show a reasonably good grasp of principles and student has used good secondary sources to engage with the question. • Writing 'style' exercises are mostly well attempted, although some errors have been made.	• A wide variety of exercises in excess of the minimum number are submitted which show a superior level of engagement with the various themes of the course • Answers show a thorough grasp of the principles and excellent choice of secondary support material. • Writing 'style' exercises are extremely well done showing a sophisticated grasp of professional writing principles.
2. Writing and presentation: well written, and carefully edited and referenced answers presented in a professional portfolio which includes a table of contents, numbered pages.		
• Exercises are poorly edited with numerous grammar, punctuation and spelling errors. • Answers are mostly quotes paraphrases or unattributed material from secondary sources. • Sources not consistently attributed using APA referencing conventions. • Portfolio not well presented and laid out. It may lack proper page numbering, headings or a table of contents.	• Exercises are reasonably well written and edited with perhaps minimal grammar, punctuation and spelling errors. • Answers integrate and reference secondary research material to support their own answers and reflections. • Sources are mostly correctly referenced using APA conventions. • Portfolio reasonably well presented and set out with a contents page, page numbering and headings.	• Exercises are well written and edited with only minor errors in grammar and punctuation. • Answers synthesise and properly reference well chosen secondary research material. • All sources are correctly referenced using APA conventions. • Portfolio is professionally presented with a table of contents, page numbering, correct headings.

Learning Resource Information

Texts

The key texts for this unit are:

Textbook: Archee, R., Gurney, M. and Mohan, T. (2012) *Communicating as Professionals* (3e) Melbourne: Cengage Learning

Additional Readings: Additional readings upon which the presentations will be based will be available in pdf format from the homepage of the unit's website http://stc.uws.edu.au/popcomm

Additional texts

SUGGESTED ADDITIONAL READINGS (most of these are available in your campus library)
Books
Cutts, M. (2009). *The Oxford Guide to Plain English* Oxford: Oxford University Press
Eagleson, R.D. (1990) *Writing in Plain English* Canberra ACT, AGPS,
Eunson, B. (2012) *Communicating in the 21st Century* (3rd ed) Queensland, John Wiley & Sons Ltd
Hall, E.T. (1959) *The Silent Language* Anchor NY, Doubleday (an important text for the theory of non verbal and cross cultural communication)
James, N. (2007) *Writing at Work* Crows Nest, Allen and Unwin
Poynton, C. (1989) *Language and Gender – making the difference* (2nd Ed) Oxford, Oxford University Press
Williams, J. M (2003) *Style: Ten Lessons in Clarity and Grace* (7th Ed) New York, Longman
Snooks & Co: (2002) *Style Manual for Authors, Editors and Printers* (6th ed) Milton: John Wiley & Sons
Strunk, W. & White, E.B (2000) *The Elements of Style* (4th Ed) New York, Longman
Truss, L. (2003) *Eats, Shoots and Leaves: The zero tolerance approach to punctuation*! UK Profile Books

Journals: (do a 'title' search in the library catalogue for the specific journal name. You can also use online electronic databases such as 'Expanded Academic' – check with the Library if you need assistance)
Australian Journal of Communication
Electronic Journal of Communication
Technical Communication
Journalism and Mass Communication Quarterly
Behaviour and Information Technology
Small Group Behaviour
Journal of Business Communication
IEEE Transactions on Professional Communication

Use of vUWS

This unit uses vUWS as a portal to access a specially designed website used for all workshop activities. Some additional general resources will be available there. Students are expected to login to the unit's vUWS site at least weekly.

Key Weblinks

Teaching activities and research resources are located on http://stc.uws.edu.au/popcomm/. Students can access this link either directly or via vUWS.

Literacy Resources

Links to academic literacy resources are available on vUWS

Referencing Requirements

The Referencing Style required for this unit is the APA. Full details of referencing systems can be found at "Citing Resources": http://library.uws.edu.au/citing.php A short APA style guide is provided in both the unit reader and on the unit vUWS site.

A full range of resources for searching and citing references can be found at "Training and Support": http://library.uws.edu.au/training.phtml

Referencing and assignment writing resources are provided in vUWS and will be discussed in tutorials

Links to Key UWS Policies and Information Affecting Students

Key Policies and Information Affecting Students http://www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/key_policies_and_information_affecting_students

Student Support

http://www.uws.edu.au/currentstudents/current_students/getting_help/support_services_for_students

Course and Unit Rules   http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements

This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.

Current Students http://www.uws.edu.au/currentstudents/current_students

Student Administration   http://currentstudents.uws.edu.au/students/stuadmin

e-learning   http://www.uws.edu.au/students/onlinesupport

Forms   http://pubsites.uws.edu.au/student/forms

E-learning Support Site

It is a student's responsibility to ensure that prior to starting any E-Learning activities for this unit, you familiarise yourself with introductory resources available on 'E-Learning Student Support' site . You can access the site by logging into vUWS at https://vuws.uws.edu.au/ and clicking on E-Learning Student Support Site link under 'My vUWS Sites'.

School Policy for vUWS use: Courtesy and Respect Online

In the interests of promoting the welfare and safety of students and staff at UWS, please ensure that you conduct yourself with courtesy and respect while in vUWS. This applies to all online communications such as tutorials, discussion groups, chat rooms, email correspondence, blogs, journals and so on.

A unit vUWS site is an online teaching and learning environment at UWS. The rules are the same as in lectures, tutorials and seminars. Keep in mind that vUWS is a public space and your comments in online discussions and chat rooms can be read by other students and academic staff. Your blog and journal entries in vUWS may be read by your lecturer or tutor. The unit coordinator may allow students to read each others' blog or journal entries as a way of reflecting on the learning material and process or for assessment purposes.

   • It is very easy to be polite, courteous and friendly.

   • Avoid bad, offensive or discriminatory language.

   • Respect the point of view of other students, lecturers, tutors and the unit coordinator.

   • Be aware of cultural differences and cultural sensitivities.

   • Humour or sarcasm does not translate well from the real world to the virtual world.

   • Avoid capitals, or it will seem like you're SHOUTING.

   • No-one wants to be misunderstood. Write clearly and concisely so that you will not be misinterpreted in terms of your intention and meaning. Keep posts and emails short and simple. Re-read your message before you hit send.

   • Respect the privacy of other students, lecturers, tutors and the unit coordinator.

   • Respect the online literacy levels of other students.

   • Remember that you can communicate face-to-face with others as well (recommended if you are not certain what you write may offend others).

What is Academic Misconduct?

The rules of copyright and plagiarism apply in vUWS. If you use someone else's ideas, cite them appropriately. Giving other students the answers to assessment questions or online quizzes in online discussions, chat rooms or emails risks an Academic misconduct allegation.

The rules of Academic and Non-Academic misconduct apply in vUWS.

Non-Academic misconduct in vUWS includes but is not limited to: harassing, vilifying, abusing or threatening students or staff, bullying or disparaging students or staff, inappropriate conduct. Problems, complaints or concerns should be directed to the unit coordinator, privately by email, telephone or in person. You can read more about the UWS Student Non-Academic Misconduct Policy at: http://policies.uws.edu.au/

Your unit coordinator, lecturer or tutor will provide more detailed guidelines for the appropriate use of vUWS in your unit.

Academic Misconduct may involve one or more of the following:

Plagiarism

Plagiarism involves submitting or presenting work in a unit as if it were the student's own work done expressly for that particular unit when, in fact, it was not. Most commonly, plagiarism exists when:

a)   the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;

b)   parts of the work are taken from another source without reference to the original author; or

c)   the whole work, such as an essay, is copied from another source such as a website or another student's essay.

Acts of plagiarism may occur deliberately or inadvertently

Inadvertent plagiarism occurs through inappropriate application or use of material without reference to the original source or author. In these instances, it should be clear that the student did not have the intention to deceive. The University views inadvertent plagiarism as an opportunity to educate students about the appropriate academic conventions in their field of study.

Deliberate plagiarism occurs when a student, using material from another source and presenting it as his or her own, has the intention to deceive. The University views a deliberate act of plagiarism as a serious breach of academic standards of behaviour for which severe penalties will be imposed.

Collusion

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others.

Cheating

Cheating includes, but is not limited to:

a)   dishonest or attempted dishonest conduct during an examination, such as speaking to other candidates or otherwise communicating with them;

b)   bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device (including mobile phones), or any other item, not authorised by the examiner;

c)   writing an examination or part of it, or consulting any person or materials outside the confines of the examination room, without permission to do so;

d)   leaving answer papers exposed to view, or persistent attempts to read other students' examination papers; or

e)   cheating in take-home examinations, which includes, but is not limited to:

f)   making available notes, papers or answers in connection with the examination (in whatever form) to others without the permission of the relevant lecturer;

g)   receiving answers, notes or papers in connection with the examination (in whatever form) from another student, or another source, without the permission of the relevant lecturer; and

h)   unauthorised collaboration with another person or student in the formulation of an assessable component of work.

For the full definition of academic misconduct and the consequences of such behaviour, students are advised to read the Misconduct - Student Academic Misconduct Policy in its entirety available at UWS Policies: http://policies.uws.edu.au/index.php

Assignment Cover Sheet

School of Humanities and Communication Arts

University of
Western Sydney
Bringing knowledge to life

Student Name	
Student Number	
Unit Name and Number	
Tutorial Group	
Tutorial Day and Time	
Session / Semester	
Lecturer/Tutor	
Title of Assignment	
Length	
Due Date	
Date Submitted	
Campus Enrolment	

<u>**DECLARATION**</u>

I hold a copy of this assignment if the original is lost or damaged.

❑ I hereby certify that no part of this assignment or product has been copied from any other student's work or from any other source except where due acknowledgement is made in the assignment.

❑ No part of the assignment/product has been written/produced for me by any other person except where collaboration has been authorised by the subject lecturer/tutor concerned

❑ I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism *(which may retain a copy on its database for future plagiarism checking)*

Signature: …………………………………………………………………………………………….

     Note: An examiner or lecturer/tutor has the right not to mark this assignment if the above declaration has not been signed)