Unit Outline 2014
Faculty of Business, Government & Law

Government-Business Relations

6606
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*

c) Any additional information specified in section 6h.

### 1: General Information

<table>
<thead>
<tr>
<th>1a Unit title</th>
<th>GOVERNMENT-BUSINESS RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b Unit number</td>
<td>6606</td>
</tr>
<tr>
<td>1c Teaching period and year offered</td>
<td>Semester 2, 2014</td>
</tr>
<tr>
<td>1d Credit point value</td>
<td>3</td>
</tr>
<tr>
<td>1e Unit level</td>
<td>1</td>
</tr>
</tbody>
</table>
| 1f Unit Convenor and contact details | Dr Michael de Percy  
Senior Lecturer in Political Science  
My details:  
Expertise: See www.expertguide.com.au  
Email: michael.depercy@canberra.edu.au  
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| 1g Administrative contact details | Tel: +61 (0)2 6206 8810  
Fax: +61 (0)2 6201 5764  
Room: Level B Reception, Building 11  
Email: BGLAdminEnquiries@canberra.edu.au  
2: Academic Content

2a Unit description and learning outcomes

Description
The relationships which link government and business, the two primary institutions in society, are inherently complex. Analysing these relationships is an essential element in understanding how society is organised. This unit considers a number of Australian policy choices and major international issues from a government-business relations perspective, taking into account both domestic and international contexts. Such a combination of insights will provide a strong understanding of complex interactions between government and business at the local, national, and international levels.

This unit provides students with an awareness of the relationship between political, economic, social and policy aspects of interaction between government and business in Australia and a selection of other countries. It investigates the extent of government influence, how power is distributed throughout society, the impact of interest groups on policy, and how government and business are organised in a global context. Students will also be provided with a historical insight into, and a thorough understanding of, the interplay of economics and politics in international capitalism and the changing global environment.

The unit is designed to stimulate critical thinking and informed analysis, but there are no neat and easy answers to key themes and arguments. In many, if not most, cases there is no single 'right' answer, but students should be able to support their positions with reference to generally accepted facts, an understanding of the readings and sound reasoning.

Learning Outcomes
On successful completion of this unit, students will be able to:
1. Understand the roles of government and business in pursuing social and economic goals;
2. Contrast theoretical traditions about and global approaches to the economic role of government;
3. Relate political, social and economic changes to changes in the national and global environments;
4. Demonstrate a sound knowledge of the ways that business and government respond to the dynamics of globalisation; and
5. Undertake projects requiring research, analysis and the effective communication of the results in writing.

2b Generic Skills
This unit focuses particularly on the generic skills and attributes of written communication, analysis and inquiry, working independently and social responsibility. Details of the generic skills and attributes which graduates of the University of Canberra are expected to obtain are available here: http://www.canberra.edu.au/uclearning/learning-support/uc-graduate-attributes.

2c Prerequisites and/or co-requisites
Nil
3: Delivery of Unit and Timetable

3a Delivery mode

Delivery of unit materials:
- On Campus (regular on-campus attendance is expected at fortnightly tutorials with online content support provided); or
- Online (content is delivered entirely online so on-campus attendance is not required).

_Students must enrol in the mode of their choice via MyUC. Details for each mode are provided on the unit Moodle site._

**Achievement of learning outcomes assessed by:**
1. A formative academic essay designed to develop your researching and referencing skills and set the standard for future university work;
2. Based on the lessons learnt from the formative academic essay (above), a summative academic essay to assess your knowledge of concepts taught in this unit and your ability to communicate and sustain an argument in writing; and
3. Regular self-paced Moodle quizzes to assess your breadth of knowledge of the key concepts and issues taught in this unit.

3b Schedule of Modules

**NOTE:** There are no face-to-face lectures in this unit. All lectures are video recorded and available from the beginning of the semester. For on campus students, there are five tutorial classes of two hours duration (students will attend one class per fortnight). Please refer to your timetable for the date, time and place where each of your five, two-hour tutorial classes will be held as the modules may be on different weeks for different classes. For online students, refer to the Online Students Forum on Moodle for details of the online tutorials.

<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1 | **Introduction to Government-Business Relations and the Scholarly Tradition**  
Watch the following video lectures on Moodle:  
1. Introducing Government-Business Relations  
2. Setting the Standard: Scholarly Research and Writing  
3. Introducing the Case Study Countries  
Attend Tutorial 1 as per your timetable:  
Details: Introduction & Essay Writing Workshop  
Read the e-Text:  
1. Topic 1 pp. 1-20  
2. Topic 1 pp. 51-65  
3. All of Topic 7  
Read the e-Reserve Reading:  
**Complete Quiz 1:** This quiz is for practice only and will not affect your final result. |
<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
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</table>
| 2 | **Political Economy: A History of Ideas**  
Watch the following video lectures on Moodle:  
1. A History of Economic Ideas  
2. Human Nature and Theories of Power  
3. Political Ideologies  
Attend Tutorial 2 as per your timetable:  
Details: Discussions about our theoretical understanding of the global political economy  
Read the e-Text:  
1. All of Topic 3  
2. All of Topic 4  
Read the e-Reserve Reading:  
Complete Quiz 2: This quiz is assessed and counts towards your final result. |
| 3 | **The Organisation of Government and Business**  
Watch the following video lectures on Moodle:  
1. The Organisation of Government: Liberal Democracy versus Social Democracy  
2. The Organisation of Business: From Sole Trader to Socio-Environmental Actor  
3. Globalisation and the State  
Attend Tutorial 3 as per your timetable:  
Details: Discussions about how nation-states govern business and the economy in a globalising world  
Read the e-Text:  
1. Topic 1, pp. 21-27  
2. All of Topic 2  
Read the e-Reserve Readings:  
The Australian Constitution  
Constitution of the United States of America  
Constitution of Sweden  
Complete Quiz 3: This quiz is assessed and counts towards your final result. |
| 4 | **Industry Policy and Regulation**  
Watch the following video lectures on Moodle:  
1. Industry Policy: From Protectionism to Free Trade  
2. Regulation: Accounting for Externalities  
Attend Tutorial 4 as per your timetable:  
Details: Discussions about different approaches to industry policy and regulation  
Read the e-Text:  
1. Topic 1, pp. 28-50 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5</td>
<td>Trade Policy and the Organisation of Global Capital</td>
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<tr>
<td></td>
<td>Watch the following video lectures on Moodle:</td>
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<tr>
<td></td>
<td>1. Trade Policy: Multilateralism versus Bilateralism</td>
</tr>
<tr>
<td></td>
<td>2. Organising Global Capitalism: MNCs and International Institutions</td>
</tr>
<tr>
<td></td>
<td>Attend Tutorial 5 as per your timetable:</td>
</tr>
<tr>
<td></td>
<td>Details: Discussions about how society attempts to organise the global political economy</td>
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<tr>
<td></td>
<td>Read the e-Text:</td>
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<tr>
<td></td>
<td>1. All of Topic 5</td>
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<td></td>
<td>2. All of Topic 8</td>
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<tr>
<td></td>
<td>Read the e-Reserve Reading:</td>
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<td></td>
<td>Complete Quiz 5: This quiz is assessed and counts towards your final result.</td>
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### 4: Unit Resources

<table>
<thead>
<tr>
<th>4a</th>
<th>e-Text and e-Reserve</th>
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<tbody>
<tr>
<td></td>
<td>Other readings are available on the e-Reserve (<a href="#">click here</a>).</td>
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<table>
<thead>
<tr>
<th>4b</th>
<th>Materials and equipment</th>
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<tr>
<td></td>
<td>Students are expected to bring their own note-taking equipment for use during tutorial activities.</td>
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<thead>
<tr>
<th>4c</th>
<th>Unit website</th>
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<tbody>
<tr>
<td></td>
<td>To find your unit site online, login to <a href="#">LearnOnline(Moodle)</a> using your student ID.</td>
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<tr>
<td></td>
<td>Note that your unit site has a profiles page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, <a href="#">click here for instructions</a>.</td>
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</tbody>
</table>
5: Assessment

5a Assessment overview

Performance evaluation and grading will be based on the submission of (1) a formative academic essay (designed to teach you how to write an academic essay); (2) a summative academic essay (designed to assess your knowledge of concepts taught in the unit and your ability to communicate and sustain an argument in writing); and the completion of (3) four Moodle Quizzes (to assess your knowledge of the key concepts and issues taught in this unit).

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Weighting (100%)</th>
<th>Addresses Learning Outcomes</th>
<th>Related generic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Academic Essay</td>
<td>5pm Monday Week 6 Resubmissions: Maximum mark is 50%, due 5pm Friday Week 13.</td>
<td>20%</td>
<td>1, 2, 3, 4 &amp; 5</td>
<td>1, 2, 3 4 &amp; 5</td>
</tr>
<tr>
<td>Summative Academic Essay</td>
<td>5pm Monday Week 10 No resubmissions.</td>
<td>40%</td>
<td>1, 2, 3, 4 &amp; 5</td>
<td>1, 2, 3 4 &amp; 5</td>
</tr>
<tr>
<td>1 x Practice Moodle Quiz 4 x Assessed Moodle Quizzes</td>
<td>All to be completed by 5pm Friday Week 13. Extensions will not be granted for quizzes.</td>
<td>40%</td>
<td>1, 2, 3, &amp; 4</td>
<td>3 &amp; 4</td>
</tr>
</tbody>
</table>

**UC Generic Skills**

1 - Communication
2 - Analysis and Inquiry
3 - Problem Solving
4 - Working independently and with others
5 - Professionalism and Social Responsibility

5b Details of each assessment item

**Assessment Criteria**

This section is to be read in conjunction with section 6h: Additional Information. Assessment criteria includes the information provided in this unit outline, information provided in lectures, tutorials and online discussions (in particular Module 1), and the additional information provided at the end of this section. Failure to read this unit outline or to attend classes (or participate online) does not constitute grounds for special consideration or review of results. Students are expected to have the capacity and commitment to attend class or to actively participate in online discussions. Students who are unable to commit to attending classes should enrol in the online (ONL) mode for this unit.

**Formative versus Summative Assessment**

Formative assessment is designed to provide you with a low-risk opportunity to develop your skills – in this case, essay writing. The first assignment provides you with feedback and an opportunity to resubmit a fail assignment for a maximum of a pass grade. The idea is that you learn from the activity with minimal impact on your overall grade. Summative assessment is
designed to assess the skills you have learnt in the formative assessment activity. Summative assessment in this case is a major assignment that can significantly impact your overall grade. However, having completed the formative assessment, students will have had ample opportunity to develop and practise their skills and receive feedback before attempting the major essay.

Essay 1: Formative Academic Essay

Students are required to write a formative academic essay of 800 words, answering one of the following essay questions in academic essay format:

1. Why are Australian automotive manufacturing companies unable to compete globally? Should government have a role in this issue? Discuss, drawing on contemporary debates about this issue in the news media.

2. What is the role of the government in the professional sports industry? What should its role be? Discuss, using examples and drawing upon the concepts taught in this unit.

3. Does government help or hinder new businesses in Australia? Why? Discuss, using examples and drawing upon the concepts taught in this unit.

4. The Australian Competition and Consumer Commission regulates both competition and consumer protection. Is this institution effective in its role? Why or why not?

Students are to use at least 5 different sources (references) to provide at least 5 different in-text references in their essay. At least one reference is to be a journal article. Students are to write the essay in full prose, using appropriate paragraphs (approximately 100-150 words each paragraph), and a variety of high quality, academic sources (references) as follows:

1. Academic journal articles;
2. Academic books, including edited books;
3. Reports from international institutions such as the OECD and World Bank;
4. News media articles;
5. Government websites; and
6. Websites from businesses, industry groups, consumer groups or professional bodies

A reference list (a list of the references actually cited in-text) must be included as part of the essay (separate files will not be accepted). The reference list must use a recognised scholarly referencing system using the author/date format. All information relating to the reference is to be included - if you cannot find the year of publishing or the author, then it is probably not an appropriate academic reference. Page numbers are required for in-text references.

Note: Module 1 provides further details for this assessment item and forms part of the assessment criteria. The purpose of this assignment is to ensure you understand what is expected of you at university, and to be aware of the consequences of not following instructions. Students who receive a fail grade will be given the opportunity to resubmit this assignment, with the appropriate corrections made, to achieve a maximum result of 50% for this particular assignment.

Essay 2: Summative Academic Essay:

Students are required to write a summative academic essay of 1,500 words, answering one of the essay questions below. For this essay, it is expected that you now comprehend the standard of work required to write a sound academic essay. Employing the lessons and standards learnt from Essay 1, answer one (1) of the following essay questions:
1. **UC Book of the Year Question:** Are governments effective at protecting our freedoms by protecting us from each other? Discuss, drawing upon the concepts taught in this unit and using examples from the UC Book of the Year, *Room*, to support your argument. Please reference *Room* using page numbers in the same way you would a normal academic publication. Each individual reference to *Room* will count as one reference (as part of the minimum of 10 references rule).

2. Should the Australian Government privatise Medibank? Discuss, drawing upon news media reports and the concepts taught in this unit.

3. Do international institutions such as the WTO and the OECD help or hinder economic development in developing nations? Discuss, incorporating or countering the “democratic deficit” argument.

4. Are passive industry policies more effective than anticipatory industry policies? Discuss, using examples from the recent Global Financial Crisis and drawing upon news media reports, the concepts taught in this unit and other countries.

**Important Notices:** A minimum of 10 different references is required for this essay. Be careful using the Internet - it offers information, sometimes wildly inaccurate, while also not necessarily providing a strong critical analysis. The use of encyclopaedia-style Web sources (for example http://www.wikipedia.org/ and www.thefreedictionary.com) is NOT acceptable at this level of study and any instance of using such references will attract a fail grade. To receive a Distinction grade or above, you will need to draw upon academic journals, texts and high-quality references, and exceed the minimum standards.

Students **must** submit their academic essays via Moodle in Microsoft Word or Adobe PDF document format. Essays submitted in any other format will not be marked and will receive a grade of zero. It is also required that essays include a list of references at the end of the paper (in alphabetical order by author surname) which is presented in a recognised Author/Date referencing system (see http://canberra.libguides.com/referencing). Please note that the requirements for referencing set out in this unit may be different from examples provided in the referencing guides. Where there is a conflict about the style of referencing (for example the use of page numbers), you are required to follow the unit outline.

Students MUST write in the **third person** for all assessment items in this unit. For example, rather than writing ‘In this essay, I will discuss…’, write: ‘This essay will discuss…’. Writing in the third person is a formal writing skill which you must practise while undertaking this unit. If you do not write in the third person your essay will be heavily penalised.

**Word Count Rules:** The word count is conducted by using the word count function in Microsoft Word by highlighting the first word of the first sentence to the last word of the last sentence. The word count includes all in-text references and quotes but does not include the title or the reference list. Plus or minus 10% leeway is given for the word count, for example Essay 2 (1500 words) must be between 1350-1650 words. Markers will ignore those parts of the essay that exceed the word limit, and essays which are under the word limit will be considered as not representing a completed assessment task. Excessive use of quotes will be heavily penalised. Writing to a set word count is a requirement in almost every profession, and presenting an argument within the bounds of a word count demonstrates partial achieving of Learning Outcome 5.

**Moodle Quizzes**

There are five Moodle quizzes – the first is a practice quiz and the remainder are assessed...
formally and contribute to your grade. The quizzes are designed to assess your knowledge of the key concepts taught in the unit, from all topics covered in the video lectures, tutorials, and online discussions, readings from the e-text and e-Reserve, and the unit website for the period relating to each module. You will have thirty (30) minutes to answer twenty (20) multiple choice questions in each quiz. Details will be provided in tutorial classes and in online discussions and on the Moodle site.

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<thead>
<tr>
<th>5c</th>
<th>Submission of assessment items</th>
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<tbody>
<tr>
<td></td>
<td>All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information:</td>
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<tr>
<td></td>
<td>Student Name:</td>
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<tr>
<td></td>
<td>Student ID:</td>
</tr>
<tr>
<td></td>
<td>Assessment Name:</td>
</tr>
<tr>
<td></td>
<td>• Word Count (if applicable):</td>
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<table>
<thead>
<tr>
<th>5d</th>
<th>Special assessment requirements</th>
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<tbody>
<tr>
<td></td>
<td>Nil.</td>
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<table>
<thead>
<tr>
<th>5e</th>
<th>Supplementary assessment</th>
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<tbody>
<tr>
<td></td>
<td>Refer to the UC <a href="#">Supplementary Assessment Policy</a></td>
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<tr>
<th>5f</th>
<th>Academic Integrity</th>
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<tbody>
<tr>
<td></td>
<td>Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values. Please see <a href="#">UC's Academic Integrity Policy</a>.</td>
</tr>
<tr>
<td></td>
<td>To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study. The module is automatically available as a listed site when students log into LearnOnline.</td>
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<tr>
<th>5g</th>
<th>Text-matching software</th>
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<tr>
<td></td>
<td>The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. <a href="#">Click here for further</a></td>
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</tbody>
</table>
information on the URKUND text-matching software.
All written assessment in this unit will be submitted to Urkund for plagiarism checking.

6: Student Responsibility

6a Workload

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Inclusion and welfare

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convenor or Inclusion and Welfare as soon as possible so the necessary arrangements can be made.

6c Participation requirements

Students are expected to participate in all tutorials (face-to-face) or discussions (online) and to do the required readings before the commencement of each week. Students are expected to undertake the necessary reading and research for written assignments. While there is no mark for participation, past experience proves that students who do not participate adequately are most at risk of failing the unit. Students who are unable to attend on campus classes should consider enrolling in the Online mode for this unit.

6d Withdrawal

If you are planning to withdraw please discuss with your Unit Convenor. Please see Withdrawal of Units for further information on deadlines.

6e Required IT skills

Students must submit all work in the required electronic formats outlined in tutorial classes. Make it a habit to provide in-text references AND a list of references at the end of ANY assignments submitted while at university.

6f Costs


6g Work placements or internships

This unit focuses on fundamental scholarly skills and is designed to provide you with a solid introduction to the tools, attitude and confidence necessary for a successful learning experience while at university. Consequently, work placements or internships are not available in this unit.
6h Additional information

**Unit Outline:** This unit outline is a formal document and it is the student’s responsibility to read the document in its entirety. Students can avoid incorrectly submitting assessment items and other issues which may affect the student’s grade simply by reading this document. If you have any questions about the unit outline, ask your lecturer or tutor.

**Where to Submit Assignments:** All essays are to be submitted online via the unit Moodle site in Microsoft Word or Adobe PDF formats only. Essays submitted elsewhere or in any other file format will not be considered as submitted and will attract a mark of zero. All quizzes are to be attempted via Moodle. Students are responsible for ensuring they have Moodle access during the semester. Inability to access the internet will not be considered as grounds for an extension.

*By submitting assignments to the Moodle site, students are making the following declaration:*

*I certify that:*

- the attached assignment is my own work and no part of this work has been written for me by any other person except where such collaboration has been authorised by the lecturer/s concerned;
- material drawn from other sources has been fully acknowledged as to author/creator, source and other bibliographic details according to unit-specific requirements for referencing; and
- no part of this work has been submitted for assessment in any other unit in this or another Faculty except where authorised by the lecturer/s concerned.

**Writing style:** All written assignments are to be written in full prose, that is, full sentences using the generally-accepted academic essay format. Dot-points or numbered lists are **NOT** acceptable and written assignments with dot-points or numbered lists will achieve a lower grade.

**Referencing:** All words taken from any source must be presented within quotation marks and acknowledged with a reference using a formal Author-Date referencing system. All written assignments are to include a reference list at the end of the assignment. A reference list is a list of the references actually cited in the essay, presented in alphabetical order by author surname. Dot points or numbered reference lists are not acceptable. Failure to follow this convention will result in a lower mark for the relevant assessment item.

**DO NOT** use lecture notes or tutorial discussions as references for assessment items – you must undertake your own study and reference the main source. Use of lecture and tutorial discussions as references is unacceptable and may contribute to a lower mark for the relevant assessment item.

Students are expected to look for material which is additional to the e-text and e-Reserve in preparing their assessment items, and over-reliance on the e-text or the Internet for sources may reduce the marks awarded.

**Assessment Criteria**

Assessment criteria are outlined in lectures, tutorials, online discussions and on the unit website. Sample essays at each grade level are provided to assist students to grasp the relevant standards. A marking rubric will be used to mark essays and the details of the rubric are available on the Moodle site. Additional information relating to assessment is outlined below:

**Grade Descriptors**
**High Distinction:** Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity, provided the work follows academic conventions and is of a high academic standard.

**Distinction:** Work of very good quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.

**Credit:** Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of very good quality on some of the learning outcomes of the unit.

**Pass:** Work shows a satisfactory achievement of the learning outcomes of the unit.

**Fail:** Work showing an unsatisfactory achievement of one or more learning outcomes of the unit.

**Additional Criteria**

In addition to the above, criteria used to assess your work will include:

- Evidence of reading relevant material, including different points of view.
- Evidence of understanding the essay question.
- Discussion and critical analysis of relevant concepts, theories and issues.
- Logical arrangement of material relevant to the question asked, reflecting understanding of the issues and the relationships between elements of the unit.
- Use of relevant facts or empirical information to develop and substantiate critical analysis and argument.
- Clarity and correctness of writing (for example grammar, punctuation including use of capital letters and spelling).
- Proper referencing, acknowledgement and citation of sources - you **must** use a recognised Author/Date system of referencing. A list of references actually cited in the essay is required, presented in alphabetical order by author surname. Do not number or bullet-point the reference list.

**Moderation Procedures**

All written assignments are independently moderated in this unit. When a mark or grade is awarded that places the student in jeopardy of a Fail in the whole unit, more than one member of academic staff will be involved in the decision.

**Obtaining Advice on Assignments:**

Advice on written assignments can be obtained from Academic staff for specific advice on structure and content – do not expect the lecturer or tutors to read a draft of your essay. Students are strongly encouraged to use the University’s “Smarthinking” program, the Academic Skills Centre, or the UC Library for additional assistance (details are provided on the University website and in the unit Moodle site).

**Announcements on Moodle:**

Announcements made on Moodle are deemed to be made to the whole group. The lecturer and tutors will not provide individual notices or materials to students who have failed to attend scheduled classes or read discussion forums. Such information may be available on the unit website, but ultimately it is the student’s responsibility to attend tutorials or keep abreast of
Late Assignments and Extensions Policy:

Late submissions will be penalised at the rate of 2 marks per day, including weekends. For example, an assignment that is worth 40% of the overall assessment, which is two days late and would have received a mark of 20/40 if it had been submitted on time, will be reduced to 16/40.

Unless appropriate documentary evidence is provided, marks will be deducted for late submissions of all assessment items. All requests for extensions must be made to the lecturer via email before the submission time and must include a scanned copy of the relevant documentation.

Sending an email to the lecturer just before the submission deadline does not constitute the granting of an extension. Extensions will only be considered if medical certificates, letters from counsellors or other appropriate documentation are submitted with the request. Generally, assignment extensions will not be accepted after the submission deadline.

Special consideration:

Students requiring special consideration are to contact the Unit Convenor or the relevant authorities within the University well before the assessment submission deadline. Failure to follow the instructions presented in this unit outline or given during lectures, tutorials and/or online does not constitute grounds for special consideration.

Keep copies of your assignments: Students are to keep a separate copy of all assessment items that are submitted. This is the student’s responsibility and failure to do so will not constitute grounds for reassessment in any circumstances.

Individual work and plagiarism: No tolerance: Work by students’ suspected of containing plagiarised content will be submitted to the Associate Dean (Education) of the Faculty for immediate investigation. It is taken for granted that assessment items give evidence of background reading, intelligent criticism, keen observation and the development of a line of argument to support any particular stance adopted. It is also assumed that, unless explicitly stated otherwise, each assignment is entirely the work of the individual submitting it and is produced specifically for the unit AND the relevant semester in question. Plagiarism will not be tolerated. Any item of assessment found to contain plagiarism by the Associate Dean (Education) may attract a sanction including a fail grade for the assessment item or the whole unit.

Good scholarship necessarily requires building on and borrowing from the work of others but this use must be acknowledged. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values of respect for knowledge, scholarship and other scholars. Presenting another person’s ideas or arguments by reproducing, paraphrasing, summarising or other altered forms without acknowledgement is plagiarism. Plagiarism includes submitting work prepared by another author, including another student, as your own and includes the use of an essay you have previously submitted for another unit or a previous attempt at this unit.

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by
logging into MyUC via the UC homepage: [http://www.canberra.edu.au/home/](http://www.canberra.edu.au/home/). Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

### 8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convenor if the written agreement of Head of School and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convenor.