# Unit Outline

**INTRODUCTION TO BUSINESS REPORTING**

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>BU191</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>At least three (3) level-100 business units.</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
<tr>
<td><strong>Student Workload:</strong></td>
<td>168 hours (12 hours per week over 14 weeks)</td>
</tr>
<tr>
<td></td>
<td>Seminars – 36 hours (3 hours per week over 12 teaching weeks)</td>
</tr>
<tr>
<td></td>
<td>Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</td>
</tr>
<tr>
<td><strong>Selected Readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Management System:</strong></td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
<tr>
<td><strong>Unit Coordinator:</strong></td>
<td>Mr Arjun Murthy</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>9221-8170</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:amurthy@sheridan.edu.au">amurthy@sheridan.edu.au</a></td>
</tr>
<tr>
<td><strong>Course Coordinator:</strong></td>
<td>Mr Matthew Bambach</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>9221-8170</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:mbambach@sheridan.edu.au">mbambach@sheridan.edu.au</a></td>
</tr>
</tbody>
</table>
Introduction
Welcome to Business Reporting. The objective for this unit is to equip you with the essential skills required for business reporting, with an emphasis on preparing and presenting business research reports. You will be introduced to quantitative and qualitative research approaches, data gathering methods, the ethical considerations of business research, and the construction of basic business research proposals and research reports. You will also explore various other forms of reporting common to business organisations.

In the course of completing this unit, you will be asked to apply your acquired knowledge by profiling a set of not-for-profit organisations. This will include presenting a research proposal in which you outline the metrics you plan to use to profile the organisation, receiving and incorporating feedback from the lecturer and your peers designed to improve your approach, gathering and analysing your data, and putting it all together in a written report.

Diploma of Business Learning Outcomes
The Sheridan College Diploma of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Diplomas qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work, and provide a pathway for further learning.

Upon successful completion of your study you (the student) will be able to:

- Demonstrate your theoretical and technical knowledge of specialised learning areas within the field of business.
- Exercise your cognitive skills successfully to identify, analyse and synthesise information from a range of sources.
- Plan, propose and evaluate potential solutions to unpredictable problems relating to specialised learning areas within the field of business.
- Communicate your understanding of knowledge and skills relating to specialised learning areas within the field of business to others in various contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within the field of business to interpret and resolve unpredictable problems in a range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Diploma of Business program will contribute towards the fulfilment of these broader learning outcomes.
Introduction to Business Reporting Learning Outcomes

On successful completion of this unit, you will be able to:

A. Distinguish between quantitative and qualitative business research.
B. Deliver an oral presentation for a basic research proposal.
C. Recognise various ethical considerations involved when undertaking business research in the community.
D. Apply simple data gathering and data analysis techniques.
E. Prepare a written business research report on a not-for-profit organisation which makes effective use of graphics and/or media.

Graduate Attributes

Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

### College Vision Statement
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

### College Graduate Attributes
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### LOVE TRUTH...

1. **Lovers of truth who:**
   
a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   
b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   
c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### SEEK WISDOM...

2. **Seekers of wisdom who:**
   
a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   
b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   
c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### EMBRACE INNOVATION...

3. **Innovative thinkers who:**
   
a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   
b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   
c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### AND BECOME INSTRUMENTS OF PEACE IN THE WORLD...

4. **Effective communicators who:**
   
a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   
b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   
c. Promote respect, hospitality and understanding towards cultures and groups.

### INDEPENDENT LEARNERS...

5. **Independent learners who:**
   
a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   
b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   
c. Take responsibility for their own learning and research.

### SERVANT LEADERS...

6. **Servant leaders who:**
   
a. Model respectful and ethical behaviour in team environments.
   
b. Serve the local, national and global community.
   
c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Diplomas are 1-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below gives you an idea of your academic program for the next year.

<table>
<thead>
<tr>
<th></th>
<th>PRE-TRIMESTER</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong> (24 credit points)</td>
<td>Academic Writing</td>
<td>Principles of Management (3cp)</td>
<td>Introduction to Business Reporting (3cp)</td>
<td>Introduction to Microeconomics (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Marketing (3cp)</td>
<td><em>Extra-curricular programs and activities</em></td>
<td>Principles of Business Law (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Christianity (3cp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> (24 credit points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for
individual student queries. The specific times will be set after discussions with the class on the first day.

**IT Resources**

The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

**Location**

The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA

Room: TBA

**Learning Resources**

**Prescribed Reading(s)**


**Supplementary Reading(s)**

You may find some of the texts listed below useful for additional explanation and for assistance with the oral presentation. Copies of these texts have been placed in the Reserve Section of the Sheridan College Library.


**College Library Resources**

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:
1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**
Sheridan College is an institutional member of the *Australian Council of Educational Research’s Cunningham Library*.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


**Aberdeen Street Campus Reserve Collection**
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

**Public Libraries**
You will have signed up with the *State Library of WA (SLWA)* and the *National Library of Australia (NLA)* when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voked.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40) http://library.nd.edu.au/content.php?pid=50125&sid=642804
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essay</td>
<td>25%</td>
<td>Week 3, Friday, 5pm</td>
<td>A</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>2. Research Proposal (Oral</td>
<td>25%</td>
<td>Week 6</td>
<td>A,B,C</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Presentation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Business Research Report</td>
<td>50%</td>
<td>Week 12, Friday, 5pm</td>
<td>A,C,D,E</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
</table>
Explanation of Assessments

Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes in the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the unit requirements.

1. Essay

You will prepare a 750 word essay on the following topic:

“Compare and contrast quantitative and qualitative research methods, and explain their relevance to the Business discipline.”

Please review the rubric below before you begin writing. The essay will be due on Friday, 5pm at the end of Week 3, and will be worth 25% of the total mark for your unit.

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Evidences a basic grasp of the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Evidences a grasp of the issues in this assignment</td>
<td>Evidences a sound grasp of the issues in this assignment</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Attempts to engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates ability to engage with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td>Organisation and Coherence</td>
<td>No recognisable organisation; lacks transitions and coherence.</td>
<td>Attempts to organise logical arguments and present a coherent structure</td>
<td>Demonstrates ability to organise logical arguments. Paragraphs may lack internal coherence.</td>
<td>Demonstrates sound ability to organise logical arguments.</td>
<td>Demonstrates pronounced ability to organise logical arguments. Reasonably sophisticated transitional sentences.</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Consistently poor spelling and grammar, rendering it impossible for the reader to follow thinking from sentence to sentence</td>
<td>Errors in spelling and grammar block understanding and ability to see connections between thoughts</td>
<td>Contains several errors which may temporarily confuse the reader, but not impede overall understanding</td>
<td>May contain a few errors which may annoy the reader, but do not impede understanding</td>
<td>Consistently uses correct grammar and spelling</td>
</tr>
<tr>
<td>Referencing (selection and organisation)</td>
<td>No referencing</td>
<td>Attempts to select and organise references</td>
<td>Evidence of appropriate selection and organisation of references</td>
<td>Sound selection and organisation of references</td>
<td>Advanced selection and organisation of references</td>
</tr>
</tbody>
</table>
2. Business Research Proposal (Oral Presentation)

You will choose three (3) not-for-profit organisations and/or social enterprises and propose a series of metrics to build a research-based profile of each organisation. The purpose of the profile is to examine the appeal the organisations might have as potential employers for students graduating from a higher education. The boundary condition on your choice of organisations is that they must employ paid, supervised staff. They cannot be volunteer-only organisations, nor can they be organisations with just one paid employee who is also the owner/director.

The lecturer will provide you with some sample types of measurement you can use to build the profile of each organisation, and some website locations where the measurements may be researched. It is then up to you to determine which measurements you will select and which approach you will gather that data, and then to justify your particular approach to the class. You are also welcome to go beyond web research, and attempt direct contact with your selected organisations, which would open up a qualitative research opportunity. The boundary condition on your choices is that the data you gather must be comparable between each organisation.

You will deliver your proposal in the form of an oral presentation to your class. Your proposal/presentation should incorporate a minimum of 6 slides (max. 12 slides) and include:

1. Introduction to the NFP organisations
2. Proposed research philosophy
3. Proposed method(s) of gathering data
4. Proposed method(s) of analysing and organising data
5. Ethical considerations
6. Concluding comments, anticipated findings

The two most common presentation software programs are Powerpoint and Prezi. However, you may consider taking the time allowed in this unit to explore options that may better meet your needs. Alternative presentation software programs include: Haikudeck, Keynote, Knowledge Vision, Projeqt, Powtoon and Preseria.

You may also elect to prepare a written summary of your proposal for your classmates, to which they can refer while listening to your presentation.

Please review the rubric below before you begin writing. The oral presentations will be delivered in Week 6 of the unit, and will be worth 25% of the total mark for your unit.
### Oral Presentation Rubric (AQF Level 5)

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Key Business Concepts</td>
<td>Has not grasped foundational business management concepts</td>
<td>Basic grasp of foundational business management concepts intersecting with topic</td>
<td>Has begun to grasp foundational business management concepts</td>
<td>Evidences grasp of foundational business management concepts</td>
<td>Sound grasp of foundational business management concepts</td>
</tr>
<tr>
<td>Selection and Justification of Research Philosophy and Metrics</td>
<td>Selection of research philosophy and organisational metrics cannot be justified.</td>
<td>Attempts to justify research philosophy and/or organisational metrics.</td>
<td>Demonstrates some ability to select and justify philosophy and organisational metrics.</td>
<td>Demonstrates ability to select and justify philosophy and organisational metrics.</td>
<td>Demonstrates pronounced ability to select and justify philosophy and organisational metrics.</td>
</tr>
<tr>
<td>Organisation of the Information</td>
<td>No recognisable organisation; lacks transitions and coherence.</td>
<td>Attempts to organise logical arguments and a present a coherent structure.</td>
<td>Demonstrates some ability to organise logical arguments. Paragraphs may lack internal coherence.</td>
<td>Demonstrates ability to organise logical arguments.</td>
<td>Demonstrates pronounced ability to organise logical arguments. Reasonably sophisticated transitional sentences.</td>
</tr>
<tr>
<td>Presentation &amp; Graphics</td>
<td>Poor presentation; no visual graphics or media used</td>
<td>Attempts to use of visual graphics or media in support of presentation</td>
<td>Uses visual graphics or media to support presentation</td>
<td>Demonstrates sound use of visual graphics or media to support presentation</td>
<td>Demonstrates pronounced ability to use of graphics and media in support of presentation</td>
</tr>
<tr>
<td>Managing Feedback</td>
<td>No critical analysis of personal performance</td>
<td>Attempts to critically evaluate personal performance</td>
<td>Demonstrates capacity to critically evaluate personal performance</td>
<td>Demonstrates sound capacity to critically evaluate personal performance</td>
<td>Demonstrates pronounced capacity to critically evaluate personal performance</td>
</tr>
</tbody>
</table>

### 3. Business Research Report

You will put together a business research report on the three not-for-profit organisations proposed in your oral presentation. As with the oral presentation, the purpose of the report is to compare the appeal the organisations might have as potential employers for students graduating from a higher education.

The business research report should be structured according to the format described by Kuiper and Clippinger in chapter 16 of your *Contemporary Business Reports* text, and include the following elements:

1. **Report Preliminaries**
   1.1. Cover or binder
   1.2. Title page
   1.3. Transmittal message
   1.4. Table of contents
   1.5. List of tables or figures
   1.6. Acknowledgements
   1.7. Synopsis or executive summary

2. **Report Body**
   2.1. Introduction
   2.2. Presentation and Discussion of Findings
2.3. Summary, conclusions, and recommendations

3. Report Supplements
   3.1. Endnotes
   3.2. Reference List
   3.3. Appendix

Your report should also include the following:

- Your original research proposal in written form, along with a description how feedback from your lecturer and classmates was incorporated to improve your proposal.
- A single-page profile for each organisation which presents the data you have used in summary form, enabling comparability between the organisations.

This is your major assignment for the unit. Please review the rubric below before you begin writing. The report is due in Week 12 of the unit, and will be worth 50% of the total mark for your unit.

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Key Business Management Concepts</td>
<td>Has not grasped foundational business management concepts</td>
<td>Basic grasp of foundational business management concepts intersecting with topic</td>
<td>Has begun to grasp foundational business management concepts</td>
<td>Evidences grasp of foundational business management concepts</td>
<td>Sound grasp of foundational business management concepts</td>
</tr>
<tr>
<td>Data Acquisition</td>
<td>Has not made use of either quantitative or qualitative reporting instruments</td>
<td>Attempts to make use of quantitative and/or qualitative reporting instruments</td>
<td>Evidences engagement with of quantitative and/or qualitative reporting instruments</td>
<td>Shows ability to make use of quantitative and/or qualitative reporting instruments</td>
<td>Shows sound ability to make use of quantitative and/or qualitative reporting instruments</td>
</tr>
<tr>
<td>Data Analysis &amp; Findings</td>
<td>Has made no attempt to analyse or evaluate comparable organisational data</td>
<td>Demonstrates awareness of comparable organisational data</td>
<td>Evidences analysis and evaluation of comparable organisational data</td>
<td>Shows promise in task of analysing and evaluating comparable organisational data</td>
<td>Shows promise in task of analysing and evaluating a wide range of comparable organisational data</td>
</tr>
<tr>
<td>Report Structure</td>
<td>No structure</td>
<td>Basic attempt to structure report</td>
<td>Evidence of coherent structure</td>
<td>Generally well-structured</td>
<td>Consistently well-structured</td>
</tr>
<tr>
<td>Presentation &amp; Graphics; Composition</td>
<td>Poor presentation; no visual graphics used; consistently poor grammar and spelling</td>
<td>Attempts to use of supporting visual graphics; many errors in spelling and grammar</td>
<td>Uses supporting visual graphics; grammatical or spelling errors</td>
<td>Sound presentation and use of supporting visual graphics; grammatical or spelling errors</td>
<td>Advanced presentation and use of supporting visual graphics; few grammar or spelling errors</td>
</tr>
</tbody>
</table>
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style is posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.

- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
## Unit Outline

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<tr>
<th>WEEK NO.</th>
<th>TOPICS COVERED</th>
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<th>ASSESSMENTS</th>
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<tr>
<td>1</td>
<td>Welcome, Unit Outline &amp; Structure Introducing Business Reporting Research Philosophies</td>
<td>Kuiper &amp; Clippinger (2013), Ch.1&lt;br&gt;Eriksson &amp; Kovalainen (2015), ch.2</td>
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<td>2</td>
<td>Planning Research</td>
<td>Kuiper &amp; Clippinger (2013), Ch.2,10</td>
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<td>3</td>
<td>Selecting Data Sources Using Primary Data Sources</td>
<td>Kuiper &amp; Clippinger (2013), Ch.11&lt;br&gt;Kuiper &amp; Clippinger (2013), Ch.12</td>
<td>Essay (25%)</td>
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<td>4</td>
<td>Using Secondary Data Sources Documenting Data Sources</td>
<td>Kuiper &amp; Clippinger (2013), Ch.13&lt;br&gt;Kuiper &amp; Clippinger (2013), Ch.14</td>
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<td>5</td>
<td>Planning and Delivering an Oral Report Listening, Questioning &amp; Feedback; Accepting Praise; Accepting Criticism</td>
<td>Kuiper &amp; Clippinger (2013), Ch.9&lt;br&gt;Articles: Axelrod (2009); Galford (2012); Heen &amp; Stone (2014)</td>
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<td>6</td>
<td>Presentation Week</td>
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<td>NFP Oral Presentations (25%)</td>
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### In-Trimester Study Week

| 7        | Analysing Data for Complex Reports Writing Business Research Reports            | Kuiper & Clippinger (2013), Ch.15<br>Kuiper & Clippinger (2013), Ch.16 |                           |
| 8        | Illustrating and Formatting Reports                                            | Kuiper & Clippinger (2013), Ch.5-6            |                           |
| 9        | Argument: Logic, Persuasion & Influence                                        | Eunson (2008), ch.13                           |                           |
| 10       | General Business Report Writing                                                | Kuiper & Clippinger (2013), Ch.3-4            |                           |
| 11       | Routine Reporting                                                              | Kuiper & Clippinger (2013), Ch.7              |                           |
| 12       | Non-Routine Reporting                                                          | Kuiper & Clippinger (2013), Ch.8              | NFP Research Report (50%) |