CONTACT INFORMATION

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DESCRIPTION
This is a capstone course in the Master of Business Administration. The objective of this course is to provide an evidence-based understanding of best practice in the management of people and organisations. As a research-led course it will explore a range of organizational behavior theories, and half the assessment will take the form of a research project.

Requisites
To enrol in this course you must studying one of the following Programs: Graduate Certificate of Management, Master of Management or Master of Business Administration.

LEARNING OUTCOMES
Upon successful completion of the requirements for this course, students will be able to:
- define, explain and illustrate a range of organisational behaviour theories;
- analyse the behaviour of individuals and groups in organisations in terms of organisational behaviour theories, models and concepts;
- undertake an applied research project in the field of organisational behaviour;
- explain how to apply evidence-based best practice in the management of people and organisations;
- demonstrate a critical understanding of organisational behaviour theories and current empirical research associated with the topics covered in this course; and,
- communicate effectively in oral and written forms about organisational behaviour theories and their application using appropriate concepts, logic and rhetorical conventions.

SCHEDULE

Workloads
Students taking this course are expected to commit at least 10 hours a week to completing the work. This will include 3 hours per week in class and at least 7 hours a week on average (including non-teaching weeks) on course reading, research, writing and assignment work.

SEMINAR SCHEDULE (updated)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Wednesday)</th>
<th>Theme/Topic</th>
<th>Activities</th>
<th>Required Student Preparation</th>
<th>Deadlines</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Lecture Type &amp; Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Feb</td>
<td>1</td>
<td>Introduction to Organisational Behaviour</td>
<td></td>
</tr>
<tr>
<td>24 Feb</td>
<td>2</td>
<td>Foundation of Individual Behaviour in Organisations</td>
<td>Lecture, and case study 1 Chapter 2 &amp; 6 Submit One-page self-introduction with a photo to Wattle by 3pm, Monday 22 Feb</td>
</tr>
<tr>
<td>2 March</td>
<td>3</td>
<td>Value, Attitude, Job Satisfaction and Organisational Commitment</td>
<td>Lecture and exercise 1 Chapter 3</td>
</tr>
<tr>
<td>9 March</td>
<td>4</td>
<td>Personality and Emotion at Work &amp; Q&amp;A for IA1</td>
<td>Lecture, case study 2 and Project Team formation Chapters 4 &amp; 5 Assessment menu decision due</td>
</tr>
<tr>
<td>16 March</td>
<td>5</td>
<td>Motivation</td>
<td>Lecture and case study 3 Chapters 7 Submit team assignment topic selection for TA1 in class, Wednesday 16 March</td>
</tr>
<tr>
<td>23 March</td>
<td>6</td>
<td>Groups and Teams</td>
<td>Lecture, exercise 2, and Quiz 1 Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>30 March</td>
<td>7</td>
<td>Leadership</td>
<td>Lecture and exercise 3 Chapter 11 Individual assignment IA1 due Wednesday 30 March</td>
</tr>
<tr>
<td>-</td>
<td>8</td>
<td>Term Break</td>
<td>Term Break</td>
</tr>
<tr>
<td>-</td>
<td>9</td>
<td>Term Break</td>
<td>Term Break</td>
</tr>
<tr>
<td>20 April</td>
<td>10</td>
<td>Power and Politics</td>
<td>Lecture and case study 4 Chapter 12</td>
</tr>
<tr>
<td>27 April</td>
<td>11</td>
<td>Conflict and Negotiation</td>
<td>Lecture and case study 5 Chapter 13 Team assignment TA1 due Wednesday 27 April</td>
</tr>
<tr>
<td>4 May</td>
<td>12</td>
<td>Organisational Culture</td>
<td>Lecture, case study 6 and Quiz 2 Chapter 15</td>
</tr>
<tr>
<td>11 May</td>
<td>13</td>
<td>Team presentation: OB application</td>
<td>Team presentation and discussion Team presentation Basic take home exam &amp; Team assignment PPT due Wednesday 11 May</td>
</tr>
<tr>
<td>18 May</td>
<td>14</td>
<td>Team presentation: OB application</td>
<td>Team presentation and discussion Team presentation</td>
</tr>
<tr>
<td>25 May</td>
<td>15</td>
<td>Organisational Change/Stress Management</td>
<td>Lecture, class discussion and case study 6 Chapter 16 Individual assignment IA2 due Wednesday 25 May</td>
</tr>
</tbody>
</table>

Note: Seminar time: Wednesday 4:00-7:00 PM; Venue: CBE Bld LT3

PRESCRIBED TEXT

Reference Books

Journals:
Academy of Management Executive
COURSE ASSESSMENT

The assessment structure for this course caters to the fact that students enrol in this course for different reasons and, hence, very often have different goals and ambitions. Some would like to gain a deep understanding of the subject matter, while for others, for very legitimate reasons, a basic understanding would suffice. The principle behind this assessment structure is that it doesn’t make sense for students with different goals and ambitions to undertake the same set of assessment items. Particularly, it doesn’t make sense to have a student with relatively modest goals go through an assessment designed to test higher-order understanding. An assessment that tests basic understanding will suffice. Similarly, for students aiming at deeper levels of understanding, an assessment designed to test that kind of understanding is more appropriate. This is the principle underlying the following assessment plan.

There are three “menus” of assessments below that students can choose from. The important thing to be aware of is that there is an upper limit on the grade/mark that students can receive by completing each menu. In other words, by completing an assessment menu designed for basic understanding, you will not be able to achieve a high distinction (HD) grade for this course. Completing the basic assessment menu, however (provided you do demonstrate basic understanding of the course material and complete the assessment successfully) almost guarantees you will pass the course.

Assessment Menu 1

Choosing this menu means the maximum score you will get for the course will be capped at 59 (pass). It only tests basic understanding and demonstration of the learning outcomes. If you are aiming for a higher mark, choose from either of the following two menus.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Weightings (%)</th>
<th>Date/Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic take home exam (A set of 5 questions that test basic understanding of the course material. Each requires a 200 word answer)</td>
<td>100%</td>
<td>11 May, Wednesday @ 4:00 pm</td>
<td>LO1-6</td>
</tr>
</tbody>
</table>

Assessment Menu 2

Choosing this menu means the maximum score you will get for the course will be capped at 69 (which is a credit). You will not get a distinction or high distinction. If you are aiming for D or HD, you need to choose menu 3.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Weightings (%)</th>
<th>Date/Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quiz 1 (MC questions)</td>
<td>20%</td>
<td>23 March during seminar</td>
<td>LO1 &amp; 5</td>
</tr>
<tr>
<td>2. Quiz 2 (MC questions)</td>
<td>30%</td>
<td>4 May during seminar</td>
<td>LO1 &amp; 5</td>
</tr>
<tr>
<td>3. Basic take home exam (A set of 5 questions that test basic understanding of the course material. Each requires a 200 word answer)</td>
<td>50%</td>
<td>11 May, Wednesday @ 4:00 pm</td>
<td>LO1-6</td>
</tr>
</tbody>
</table>

Assessment Menu 3

If you are aiming for a distinction and high distinction in this course, you will need to choose this assessment menu. It is designed to test deeper understanding, as well as higher levels of achievement of the learning outcomes.

It is important to remember that completing this menu is NOT a guarantee you will get a D or HD. It gives you a shot at it. Whether you achieve your desired grade, or a lower one, depends on the level of understanding and learning you demonstrate in the assessment (for the details about Assessment Menu 3, please refer to Assessment Overview below).

Important things to consider in your choice:

1. You are better off making up your mind as early as possible in the semester. The due date for you to make decision on assessment menu is 9 March. After the due date, you cannot change from one assessment menu to another.
2. You will not get a grade higher than the cap for each menu (i.e., a pass for menu 1, a credit for menu 2, and a D or HD for menu 3). However, on the other hand, it
is possible that you get a mark at a lower grade level. For example, you may complete the items in menu 3, but if your performance is not at a D or HD level, you will get a mark in the fail, pass, or credit range. In other words, choosing a menu is not a guarantee that you will end up with a mark in that range.

**ASSESSMENT OVERVIEW**

**Summary**

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quiz 1 (MC questions)</td>
<td>10%</td>
<td>LO1 &amp; 5</td>
<td>23 March during seminar</td>
</tr>
<tr>
<td>2. Quiz 2 (MC questions)</td>
<td>15%</td>
<td>LO1 &amp; 5</td>
<td>4 May during seminar</td>
</tr>
<tr>
<td>3. Individual Assignment (Application-oriented): 1) Essay outline (IA1); 2) Completed essay (IA2)</td>
<td>1) Essay outline (IA1) - 10%; 2) Completed essay (IA2) - 30%</td>
<td>LO1-6</td>
<td>Due Date: 1) Essay outline (IA1): 30 March, Wednesday @ 4:00 pm 2) Completed essay (IA2): 25 May, Wednesday @ 4:00 pm</td>
</tr>
<tr>
<td>4. Team Assignment (Research-oriented): 1) Report of literature review (TA1); 2) Presentation (TA2)</td>
<td>1) Report of literature review (TA1) - 25%; 2) Presentation (TA2) - 10%</td>
<td>LO1, 4-6</td>
<td>Due Date: 1) Report of literature review (TA1): 27 April, Wednesday @ 4:00 pm 2) Presentation (TA2): 18 &amp; 25 May; ppt due 18 May, Wednesday @ 4:00 pm</td>
</tr>
</tbody>
</table>

**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

**ASSESSMENT ITEMS**

**Item 1- Quiz 1:**

**Date:** 23 March

**Instruction:** The quiz will be taken during the seminar for a duration of 20 minutes. It consists of 20 multiple choice questions. The quiz is closed book. The details will be discussed in class in due course.

**Item 2- Quiz 2:**

**Date:** 4 May

**Instruction:** The quiz will be taken during the seminar for a duration of 30 minutes. It consists of 30 multiple choice questions. The quiz is closed book. The details will be discussed in class in due course.

**Item 3 – Individual Assignment (IA): An Essay on Application of OB Theory**

**Word limit:** IA1: 500 words; IA2: 2,300 words, with 10% flexibility (excluding references and appendices)
Purpose: This assignment aims to help you to apply relevant OB theories/principles you learn from this course to analyse organisational problems, and propose recommendations to solve the problems.

Structure of the Assignment:
This assignment consists of two components: IA1 (A detailed outline for this assignment) and IA2 (the completed essay).

Three alternative topics are provided. You should select one of the three topics provided to complete this assignment:

Note: The topics and detailed requirements for the individual assignment with the marking criteria are provided on Wattle.

Item 4 – Team Assignment (TA): Literature Review on an OB Topic

Purpose: This assignment aims to help students to develop the skills to review and present recent OB literature on a topic in the domain of Organisational Behavior so as to develop better understandings of important OB topics.

This assignment consists of two components: (1) TA1 – Written Report of Literature Review; and (2) TA2 – Oral Presentation and Discussion.

TA1 – Written Report of Literature Review on an OB Topic
Due Date: Refer to Assessment Summary in the course outline
Value: 25 marks (25%)
Word Limit: 2500 words with 10% flexibility (excluding references and appendices)

Tasks and Guidelines:
- This project requires students to work in teams of 3-5 students. Teams will be formed in the first seminar.
- Each team will conduct a literature review on a chosen topic within one of the OB areas provided by the lecturer (available on Wattle). To avoid topic overlapping, each team is required to choose and submit two alternative topics to the lecturer in class (Due Date: Refer to Assessment Summary in the course outline). The lecturer will decide one of the topics for each group. If your team intends to work on a topic not included in the list provided, you will need to submit a justification for your decision and get approval from the lecturer.
- Your scope of review should be broad enough to sufficiently cover the focal topic. To complete the assignment, you should cite at least 20 articles with 10 of them published in the recent 5 years (2010-2015) to make sure that the most updated knowledge on the selected area will be reviewed.
- Your literature review should include the following sections:
  - Executive Summary (400 words). Provide a brief summary of your review of the literature and the key theoretical and practical implications.
  - Introduction (300 words). Include the objective of your literature review, the definitions of key variables in the review, the background of the development of the selected topic, and the significance/importance of the topic.
  - Review and analysis (1400 words). Provide a detailed review of the relevant literature on the topic. A good review should go beyond simply a summary of the literature. You should try to group the literature into different themes (e.g., antecedents, outcomes, mediators, moderators etc.), integrate them, make comparisons (e.g., similarities and differences), and critically evaluate the findings.
  - Theoretical implications (200 words). Discuss the theoretical contributions of the research on the topic to the OB literature. What are the new understandings about OB? What are the impacts on OB knowledge, and possible future research directions?
  - Practical implications (200 words). Discuss how findings from research on this topic can inform or guide managerial practices in organisations.
- The marking criteria are provided in the marking sheet in the Appendix.

TA2: Team Oral Presentation and Discussion (based on Literature Review on an OB Topic)
Due Date: Refer to Proposed Assessment (Summary) in the course outline
Value: 10 Marks (10%)
Purpose: This assignment helps students to develop effective presentation skills to convey the results of their literature review, and lead a discussion on OB topics.

Instructions:
- For this assignment, your team needs not only to make a presentation, but also to evoke audience participation and lead class discussions.
- The presentation should discuss the key results from your topic analysis. Your team should also develop a set of questions to stimulate class discussions.
- It is important to incorporate the comments/suggestions on your written report from the lecturer into your oral presentation.
- Each group has 15 minutes for its presentation, followed by a 10 min discussion session. As we are restricted in time, please ensure to finish your presentation and discussions within the allocated time. An unfinished presentation will result in losing points of your grade.
- All members of a group should be involved, but they may take different roles.
- You should use power point slides for your presentation. For a 15 minute presentation, a maximum of 15 slides should be used.
- Before class: a soft copy of the power point should be sent to the lecturer via email. In class: A hard copy of the power point should be presented to the lecturer.
- Each team is also required to provide the completed Teamwork Contribution Form (template provided on Wattle) at the time of the presentation.
- The marking criteria are provided in the marking sheet in the Appendix.

General Requirements for Written Assignments

1. The preferred order of selecting references is as follows: A*/A journal articles, other-ranking journal articles, conference proceedings, and other online sources. Ranking of journals is available at http://www.arc.gov.au/era/era_2010/archive/era_journal_list.html#1 (http://www.arc.gov.au/era/era_2010/archive/era_journal_list.html#1)
2. APA style should be followed in using references. More information is available at: https://academicskills.anu.edu.au/resources/handouts/writing-references-list-bibliography
3. You should indicate the total number of words for your whole assignment as well as the number of words in each section (please check the word limit indicated in each assignment).
4. Formatting requirements:
   - You must correctly reference all information that you have used in preparing your submission.
   - Presentation: use font size 12 (Times New Roman), 1.5 line spacing, and number the pages.
   - You are encouraged to use headings and sub-headings where appropriate.
General Requirements for Submitting Assignments

- You should submit both hard and electronic copies.
  - Online Submission: Assignments are to be MS Word processed (*Please Don’t use PDF file*) within a single file.
    - The electronic copy of the individual assignment should be submitted using the course Wattle site;
    - The electronic copies of the team assignment should be submitted to George.chen@anu.edu.au (cdn-cgi/l/email-protection#8ccbe9e3fefebe9a2efe4e9e2ccede2f9a2e2e9e89a2edf9) via email, and cc to all team members. (Note: The lecturer will reply this email with all members’ email addresses so all team members will be able to get the comments from the lecturer)
  - Hard Copy Submission: Individual assignments must be submitted to the School Office. Fax submissions are not acceptable. Assignments are to be placed in the relevant assignment box in the School foyer opposite the main counter by due date. All assignments submitted through the School assignment boxes are date stamped and checked against class lists. Team assignment can be submitted to the lecturer in class, if an assignment is mislaid, you will be required to provide a copy.
  - All assignments must have a cover sheet with all of the appropriate details completed, including the name of the lecturer. The cover sheet can be found from Wattle. All students are required to keep a copy of assignments.

APPENDIXES: Team Assignment Marking Sheet

**TA1: Team Written Report for Literature Review _ Marking Sheet**

**MGMT8003 OB _ S1 2016**

<table>
<thead>
<tr>
<th>Team #</th>
<th>Topic:</th>
<th>Name of a Team Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs much more work</th>
<th>Needs some more work</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Mark</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive summary</td>
<td></td>
<td></td>
<td>/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td>/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope and quality of references</td>
<td></td>
<td></td>
<td>/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of analysis of the literature: critical evaluation, logical arguments supported by theory and evidence</td>
<td></td>
<td></td>
<td>/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical implications</td>
<td></td>
<td></td>
<td>/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical implications</td>
<td></td>
<td></td>
<td>/10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Structure | | | | | |
|---|---|---|---|---|
| Professional formatting and layout | | | /5 | |
| Appropriate essay structure, citations, grammar and word limit | | | /10 | |

**Total Marks: /100**

**Comments:**
- 
- 
- 
- 

**TA2: Team Presentation and Discussion _ Marking Sheet**

**MGMT8003 OB _ S1 2016**

<table>
<thead>
<tr>
<th>Team #</th>
<th>Topic:</th>
<th>Name of a Team Member:</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs much more work</th>
<th>Needs some more work</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Familiarity with the materials (reading is NOT equal to familiarity)</td>
<td></td>
<td></td>
<td>/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of presentation (visual aid and verbal)</td>
<td></td>
<td></td>
<td>/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement with audience, discussions and responses to questions</td>
<td></td>
<td></td>
<td>/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall structure and cohesiveness of the team’s presentation</td>
<td></td>
<td></td>
<td>/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE EXPECTATIONS

Announcements

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au. You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or

Note: The presentation will be marked by the lecturer, as well as by all team coordinators in class. The average of all team coordinators’ marks will count for 30% of your final presentation mark; while the lecturer’s mark will count for the remaining 70%.

(Marking sheets for Individual Assignments are available on Wattle)
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Key policies include:
- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity

Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392 (https://policies.anu.edu.au/ppl/document/ANUP_000392))

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:
- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:
- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf)).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academicintegrity.anu.edu.au/ (http://academicintegrity.anu.edu.au/)
Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to http://unistats.anu.edu.au/surveys/selt/students/ and http://unistats.anu.edu.au/surveys/selt/results/learning/.

Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/, including:

- Academic Skills and Learning Centre at https://academicskills.anu.edu.au/
- the Counselling Centre at http://counselling.anu.edu.au/

Library

- Information about the library can be found at http://anulib.anu.edu.au
- Opening hours can be accessed at http://anulib.anu.edu.au/using-the-library/opening-hours/
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn