

5901LAL**Language and Communication for Business
and Commerce****Semester 1, 2010**

Academic Organisation:	School of Languages and Linguistics
Faculty:	Faculty of Humanities and Social Sciences
Credit point value:	10CP
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Instruction Mode:	Nathan, Gold Coast/On Campus/In Person
Convenors:	
Enrolment Restrictions:	Restricted: NESB students only
This document was last updated:	1 June 2009

BRIEF COURSE DESCRIPTION

Language and Communication for Business and Commerce is offered to students from a non-English speaking background (NESB). The aim of this course is to introduce students to the language, knowledge and communication skills required for study and practice in their discipline. A further aim is to develop and practice English language skills relevant to the academic culture of Australian universities. It therefore involves intensive English language practice and language immersion activities, with elements applied to contextualised, discipline-specific settings. This course constitutes part of the overall English Language Enhancement Strategy at Griffith University.

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

This course provides students from a non-English speaking background (NESB) with the skills and knowledge necessary to meet the requirements of the Australian university context and to successfully manage the academic challenges of their degree program and beyond into the global workplace.

Specifically, the course aims to:

1. Further develop students' communicative competence (grammatical, sociolinguistic, discourse and strategic) in English;
2. Raise students' awareness of features and values that underpin English language practices in Australian universities by drawing students' attention to specific practices applicable to different modes of learning (cooperative/group-work and independent learning) and different assessment practices (oral and written);
3. Ensure students are aware of their responsibility to continue to develop and apply their English language skills throughout their degree program and are familiar with the various support systems in place through the English Language Enhancement Strategy (ELES).

The course addresses these aims through both content and teaching methods tailored to the needs of NESB students.

First, the **content** of the course focuses on language and communication skills that students need to develop and practice in order to achieve success in their studies and careers. These include an intensive review of English language and discourse in the context of practical written and oral communication tasks in Business and Commerce.

As well as the content, the **teaching methods** have been designed specifically for NESB students. During the teaching sessions, there is time for practice of speaking and writing skills in a supportive learning environment. Students receive individual feedback from tutors to develop strategies to help them improve their English communication skills in the context of Business and Commerce.

This course is open to both international and domestic NESB students.

LEARNING OUTCOMES

Upon successful completion of this course students will attain the following outcomes:

Content based outcomes

1. Understanding of the various oral and written skills necessary to communicate in English-speaking university environments
2. Understanding of the underlying structure of texts in Business and Commerce
3. Understanding of grammar beyond sentence-level relevant to texts in Business and Commerce
4. Understanding of the key features and values of the Australian tertiary education system reflected in English language practices
5. Awareness of their responsibility to continue the development of their English language skills throughout their degree program and familiarity with available resources to support this

Cognitive based outcomes

6. Ability to self-reflect on one's communication practices
7. Ability to critically analyse examples of texts in Business and Commerce

Application outcomes

8. Development of strategies for managing information in English effectively
9. Ability to work in formal and informal learning contexts with appropriate language and interactional strategies
10. Development of strategies for deconstructing discourse effectively and efficiently
11. Ability to make an extended oral presentation with appropriate English language and discourse strategies
12. Ability to research, plan and structure extended text relevant to Business and Commerce

CONTENT, ORGANISATION AND TEACHING STRATEGIES

This unit consists of four hours of formal teaching and learning per week:

- two hour lecture
- two hour tutorial

The lectures focus on important skills and content knowledge designed to meet the learning outcomes. The lectures are designed to be interactive, allowing students the opportunity to raise questions as well as practice relevant skills where possible. The focus in tutorials is on providing communicative task-based activities that allow students sufficient opportunities to examine and practice the skills presented in the lecture and to extend their application to other areas of their study. Various activities in the tutorials will allow students to develop their language and communication skills in Business and Commerce. Students are expected to actively participate in tutorials in order to develop critical thinking, listening, reading, speaking and writing skills.

CAMPUS-SPECIFIC ARRANGEMENTS: This course is taught on two campuses this semester (Gold Coast and Nathan). You are required to enrol and participate at one campus **ONLY**. All concerns will be dealt with on a local campus basis.

Contact Summary

Students are expected to attend at least 80% of classes, including both lectures and tutorials, and to actively participate in discussions and activities. As tutorials involve a discussion of questions reviewing content covered in the lecture, language focus and application activities. It is expected that students prepare themselves as directed by their tutor before every tutorial, to ensure that they can actively participate.

Students are also expected to be punctual and remain for the entire class period. It is very distracting for students to make an abrupt entrance into, or exit from, the class. The lecturer/tutor must be notified if students need to leave class early for valid reasons.

CONTENT SUMMARY

Topic	Lecture/tutorial
1.	Course introduction The local and global context of English language and communication
2.	Strategies for managing learning in English in Business and Commerce
3.	Language and interactional strategies for formal and informal learning environments in Business and Commerce
4.	Language and discourse strategies for oral presentations
5.	Key text types in Business and Commerce
6.	Assessment task analysis in Business and Commerce
7.	Identifying and analysing relevant texts in Business and Commerce
8.	Logical analysis in Business and Commerce
9.	Language and critical evaluation in the process of reviewing Business and Commerce texts
10.	Connecting data, graphics and text in Business and Commerce
11.	Summarising and synthesising text in Business and Commerce
12.	Discourse structure and organisation
13.	Exam revision and strategies

ASSESSMENT

Summary of Assessment

Item	Assessment Task	Length	Weighting	Due Day and Time
1.	Tutorial participation	NA	20%	Weeks 1-13
2.	Portfolio	1 page for each task	25%	Weeks 3-11
3.	Oral presentation	10 minutes	25%	Weeks 12-13
4.	Written exam	3 hours	30%	Week 15 or 16

Assessment Details

To qualify for a passing grade **all** assessment items must be attempted, and the final exam must be passed.

1. Tutorial participation (20%)

Students are required to complete assigned text readings before tutorials and be prepared to actively participate in tutorial discussions and activities. The aim of the tutorials is to encourage students to develop advanced oral and written communication skills in English in the context of Business (including programs offered in the Department of Tourism, Leisure, Hotel and Sport Management) and Commerce.

Students' participation in tutorials will be marked according to the following criteria: evidence of critical reading of text; demonstrated development in oral and written skills; active participation in all tutorial activities, including individual and group activities.

2. Portfolio (25%)

Students are required to develop a portfolio based on the weekly tasks assigned by the tutor. The aim of the portfolio is to give students the opportunity to experience a range of written communicative tasks and focus on particular language issues through formative assessment as well as encourage student participation throughout the course.

The Amber Risk Assessment item is the Week 3 task from the portfolio. Those who do not complete this task satisfactorily will be contacted by the Program Services Officer.

Assessment criteria for the portfolio include: satisfactory completion of all assigned tasks; evidence of responsiveness to ongoing feedback; appropriate use of language.

3. Oral presentation (25%)

This is a 10 minute oral presentation based on one of the topics given by the tutor. The aim of the oral presentation is to give students practice in planning, structuring and presenting information in a clear manner that is intelligible to a wide audience. Students are required to hand in a complete presentation summary with a reference list one week before their presentation. In addition, students are expected to contribute to discussion after other students' oral presentations, including peer assessment.

Assessment criteria for the oral presentation include: organisation and style of your presentation; clarity and accuracy of the content of the presentation; communication style; responsiveness to questions from the audience, appropriateness of visual aids and other supporting material, quality of your written summary.

4. Written exam (30%)

The exam consists of short answer questions, multiple choice questions, and short writing tasks. It is aimed at allowing students to demonstrate their understanding of the course content and their skills in reading and writing in the context of Business (including programs offered in the Department of Tourism, Leisure, Hotel and Sport Management) and Commerce.

Return of Assessment Items and Notification of Availability of Feedback on Assessment

The convenor will return all marked assessment items during tutorials within two weeks of the assessment deadline apart from those assessment items due in Week 13, which will be made available at a place to be confirmed.

GRADUATE SKILLS

The [Griffith Graduate Statement](#) states the characteristics that the University seeks to engender in its graduates through its degree programs.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHING TEAM

Course Convenor

Convenor Details	Nathan
Campus Convenor	
Email	
Office Location	
Phone	
Fax	
Consultation times	

COURSE COMMUNICATIONS

The convenor can be contacted by email or phone (see contact information above), and individual appointments can be arranged during the prescribed consultation time.

Students should regularly check the course noticeboard available through the Learning@Griffith site, and their university email account for any communications from the course convenor.

TEXTS AND SUPPORTING MATERIALS

TBA.

SECTION B – ADDITIONAL COURSE INFORMATION

Course Evaluation

This course will be evaluated through surveys run by the University in accordance with University policy.

Submission of Items

All assessment items, except the final essay, should be submitted to your tutor. The final essay should be submitted to the Off Campus & Assignment Handling Services (OC&AHS). **All assessment items must be presented on or before the due date.** Securely attach a *OC&AHS Assignment Cover Sheet* to the front of your assignment which can be obtained from OC&AHS or via the web (<http://www.gu.edu.au/ins/forms>). Do not submit assessment items in plastic folders, as we cannot guarantee that the folder will be returned to you. **You should also keep a copy of your assessment item in case the original is lost and you are requested to resubmit the item.**

Late Submission of Assignments

Requests for an extension of time for submission of an assessment item must be lodged before the due date for the assessment item. Requests received on or after the due date will only be considered in exceptional circumstances. Extension requests must be made in writing to the course convenor, and be accompanied by appropriate supporting documentation.

Where an extension has not been granted, an assessment item submitted after the due date will be penalised as follows: the mark awarded to the item will be reduced by 10% of the maximum possible mark for each day that the assessment item is late. Each weekend (from Saturday and Sunday) will count as one day.

Students should refer to the Learning@Griffith website for further information about this course.