Academic Writing and Research Skills for Business

MBS0215

Module Handbook

Autumn/Winter term – September start
(24-week module)

2018/19

STUDENT NAME: __________________________________________________________

SEMINAR TUTOR’S NAME: __________________________________________________
Information in alternative formats

This handbook can be found online at: http://unihub.mdx.ac.uk

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact, Disability Support at Disability@mdx.ac.uk

We can supply sections from this publication as:
• a Word document with enlarged type — sent by email or supplied on a CD or memory stick
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• printed copy on non-white paper
• as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

Disclaimer
The material in this handbook is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Other Documents
Your module handbook should be read and used alongside your programme handbook and the information available to all students on UniHub including the Academic Regulations and Student Charter.
## Contents

Module Summary/Introduction .......................................................................................... 4
Introduction ...................................................................................................................... 4
Module Leaders ............................................................................................................... 4
Lab Tutors ....................................................................................................................... 4
Liaison librarian ............................................................................................................. 4
UniHelp ......................................................................................................................... 4
KIS Teaching and Learning Data .................................................................................. 5
Module Aims ................................................................................................................... 5
Learning Outcomes ....................................................................................................... 5
Assessment Scheme ...................................................................................................... 5
Assessment Weighting ................................................................................................. 5
Syllabus ......................................................................................................................... 5
Reading Materials ........................................................................................................ 6
Study hours outside class contact ................................................................................ 6
Coursework ................................................................................................................... 7
Marking Criteria ........................................................................................................... 12
Where to submit ......................................................................................................... 14
Teaching plan ............................................................................................................... 15
Useful Information ..................................................................................................... 19
MyUniHub ..................................................................................................................... 19
Attendance Requirements ......................................................................................... 19
Academic Dishonesty ................................................................................................. 19
Plagiarism .................................................................................................................... 19
Appeals ....................................................................................................................... 20
Appendices ................................................................................................................ 21
Module Summary/Introduction

Introduction

This module provides you with fundamental written and oral communication skills required to continue studying at degree level. You will develop analytical skills through a problem solving approach; build confidence working individually and as a member of a team, and gain appreciation of research techniques by using libraries and a range of e-learning resources.

The module leadership and teaching team:

Programme Leader/Module Leader: Christina Malcolmson

Email: christina.malcolmson@qa.com

London Tutors

Carla Dentamaro carla.dentamaro@qa.com
Christina Malcolmson christina.malcolmson@qa.com

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Karolina Szostak karolina.szostak@qa.com
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Library Team

Ihar Ivanou Library@qa.com

In the first instance problems should be dealt with by talking to your lecturer/seminar tutor after the lecture. Queries concerning course content are particularly suitable for the MyUniHub Discussion Board.

UniHelp

On the Hendon campus, UniHelp is located on the Ground Floor of the Sheppard Library

Office Hours: Monday to Friday: 08.30 – 19.00

IT Help Desk at Unihub

020 8411 6060 (UK)
0044208 411 6060 (International)

Current opening times:

Monday - Friday: 8:30am - 9:30pm (UK)
Saturday & Sunday: 11am - 6pm (UK)
KIS Teaching and Learning Data

Study hours for 24 weeks

Lecture/Seminar (scheduled teaching) - 72 hours - 24%
Independent study - 228 hours - 76%

Module Aims

This module provides students with fundamental written and oral communication skills required to continue studying at degree level. Students will develop analytical skills through a problem solving approach; build their confidence working individually and as a member of a team, and gain appreciation of research techniques by using libraries and a range of e-learning resources.

Learning Outcomes

Knowledge
On completion of this module the successful student will be able to:

1. Identify and select appropriate materials for written work
2. Write for different purposes
3. Prepare and deliver effective verbal presentations
4. Work effectively as part of a team
5. Demonstrate good organisational and time management skills

Skills
This module will call for the successful students to demonstrate the ability to:

1. Use libraries and e-learning resources effectively
2. Conduct small scale research
3. Debate effectively with peers
4. Evaluate and provide feedback on work produced by peers
5. Reflect on their learning and practice

Assessment Scheme
Presentation - groups
Written report - individual
Written essay - individual

Assessment Weighting
Presentation (20%) in groups (3,4)
Written Essay (40%) individual (1,2,5,6)
Written Report(40%) individual (1,2,5,6)

Syllabus

- Writing for different audiences
- Structuring reports, essays and other assignments
- Referencing
- Presentation and team working skills
- Conducting research; literature searches
- Strategies for studying and assessment
Reading Materials

Essential reading


Core Reading to prepare for seminar sessions and lectures


Articles for weekly group seminar presentations


**Week 17**: Hwang and Hyun (2017) ‘First-class Airline Travelers’ Tendency to Seek Uniqueness: how does it influence their purchase of expensive tickets?’ *Journal of Travel & Tourism Marketing*, 34:7, pp. 935-947
Your online reading lists can be accessed from the MyStudy area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

**Study hours outside class contact**

The study hours for each credit point is 10 hours. For a 30-credit module this equates to 300 hours. Therefore, if a module has time-tabled activities i.e. lecture/seminar/lab, of 3 hours per week for a 24 week period (total of 72 hours), then the out-of-class study commitment expected of students is 228 hours in total.
Coursework

Details of Coursework

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Type</th>
<th>Weighting</th>
<th>Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentation</td>
<td>Weekly participation in seminar group presentations</td>
<td>5%</td>
<td>Weekly in seminar classes</td>
</tr>
<tr>
<td></td>
<td>Final group presentation</td>
<td>15%</td>
<td>Week 8 in seminar classes (PPT submitted on MyUnihub night before presentation day)</td>
</tr>
<tr>
<td>Report</td>
<td>Summative/individual</td>
<td>40%</td>
<td>03.02.19 (Sunday, 3rd February) by 2pm on MyUnihub</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>Summative/individual</td>
<td>40%</td>
<td>14.04.19 (Sunday 14th April) by 2pm on MyUnihub</td>
</tr>
</tbody>
</table>

All coursework needs to be word processed. Hand-written work will not be accepted.

Fonts: Times New Roman, Arial or Calibri

Size: 11 or 12

Line spacing: 1.5

Assessment 1 – Oral Presentation (group work)

The oral presentation has two components:

A. Weekly participation in seminar group presentations 5%

Instructions

Each group will need to deliver a seminar presentation (5min), and lead a class discussion immediately after twice in the module. These presentations are of developmental nature, and will not be marked. Written or oral feedback will be given to each group, but participation is compulsory and it is worth 5% on the final grade. More details about the topic and schedule of these presentations will be given by your seminar tutor.

B. Final group presentation 15%

Instructions

You are expected to:

- research and prepare an academically sound presentation to answer the following question:

  Does stakeholders’ use of social media in relation to a business work to strengthen or destabilise its reputation?

- present to your peers in small groups.
- engage the audience with a visual presentation using either PowerPoint or Prezi.
- explore relevant debates with analysis of the evidence, and within a set context.
- build upon key arguments outlined at the outset of the presentation.
- offer the audience both a clear introduction and conclusion.
Details
- The presentation must be submitted to UniHub the night before your assessment date (group leader only).
- Presentations will be assessed during in seminar classes of week 8 (w/c 26th November).
- The whole in-class presentation may last a **maximum** of 10 minutes.
- The title slide must contain the full names and ID numbers of the group members.
- All sources used must be acknowledged.

Working as a group
- Students will form their own groups (4-5 people), with the seminar tutor having the final say.
- You will need to allocate a group leader and all group members will need to contribute to the work.
- A weekly information sheet will need to be filled in to indicate the level of work done by each member and the tasks undertaken. This will be taken into consideration by your seminar tutor when the work is marked.
- Each group member must take equal part in the final presentation.
Assessment 2 - Business Report (individual work) 40%

The themes for this coursework – organisational culture and intercultural communication - will be discussed throughout the course.

- Approx. 1000 words
- Weighting: 40%
- **Deadline:** Sunday, 03.02.19 (3rd February) by 2pm
- Minimum **four (4)** and maximum **eight (8)** sources of academic credibility
- Harvard referencing style
- All coursework needs to be word processed. Hand-written work will not be accepted.
- **Fonts:** Times New Roman, Arial or Calibri
- **Size:** 11 or 12
- **Line spacing:** 1.5
- Electronic submission on UniHub

Choose one of the following research areas or design your own (must be related to one of the topics). **If you design your own, you will need to have it approved by your seminar tutor by 15.12.2018**

**Intercultural/Cross-cultural Communication**
Choose a case study that involves issues created by differences in communication or business practices between the companies involved.
Give an outline of what the differences might be, based on theory found in your reading, and make recommendations as to how the companies can improve their situation.

**Organisational Culture**
Choose a case study of a company that has experienced problems related to their organisational culture, or has made changes to it.
Describe the key points relating to the problems or changes and relate them to theory found in your reading.
Draw conclusions and/or make recommendations based on these key points.

**Materials related to coursework 2**


**Further Reading**


Lewis, Richard D., (2014) *Fish can't see water : how national culture can make or break your corporate strategy.*, Chichester: Wiley.


**Guidance on your report**
Begin your report with a suitable general introduction and end with a summarising paragraph. The report needs to address the task in an appropriate academic fashion, i.e. your arguments should be based on theoretical and empirical evidence and should directly answer the task set in the instructions. It is very important that you cite your references correctly in your report and also include a list of references, as failure to do so may leave you open to allegations of plagiarism.
Your report must include:

- **Title page**: To include student name, ID number, title of report, word count, module code, tutor’s name and date
- **Introduction**: The introduction should orientate your reader to the topic, focus and importance of your report.
- **Main body**: This should directly address the topic of the report. Break the topic down into key points and use academic and business sources to support your analysis/arguments.
- **Conclusion**: This part concludes the report by summarising the main arguments made.
- **Recommendations**: This section should list the actions that your conclusions lead you to believe are necessary.
- **References**: A complete list of the sources that you have used in your report.

**NB**: These section titles are for guidance only and should not be included in your report.

**Assessment 3 - Reflective Essay (individual work) 40%**

- Approx. 1000 words
- Weighting: 40%
- **Deadline**: Sunday, 14.04.2019 (14th April) by 2pm
- Minimum four (4) and maximum eight (8) sources of academic credibility
- Harvard referencing style
- All coursework needs to be word processed. Hand-written work will not be accepted.
- **Fonts**: Times New Roman, Arial or Calibri
- **Size**: 11 or 12
- **Line spacing**: 1.5
- Electronic submission on UniHub

It is expected that through classroom learning and independent study you will be able to recognise and connect how academic skills support business practice and development.

**Instructions:**

You should write a reflective essay to discuss:

a) how the key academic skills you have developed throughout this module can fit into a business context

and

b) how these skills would serve you as a future worker in the business environment

As you begin planning what to write this essay consider:

- the academic skills you have developed in relation to
  - Reading (e.g. SQ3R)
  - Writing (e.g. planning and researching)
  - Sources (e.g. referencing)
  - Group work (e.g. conflict resolution)
  - Presentation (e.g. body language)
• theories that you have studied and applied
  
o  What is your preferred learner style and how might this discovery support you in the workplace? Here, you should refer to the theories of Kolb (1976) and Honey and Mumford (1986), which you studied in seminar 2 on this module.

  o  What is your preferred team role and how would it help shape your responsibilities within a work-based team exercise? Here, you should refer to Belbin’s Self-Perception Inventory which you studied and completed in seminar 3 on this module.

• content covered in the lectures on employability in weeks 17 and 18.

As well as using theory to help support and develop your ideas in this essay, you should also be critical in your reflection; consider questions (how and why, so what, what if) that will encourage you to think deeper about an experience. Considering your strengths and weaknesses in relation to the different skills developed on the course, and thinking about your future development can also make your reflection more critical.

Suggested Reading for Assessment 3


## Marking Criteria – Report and Essay

<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>EXCELLENT (70 – 100%)</th>
<th>GOOD (60 – 69%)</th>
<th>AVERAGE (50-59%)</th>
<th>BELOW AVERAGE (PASS) (40 – 49%)</th>
<th>BELOW PASS LEVEL (30 – 39%)</th>
<th>POOR (0 – 29%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Extremely well focused. All aspects of the assignment covered. Excellent arguments/analysis. Relevant supporting material and examples used throughout, with sources incorporated well. No omission of key theories, points/arguments. All sources appropriately acknowledged.</td>
<td>Well focused. Good arguments/analysis, relevant supporting material and examples used throughout. Few key points omitted. Good use of sources, minor errors in acknowledgement. Most sources suitably acknowledged.</td>
<td>Reasonably focused but with one or two arguments unsupported and some irrelevant material. Some key points omitted. Occasional problems with use of sources and awkwardness in acknowledgement. Most sources acknowledged.</td>
<td>Some focus - addresses part of the topic, but does not answer the question. Arguments unsupported &amp; some irrelevant material. Several key points omitted. Some problems with use of sources and awkwardness in acknowledgement.</td>
<td>Limited focus. Within topic, but does not answer the question. Many arguments unsupported and much irrelevant material. Limited use of sources and lack of acknowledgement.</td>
<td>No focus. Off topic throughout, or many arguments unsupported and much irrelevant material. No use of sources and no acknowledgement. Extensive plagiarism.</td>
</tr>
<tr>
<td>ORGANISATION AND COHESION</td>
<td>Excellent attention paid to guiding the reader. Exceptional overall organisation: clear introduction including topic and ideas to be discussed. Main body has suitable paragraphing in logical sequence and clear conclusion (reference to question, overview of points, comment/ suggestion). Excellent use of linking words/phrases.</td>
<td>Good attention paid to guiding the reader. Organisation generally clear: topic and most ideas to be discussed covered. Main body has suitable paragraphing in sequence and clear conclusion. Good use of linking words/phrases.</td>
<td>Reasonable attention paid to guiding the reader. Organisation generally clear, but limitations with the introduction, paragraphing, sequence and/or conclusion. Some use of linking words/phrases.</td>
<td>Some attention paid to guiding the reader. Organisation not very clear. Some limitations concerning the intro, paragraphing, sequence and/or conclusion. Limited use of linking words/phrases.</td>
<td>Limited attention paid to guiding the reader. Some sections difficult to follow due to breakdown in organisational conventions. Paragraphing problems evident. Limited/inaccurate use of linking words/phrases.</td>
<td>Lack of attention paid to guiding the reader. Breakdown in organisational conventions. No paragraphing evident. No linking words/phrases.</td>
</tr>
<tr>
<td>COMMUNICATIVE COMPETENCE</td>
<td>Excellent command of academic language: exceptional control of vocabulary and grammatical structures, with rare minor slips.</td>
<td>Good command of academic language: appropriate vocabulary and grammatical structures, with occasional errors.</td>
<td>Reasonable command of academic language: limited range of appropriate vocabulary and grammatical structures, with some noticeable errors.</td>
<td>Some command of academic language: narrow range of appropriate vocabulary and grammatical structures. Frequent noticeable errors. Hard to read in some parts.</td>
<td>Limited command of academic language: no appropriate vocabulary or grammatical form. Errors dominate and cause difficulty to the reader throughout.</td>
<td>Lack of command of academic language: no appropriate vocabulary or grammatical form. Errors dominate and cause difficulty to the reader throughout.</td>
</tr>
</tbody>
</table>
## MBS0215 Group Presentation Marking Criteria

<table>
<thead>
<tr>
<th>Area</th>
<th>First 70-100%</th>
<th>2:1 60-69%</th>
<th>2:2 50-59%</th>
<th>Pass 40-49%</th>
<th>Fail ≤ 40%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong> (25%)</td>
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<td>25%</td>
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<tr>
<td>There is a clear, relevant argument, which is well supported throughout. The focus and aims are clear. All parts of the question have been answered successfully. The analysis/evaluation is of a <strong>high standard</strong>. Runs to time.</td>
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<tr>
<td>For 80%+, the presentation contains a <strong>very sophisticated</strong> argument and analysis.</td>
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<tr>
<td><strong>Organisation</strong> (25%)</td>
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<td>25%</td>
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<tr>
<td>For 80%+, the presentation has <strong>excellent</strong> organisation and signposting.</td>
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<tr>
<td><strong>Delivery</strong> (25%)</td>
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<td>25%</td>
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<tr>
<td>Excellent eye contact, body language, and posture. Engaging, confident delivery. Appropriate register/range of vocabulary. No noticeable problem with hesitation/volume. The presentation does not depend on the</td>
<td>Very good eye contact, body language and posture. Clear delivery, with rare fillers and pauses. Mostly appropriate register/range of vocabulary with only occasional errors. Any problem with hesitation/volume does not impede message. The presentation does not depend on the presenters</td>
<td>Good eye contact. Some awareness of body language and posture. Not a very confident delivery, some pauses/fillers. Some appropriate register/range of vocabulary with errors. Hesitation/volume do not significantly impede message. The presentation does not depend on the</td>
<td>Some eye contact. Limited awareness of body language and posture. Hesitation/volume at times impede message. Register often inappropriate/limited range of vocabulary. The presentation depends partly on one or more presenters reading aloud</td>
<td>Very little eye contact. No awareness of body language and posture. Fillers and pauses dominate. Hesitation/volume significantly impede message. Register/range of vocabulary mostly inappropriate. The presentation depends significantly on one or</td>
<td></td>
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<tr>
<td>(register, body language, ability to engage the audience)</td>
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<tr>
<td>Presenters</td>
<td>Visuals (25%)</td>
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</tr>
<tr>
<td>Reading aloud from a script (paper or screen).</td>
<td><strong>Very</strong> clear, relevant visuals, accurately referenced throughout, and well incorporated to support understanding.</td>
<td><strong>Good</strong>, relevant visuals, mostly accurately referenced, and mostly well incorporated to support understanding.</td>
<td><strong>Some</strong> relevant visuals, partially referenced, and mostly well incorporated at times to support understanding.</td>
<td><strong>Mostly irrelevant</strong> and unclear visuals, little referencing, and little support for understanding.</td>
<td><strong>Poor</strong> visuals, which do not support understanding. No referencing.</td>
<td></td>
</tr>
</tbody>
</table>
Deadlines for Submission of Coursework

- Presentation week 8
- Report end of week 14
- Essay end of week 24

Sometimes deadlines from different modules will come at the same time and it is important to plan your workload to meet these deadlines.

References

Correct citing of original material is very important. When you use information from a source you must show where you have got it from. This is called an in-text citation. In your written work your in-text citations and reference list should use the Harvard style shown in Cite Them Right.


Cite Them Right shows you how to cite the reference in the text of your written work and how to write a correct reference at the end.

Where to submit

Electronic submission on Unihub. A link will be provided for you to upload your work.

- PowerPoint Presentation – end of week 8
- Report – end of week 14
- Reflective Essay – end of week 24

Do not submit hand written assessed coursework directly to your tutor, and do not submit it by email to your tutor unless you have been requested to do so.

Group Coursework

When submitting group coursework please ensure all students contributing to the coursework are clearly identified on the coursework.

Feedback to students on coursework

- Verbal, electronic and/or written feedback will be provided by your tutors in class or online.

Coursework return

Coursework is not normally returned to students, so you should keep a copy of what you submit.
<table>
<thead>
<tr>
<th>Week</th>
<th>w/c</th>
<th>Lecture [1 hour]</th>
<th>Seminar [2 hours]</th>
<th>Assessments</th>
<th>Articles for Seminar Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08 Oct</td>
<td>Introduction to the course Writing at university level</td>
<td>Programme and Services Induction and Course Handbook, and Treasure Hunt or Finance Induction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>15 Oct</td>
<td>Introduction to Assessment 1 Q&amp;A session Visual aids design</td>
<td>Learning styles quiz Pointers for seminar presentations/discussions Final presentation groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>22 Oct</td>
<td>Understanding the requirements, sharing tasks, setting rules/deadlines, maintaining contact, good communication, resolving conflict</td>
<td>5-minute group presentation and discussion Working in groups: brainstorming, choosing roles in groups Belbin's Self-Perception Inventory</td>
<td></td>
<td>Herring (2017) ‘Is Diversity Still a Good Thing?’</td>
</tr>
<tr>
<td>5</td>
<td>5 Nov</td>
<td>Strategies for effective presentations quiz on team skills</td>
<td>5-minute group presentation and discussion Library session on sourcing information and evaluating it</td>
<td></td>
<td>Törmälä and Saraniemi (2018) ‘The Roles of Business Partners in Corporate Brand Image Co-creation’</td>
</tr>
<tr>
<td>6</td>
<td>12 Nov</td>
<td>Critical evaluations</td>
<td>5-minute group presentation and discussion Jigsaw reading strategy <em>(Text: Leitch and Merlot – Power Relations)</em></td>
<td></td>
<td>Andersson and Wikström (2018) ‘Why and how are social media used in a B2B context, and which stakeholders are involved?’</td>
</tr>
</tbody>
</table>
| Week 7 | Sourcing relevant/legitimate information vs. fake news  
(\textit{Text: Facebook and Information Operation}) | Workshop: tutor feedback |
|--------|---------------------------------------------------------------|-------------------------|
| Week 8 | Presentation Preparation                                    | Group presentations for Assessment 1  
Assessment 1: 10 minute group presentations [20%] |
| Week 9 | Introduction to Assessment 2  
Q&A session  
What is a report? | 5-minute group presentation and discussion  
Assessment 2 requirements  
Assessment 2 themes  
Analysing Reports |
| Week 10 | Argumentation  
What is an academic argument?  
Model of critical thinking  
Descriptive vs. critical writing | 5-minute group presentation and discussion  
Theme 1: Intercultural communication  
Reading and discussion  
(\textit{Text: Needle – Business in Context, Chapt. 5}) |
| 17/12/2018 | \textbf{BREAK} |
| 24/12/2018 | \textbf{BREAK} |
| 31/12/2018 | \textbf{BREAK} |
| Week 11 | Planning, drafting, and revising as stages of writing | 5 minute group presentation and discussion  
Theme 2: Organisational culture  
Reading and discussion  
(\textit{Text: King and Lowley – Organisational Behaviour, Chapt. 7}) |
| Week 12 | Referencing  
Quotations: direct quotes, paraphrasing and summarising  
Cite Them Right  
Understanding Turnitin | Report structure: Introductions |
| Week 13 | Editing and proofreading | 5 minute group presentation and discussion |

Cunningham, Jones and Dreschler (2017) ‘Personnel Risk Management Assessment for Newly Emerging Forms of Employee crimes’  
Plaskoff (2017) ‘Employee
| Week 14  
|---|---|---|
| **w/c 21 Jan** | Editing structure, content, sources, and style  
Word choice, punctuation, spelling and grammar  
Proofreading and editing task | In-text citation quiz  
Structure: Body paragraphs/sections  
Writing sections and paragraphs  
(Student to bring laptops) | Experience: the New Human Resource Management Approach |
| **Week 14**  
|---|---|---|
| **w/c 28 Jan** | Workshop: Assessment 2 | 5 minute group presentation and discussion  
Referencing quiz  
Structure: Conclusions  
Opportunity for peer and tutor feedback  
(Student to bring laptops) | Assessment 2: 1000 word individual report [40%]  
Sunday 03 February 2pm  
'Hänninen and Karjaluo (2017) 'The Effect of Marketing Communication on Business Relationship Loyalty' |
| **Week 15**  
|---|---|---|
| **w/c 04 Feb** | Introduction to Assessment 3  
Q&A session  
What is an essay/reflective essay? | 5-minute group presentation and discussion  
Reflective Writing  
Essays vs. Reflective Essays  
Paragraph Analysis  
Reflective Essay: Structure  
(Student to bring laptops) | Jeon, Qi and Wang (2017) 'Do local consumers behave differently from visitors? An exploratory study in online group buying' |
| **Week 16**  
|---|---|---|
| **w/c 11 Feb** | Review of Assessment 3  
Choosing a framework for reflective writing. | 5-minute group presentation and discussion  
Getting started with reflective writing  
| **Week 17**  
|---|---|---|
| **w/c 18 Feb** | Reflective Essay: Introductions/ Guest Lecture | 5-minute group presentation and discussion  
Reflection on assessment 2  
Reflective Essay: Introductions | Hwang and Hyun (2017) ‘First-class Airline Travelers’ Tendency to Seek Uniqueness: how does it influence their purchase of expensive tickets?’ |
| **Week 18**  
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reflective Thinking / Guest Lecture</td>
<td>Reflective Essay: Body paragraphs</td>
</tr>
<tr>
<td>Week 19 w/c 04 Mar</td>
<td>Reflective Essays</td>
<td>Reflective Essay: Conclusions tbc</td>
</tr>
<tr>
<td>Week 20 w/c 11 Mar</td>
<td>Reflective Essays</td>
<td>Reflective Essay: Peer Feedback tbc</td>
</tr>
<tr>
<td>Week 21 w/c 18 Mar</td>
<td>Reflective Essays</td>
<td>Workshop: for peer and tutor feedback</td>
</tr>
<tr>
<td>Week 22 w/c 25 Mar</td>
<td>Reflective Essays</td>
<td>Opportunity for peer and tutor feedback</td>
</tr>
<tr>
<td>Week 23 w/c 01 Apr</td>
<td>Resits and deferrals: group presentations for Assessment 1</td>
<td>Opportunity for peer and tutor feedback</td>
</tr>
<tr>
<td>Week 24 w/c 08 Apr</td>
<td>Resits and deferrals: requirements for Assessment 2</td>
<td>Opportunity for peer and tutor feedback</td>
</tr>
</tbody>
</table>

Assessment 3: 1000 word individual reflective essay [40%] Sunday 14th April 2pm

This is a general plan. More specific information will be provided in the lectures and seminars. Topics in each session may be subject to change.
Useful Information

Each of the Schools has a student website https://myunihub.mdx.ac.uk dedicated to its students, which provides information to support you on your programme of study, including information on the School’s academic staff and:

- UniHelp opening hours
- Module Review Forms
- Learning Resources
- Programme Handbooks

And other useful information such as
- Library Catalogue

MyUniHub

Lecturers’ contact details can also be found on MyUniHub, the university’s online learning environment. This can be accessed from the following url: https://myunihub.mdx.ac.uk. Within each module you can find ‘module information’ which displays contact details for the lecturer and other information about the module.

Attendance Requirements

You should attend all scheduled classes. If you do not do so, you may not be able to demonstrate that you have achieved the Learning Outcomes for the module, and you are at risk of being graded “X” in the module. The definition of the X grade is: “Fail – incomplete without good reason: may not be reassessed.” As a general guide, you need to attend at least 75% of scheduled classes in order to be able to demonstrate achievement of all Learning Outcomes. On some modules, there may be more specific attendance requirements.

Academic Dishonesty

Taking unfair advantage in assessment is considered a serious offence by the university, which will take action against any student who contravenes the regulation through negligence, foolishness or deliberate intent.

Academic dishonesty is a corrosive force in the academic life of the university; it jeopardises the quality of education and devalues the degrees and awards of the University.

The full regulations on academic dishonesty are given in the University Regulations, Section F Infringement of assessment regulations - academic misconduct.

Plagiarism

Plagiarism is one specific form of cheating.

The University Regulation Section F clearly sets out the University’s understanding of plagiarism and the regulations by which you as a student of the University are bound. The key University regulation is F2.3 which defines plagiarism as “The presentation by the student as their own work of a body of material (written, visual or oral) which is wholly or partially the work of another, either in concept or expression, or which is a direct copy.”

Work presented for assessment must be the candidate’s own, or the work of a project group as requested by the tutor. Plagiarism is the representation of another person’s published or unpublished work as the candidate’s own by unacknowledged quotation. It is not an offence if the material is acknowledged by the candidate as the work of another through the accurate use of quotation marks and the provision of detailed references and a full bibliography, although the Assessment Board will not expect work to rely heavily on direct quotations.

In addition, the University Regulations set out the process for investigating allegations of plagiarism and describes the penalties. If you are found guilty, the repercussions are very serious indeed.
You should take steps, therefore, to understand what plagiarism is, how it can be identified and how you can avoid committing it; perhaps most importantly, you should reflect and come to understand why it is to your enormous advantage never to plagiarise because it is in effect cheating yourself and your fellow students.

Full details on the Infringement of assessment regulations - Academic misconduct, can be found in the University Regulations - Section F.

**Appeals**

The full regulations on appeals are given in the University Regulations. Section G - Appeal regulations and procedures
## Appendices

### I. Sample report structure

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main ideas and context</strong></td>
</tr>
<tr>
<td>Provide the background to the topic</td>
</tr>
<tr>
<td>Capture the main ideas presented in the report and prepare the ground for the context</td>
</tr>
<tr>
<td>Set the context</td>
</tr>
<tr>
<td>Set the context for the issue, problem or investigation</td>
</tr>
<tr>
<td>State clear aims of the report</td>
</tr>
<tr>
<td>State the purpose of the report and explain the aims in detail; provide a hypothesis to be analysed</td>
</tr>
</tbody>
</table>

### Main Body (sections separated by headings)

Organise the sections in a logical sequence based on:
- what you found through the investigation
- what judgements/interpretations you have made about the process or the findings

<table>
<thead>
<tr>
<th>Section1</th>
<th>Section2</th>
<th>Section3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraphs (PEAL)</strong></td>
<td><strong>Paragraphs (PEAL)</strong></td>
<td><strong>Paragraphs (PEAL)</strong></td>
</tr>
<tr>
<td>• Point</td>
<td>• Point</td>
<td>• Point</td>
</tr>
<tr>
<td>• Example/Evidence</td>
<td>• Example/Evidence</td>
<td>• Example/Evidence</td>
</tr>
<tr>
<td>• Analysis</td>
<td>• Analysis</td>
<td>• Analysis</td>
</tr>
<tr>
<td>• Link</td>
<td>• Link</td>
<td>• Link</td>
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</tbody>
</table>

### Conclusion

**Synthesis and interpretation**

**Summarise** the main points of your argument

**Link** your findings back to the title and introduction

*How do the points you have made answer the question?*

**Suggest** recommendations based on the outcome of your project.
## II. Sample essay structure

**Introduction**

- Introduce the context to the topic
- Explain why the topic is important/interesting in your field of study
- Provide background information on the concept you are writing about

- State the purpose of writing the essay
- Provide definitions/explain important terms
- Outline controversy or debate

- Provide a clear thesis statement
- Indicate the answer to the question
- Briefly outline the topics/ideas that will be discussed in the essay.
  Tell the reader how you intend to answer the question- firstly..., then..., finally...

### Main Body

*Develop a discussion based on the ideas presented in the articles.*

<table>
<thead>
<tr>
<th>Paragraph 1- <strong>main point 1</strong></th>
<th><strong>Provide a clear and focused topic sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>State the main idea (Point)</td>
<td>(Example/Evidence)</td>
</tr>
<tr>
<td>Develop it with supporting details</td>
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<tr>
<td>Evaluate/Analyse</td>
<td>Provide a concluding sentence (Link)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2- <strong>main point 2</strong></th>
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</table>

<table>
<thead>
<tr>
<th>Paragraph 3- <strong>main point 3</strong></th>
</tr>
</thead>
</table>

### Conclusion

*Synthesis and interpretation*

**Summarise** key findings

- Restate main points from the body- show how they answer the question
  - Include the most relevant and important issue/s concerning the topic

- The discussion in the body paragraphs should support the **final conclusions**
III. Report writing schedule (weeks 9-14)

To be filled out in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
<th>Next steps (your turn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 14</td>
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IV. Essay writing schedule (weeks 15-24)

*To be filled out in class.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
<th>Next steps (your turn)</th>
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</thead>
<tbody>
<tr>
<td>Week 15</td>
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<td>Week 24</td>
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</tbody>
</table>
V. Report and Essay revision checklist

Planning and completing your essay

Writing is a cyclical process; however, it can be broadly divided into three stages (planning/pre-writing, drafting and revision). Below are some suggestions for each stage (they do not have to be followed in order). Read the following guide and see where you are in your writing project. These steps are all optional.

Pre-writing/ Planning:

I have:
- Gathered my resources
- Actively read the articles
- Written notes and/or annotation
- Done a freewrite about the topic
- Formulated my main aim
- Divided the arguments according to the topic (in favour, opposed)
- Written an outline
- Written a detailed outline
- Read the online feedback from coursework 1 and located points that could be improved

Drafting

I have:
- Written:
  - An introduction
  - Body paragraph/Section 1
  - Body paragraph/Section 2
  - Body paragraph/Section 3
  - Conclusion
  - References
- Included references for all the ideas that are not my own
- Revised my initial outline

Revision

I have:
- Received feedback from my peers (Date: _________________)
- Received feedback from my tutor (Dates: _________________)
- Gone to the Study Hub on the 1st floor of the Sheppard Library from 12-3pm for feedback (optional)
- Made sure that my argumentation is clear
- Made sure that my language is clear
  - Formal language (no slang)
  - No personal pronouns (I, we)
  - Full words, rather than contractions
  - Correct verb tenses
- Formatted my in-text citations
- Formatted my references
- Looked at my similarity report on Turnitin
VI. Group Presentation – Useful Tips

Appearance
Coursework 3 is a formal assessment. Suits and formal wear are optional but do take off hoods/baseball caps before the presentation.

Body Language
Don’t fold your arms. Keep your hands out of your pockets, stand still and try to relax. Gesture where appropriate and do not lean on desks, chairs or the wall.

Eye contact
Look at your audience while you communicate your ideas/points (they will lose interest if you don’t). Reading your entire segment from notes you have prepared will prevent you from making eye contact and will cost you marks!

Voice
Speak loudly so that everyone in the room can hear you. If you are inaudible your audience won’t understand what you are saying and will turn their attention elsewhere.

Pace
Try not to speak too quickly. If you tend to speed up your speech when you are nervous, practise going at a slower pace so that your audience can understand and follow you. Similarly, if you speak slowly, practise increasing your pace a little so that there are fewer gaps in your delivery.

Listen
Be aware of connections to your points made by other group members. These are opportunities for you to add elements of interest that will shape the information you are providing for your audience.

Timing
Stick to the time limit given. Make sure you know how many minutes you and other members in your group will speak for and check that together you fall within the given time. The more you practise, the easier it will become.

Practise! Practise! Practise!