



## UNSW Course Outline

# ZBUS8210 Critical Analysis in Business - 2024

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## General Course Information

**Course Code :** ZBUS8210

**Year :** 2024

**Term :** Semester 2

**Teaching Period :** Z2

**Is a multi-term course? :** No

**Faculty :** UNSW Canberra

**Academic Unit :** UC School of Business

**Delivery Mode :** Online

**Delivery Format :** Standard

**Delivery Location :** UNSW Canberra at ADFA

**Campus :** UNSW Canberra

**Study Level :** Postgraduate

**Units of Credit :** 6

[Useful Links](#)

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Critical Analysis in Business is designed to deepen students' understanding of discipline and field-specific epistemological approaches and literary practices. It develops student capacity to engage with knowledge from the business domain at a deeper level through examination of

evidence and argument. This is achieved through opportunities to develop the research and critical review skills required to complete academic tasks (e.g. empirical research, reports, review essays or case studies) integral to advanced business knowledge. Students practice developing different types of argument through an iterative writing process, from problem conceptualisation through to the final argument. Graduates of this course have an advanced understanding of critical thinking as it applies to problems of concept and practice in business. The course provides students with business writing skills that will enable them to complete academic tasks for courses within the Master of Business.

## Course Aims

This unique course combines subject matter content with critical thinking and academic writing skill development, offering a suite of knowledge and practices that have value across disciplines. The course focuses on understanding and applying evidence to the practice of business, in all its forms, encouraging students to discover how research can be used to improve outcomes across all sectors of society. Depending on where students are at, the course offer students either foundational or advanced academic skill development, supporting students with both academic study and professional practice, particularly in the areas of evaluation, argumentation and preparation of evidence-based outputs. This course uses assessments to connect content and skill development to real-world applications by examining the case study of climate change to explore how critical thinking and analysis skills can assist in preparing businesses for anticipated global change.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Evaluate literature from diverse sources.
CLO2 : Apply management concepts to case study materials.
CLO3 : Construct a coherent argument using peer-reviewed evidence.
CLO4 : Demonstrate concise and clear academic writing skills.

Course Learning Outcomes	Assessment Item
CLO1 : Evaluate literature from diverse sources.	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Annotated Bibliography and Critical Review</li><li>• Evidence-based Proposal</li></ul>
CLO2 : Apply management concepts to case study materials.	<ul style="list-style-type: none"><li>• Annotated Bibliography and Critical Review</li><li>• Evidence-based Proposal</li></ul>
CLO3 : Construct a coherent argument using peer-reviewed evidence.	<ul style="list-style-type: none"><li>• Annotated Bibliography and Critical Review</li><li>• Evidence-based Proposal</li></ul>
CLO4 : Demonstrate concise and clear academic writing skills.	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Annotated Bibliography and Critical Review</li><li>• Evidence-based Proposal</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Echo 360

## Learning and Teaching in this course

### Teaching strategies

Teaching strategies in the course include lecture content via Moodle, discussion via Moodle, and tutoring within Collaborate sessions. Weekly readings (textbook and academic articles/chapters) and podcasts form the course content, and weekly Slidos are used to encourage student engagement. The course convenor also provides online collaborative forum interactions.

This course uses Class Collaborate, a virtual classroom system accessible via Moodle. There are up to seven Class Collaborate sessions scheduled this semester. Students are strongly encouraged to attend the sessions. The sessions will be recorded and made available on Moodle for later review.

### Assessment

This course comprises three revised, scaffolded assessment items. Students test their skill level and readiness for study in the first assessment, which comprises two quizzes - one testing grammar and punctuation and the other testing academic knowledge. The second assessment invites students to read and critique academic literature and to synthesise the findings. The final assessment asks students to put their skills together in the form of an evidence-based proposal, to explain and put forth a proposition based on the course case study - climate change.

## **Workload**

Students are expected to undertake an average of 10 hours of study per week for a 6 UOC course. This includes engagement with course readings and other activities, assessment preparation and research, as well as contact time with the lecturer and fellow students.

# **Other Professional Outcomes**

## **Developing Program Attributes**

Students will be encouraged to develop the following School of Business program attributes by undertaking the course activities and mastering the knowledge content:

### **1: Business knowledge**

Students will develop in-depth disciplinary knowledge applicable to local and global contexts. Students will select and apply this knowledge to business situations.

### **2: Problem solving**

Students will identify, research and analyse topics in business situations, and conduct rigorous analysis to propose appropriate, evidence-based solutions.

### **3: Business communication**

Students will prepare written documents that are clear and concise, using appropriate style and presentation techniques appropriate for context.

### **4: Teamwork**

N/A

### **5: Responsible business practice**

Students will develop a sound awareness of the ethical and environmental implications of business practice. Students will identify and assess ethical, environmental and/or sustainability considerations in business decision-making.

## 6: Global and cultural competence

N/A

## 7: Leadership development

N/A

### Developing Graduate Capabilities

Successful completion of this course contributes to the acquisition of UNSW graduate capabilities. UNSW aspires to develop globally focused graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Quizzes Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: 04/08/2024 11:59 PM Post Date: 05/08/2024 09:00 AM
Annotated Bibliography and Critical Review Assessment Format: Individual Short Extension: Yes (7 days)	40%	Start Date: Not Applicable Due Date: 15/09/2024 11:59 PM Post Date: 30/09/2024 11:30 PM
Evidence-based Proposal Assessment Format: Individual	45%	Start Date: Not Applicable Due Date: 27/10/2024 11:59 PM Post Date: 28/11/2024 03:00 PM

## Assessment Details

### Quizzes

#### Assessment Overview

Two quizzes to test academic writing and research knowledge. The quizzes are worth 5% and 10% respectively.

#### Course Learning Outcomes

- CLO1 : Evaluate literature from diverse sources.
- CLO4 : Demonstrate concise and clear academic writing skills.

#### Detailed Assessment Description

See Moodle for a detailed description of this assessment, which will be available from the commencement of the semester.

## **Permitted use of AI tools: SIMPLE EDITING ASSISTANCE**

For this assessment task, you may use AI-based software to research and prepare prior to completing your assessment. You must not use any functions that generate, paraphrase or translate passages of text, whether based on your own work or not.

Please refer to the General Assessment Information section below for information on the requirement to include a cover sheet/declaration with all assessments, disclosing whether AI tools were used.

### **Assessment Length**

24 hours

### **Assignment submission Turnitin type**

Not Applicable

## **Annotated Bibliography and Critical Review**

### **Assessment Overview**

Evaluation and critical analysis of four peer-reviewed research articles.

### **Course Learning Outcomes**

- CLO1 : Evaluate literature from diverse sources.
- CLO2 : Apply management concepts to case study materials.
- CLO3 : Construct a coherent argument using peer-reviewed evidence.
- CLO4 : Demonstrate concise and clear academic writing skills.

### **Detailed Assessment Description**

See Moodle for a detailed description of this assessment, which will be available from the commencement of the semester.

## **Permitted use of AI tools: SIMPLE EDITING ASSISTANCE**

For this assessment task, you are permitted to use standard editing and referencing functions in word processing software (e.g., Word) to check spelling and basic grammar, as well as reference citation software (e.g., Endnote) in the creation of your submission.

Generative AI is not to be used to generate or paraphrase (or translate) passages of text, whether based on your own work or not (e.g., Grammarly, ChatGPT). Please note that Grammarly is not permitted, due to the foundational skill development of the course.

Please note that your submission will be passed through an AI-generated text detection tool,

which includes the detection of Grammarly. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Please refer to the General Assessment Information section below for information on the requirement to include a cover sheet/declaration with all assessments, disclosing whether AI tools were used.

#### Assessment Length

850 words

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Evidence-based Proposal**

#### Assessment Overview

Application of academic research and writing skills in developing a business proposals for an industry sector.

#### Course Learning Outcomes

- CLO1 : Evaluate literature from diverse sources.
- CLO2 : Apply management concepts to case study materials.
- CLO3 : Construct a coherent argument using peer-reviewed evidence.
- CLO4 : Demonstrate concise and clear academic writing skills.

#### Detailed Assessment Description

See Moodle for a detailed description of this assessment, which will be available from the commencement of the semester.

Please note, this assessment is a Report. It will be referred to in Moodle as a Report.

#### **Permitted use of AI tools: SIMPLE EDITING ASSISTANCE**

For this assessment task, you are permitted to use standard editing and referencing functions in word processing software (e.g., Word) to check spelling and basic grammar, as well as reference citation software (e.g., Endnote) in the creation of your submission.

Generative AI is not to be used to generate or paraphrase (or translate) passages of text, whether

based on your own work or not (e.g., Grammarly, ChatGPT). Please note that Grammarly is not permitted, due to the foundational skill development of the course.

Please note that your submission will be passed through an AI-generated text detection tool, which includes the detection of Grammarly. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

**Please refer to the General Assessment Information section below for information on the requirement to include a cover sheet/declaration with all assessments, disclosing whether AI tools were used.**

**Assessment Length**

2,000 words

**Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **General Assessment Information**

**Referencing**

APA 7th Edition.

### **Ethical and Responsible Use of Artificial Intelligence at UNSW**

At UNSW, students must use artificial intelligence ethically and responsibly.

This includes:

- Adhering to course/assessment guidelines regarding use of AI tools;
- Acknowledging AI-generated content in your assessments, following UNSW guidance on [Referencing and acknowledging the use of artificial intelligence tools](#). In the School of Business, students are required to include a cover sheet/declaration for all assessments (see the Assessments Hub on the Course Moodle site). If you do not submit a completed cover sheet/declaration with your assessment, you will be emailed to request resubmission of your assessment with the required cover sheet/declaration (noting your assessment will not be graded until the cover sheet is included);
- Not including your own or others' personal or private information in prompts;
- Verifying and critiquing all AI generated material; and
- Avoiding using AI tools to translate your writing.

Please refer to [Ethical and Responsible Use of Artificial Intelligence at UNSW](#) for further information.

### **Short Extensions (School of Business, Postgraduate)**

An automatic Short Extension (without documentation) of **seven calendar days** may be available for some assessment tasks in this course. Please check assessment instructions and further guidance on the course Moodle site.

You can apply by accessing the Short Extension Student Portal on the [Special Consideration login page](#).

Applications for Short Extensions MUST be submitted before the assessment due date. Late applications are not permitted. If you do not apply on time, you will have to submit a Special Consideration application with the appropriate supporting documentation, within 3 working days of the assessment due date.

Only one Short Extension can be granted for any given assessment. All subsequent extension requests must be submitted as a Special Consideration application.

For assessment tasks where a Short Extension is not available, students needing an extension (of any duration) must apply via the Special Consideration process.

### **Special Consideration**

Applications for Special Consideration should be submitted BEFORE the assessment due date.

If extenuating circumstances prevent you from submitting an application before the due date, please notify your course convenor by email and submit the application as soon as possible.

If your application is approved, the outcome may be one of the following:

- A supplementary or alternative assessment,
- An extended deadline for the assessment (note the extension granted is normally equivalent to the period of impact outlined in your supporting documentation),
- An aggregated or averaged mark derived from other comparable completed assessments.

Please note, applying for Special Consideration does not automatically mean that you will be granted additional assessment, or that you will be awarded an amended result.

More information on Short Extensions and Special Consideration: <https://>

## Late Submission of Assessment

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessment tasks where a penalty applies,
- capped at five days (120 hours) from the assessment submission deadline. In case of approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the original or extended deadline, a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet assessment task submission and completion deadlines, and to apply for extensions as early as possible before the assessment task deadline.

## Grading Basis

Standard

## Requirements to pass course

Students must achieve at least 50% overall to pass the course. Students are expected to engage actively in course learning activities and attempt all assessment requirements in the course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 15 July - 19 July	Topic	Introduction to the course   Academic writing
Week 2 : 22 July - 26 July	Topic	Managerial environment   Mastering grammar and punctuation
Week 3 : 29 July - 2 August	Topic	Decision-making   Mastering paragraphs
Week 4 : 5 August - 9 August	Topic	Planning
Week 5 : 12 August - 16 August	Topic	Organisational structure   Understanding writing
Week 6 : 19 August - 23 August	Topic	Human resources   Reading critically
Week 7 : 9 September - 13 September	Topic	Managing change and innovation   Using words effectively
Week 8 : 16 September - 20 September	Topic	Managing and leading work teams   Understanding writing structure and design
Week 9 : 23 September - 27 September	Topic	Leading   Editing effectively
Week 10 : 30 September - 4 October	Topic	Controlling organisational activities
Week 11 : 7 October - 11 October	Topic	Managing communication
Week 12 : 14 October - 18 October	Topic	Innovation
Week 13 : 21 October - 25 October	Topic	Systems thinking and the organisation

# Attendance Requirements

Not Applicable - as no class attendance is required

## General Schedule Information

Please see the course Moodle site for more information.

## Course Resources

### Prescribed Resources

Petelin, R. (2022) *How Writing Works* (2nd Ed.) Routledge, New York.

### Recommended Resources

Any university-level writing or critical thinking texts.

## Course Evaluation and Development

This course is continually revised based on student feedback and evaluation of student performance.

Student feedback will be sought through the administration of a myExperience student survey in the last two weeks of semester. Informal feedback on the attainment of the learning outcomes will be solicited via discussions with the lecturer via email and through Moodle.

This course has been developed by modifying the assessment items, streamlining content, introducing workshops, and improving the online learning environment. The course now also comprises weekly podcast episodes, in addition to the academic readings, and weekly Slidos to encourage student engagement. Additional pre-recorded lectures have been included for all assessments and key writing tasks.

**Important note:** Students are reminded that any feedback provided should be constructive and professional and that they are bound by the [UNSW Code of Conduct and Values](#).

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Katie Moon		Building 27, Room 118, School of Business, UNSW Canberra	+61 2 5114 5694	By email	Yes	Yes

# Other Useful Information

## School Contact Information

### School of Business

Email: [Business@adfa.edu.au](mailto:Business@adfa.edu.au)