Course Outline

Business and Society

BUSS 1057 Study Period 5 - 2018

Internal - City West Campus

University of South Australia

Introduction

Welcome

Welcome to Business and Society. In our journey together over the next 10 weeks we will explore issues that include the nature of Society, Business, Work, Ethics, Sustainability and Being Professional.

'Business cannot succeed in societies that fail. Likewise, where and when business is stifled, societies fail to thrive.' Björn Stigson, ex-President, WBCSD

Let us start our conversation by considering the following research findings:

1. A recent study published by the Centre for Work and Life at UniSA (2014), suggests that workers are grappling with the pervasive spread of work into what was once considered personal time. We are now increasingly working "unsocial" hours (evenings, weekends and nights). **Is any notion of work-life balance a myth?**

2. According to a recent survey by the World Economic Forum (2015), social and environmental risks are amongst the top five issues that keep CEOs awake at night. KPMG (2013) suggests that nearly 80% of CEOs now consider social and environmental sustainability as a key strategic area. **Is sustainability still feel-good philanthropy or is it now a strategic imperative?**

3. In a recent editorial Anne Tsui, a leading management scholar, suggests that business schools are now at cross roads where they have to carefully introspect on how meaningfully they have engaged their students with ethical dilemmas they will confront in their professional lives. **Are business schools doing enough?**

This is a first year introduction course designed to develop a more complete understanding of how business contributes to, and is influenced by, society. The course provides an overview of how society functions, and how elements of business (work, ethics, professionalism and sustainability) are impacted on by our social structures and institutions. You may ask yourself, why do I need to understand how society functions on a global scale? Does it matter if I understand how I am socialised? What does my future career in event management have to do with sustainability? How does accounting relate with ethics? What do managers need to know about the environment? Do we really need to know anything about the plight of people in undeveloped countries? The reality is that all elements of a society are interrelated, so understanding these concepts gives us a better picture of how business operates within society.

We hope that at the end of this course you will have a broader understanding of work, ethical and sustainability challenges that confront businesses and societies, and you will feel more capable of making meaningful contributions to your chosen profession. We also hope that this course will ignite in you a passion, to engage further with these challenges as you continue your journey - upholding with integrity the values of your chosen profession.

Warm Regards

Dr Sarah Chua

Course Coordinator

References:

Stigson, B 2005, New report highlights private sector role in Millennium Development Goals, AccessedFebruary 2 2016, http://oldwww.wbcsd.org/plugins/docsearch/details.asp?DocTypeId=-1&ObjectId=MTYzNDQ&URLBack=result.asp%3FDocTypeId%3D-1%26SortOrder%3D%26CurPage%3D393

Tsui, AS 2013, 'Presidential address - On compassion in scholarship: Why should we care?', Academy of Management Review, vol. 38, no. 2, pp. 167 -180.

World Economic Forum 2015, 'Global Risks 2015', Accessed February 10 2015, http://www.weforum.org/reports/global-risks-report-2015http://www.weforum.org/reports/global-risks-report-2015.

Course Teaching Staff

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* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

School of Management

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Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

The aim of this course is to develop students' understanding of the relationship between society, business, government, and the not-for-profit sector. It also aims to enable students to identify a range of professional capabilities necessary for participation in a sustainable society.

Course Objectives

On completion of this course, students should be able to:

CO1. Describe the relationship between the elements which make up societies and how these relationships affect the nature of work
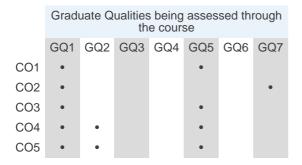
CO2. Analyse how the development of these relationships is affected by time and place, including the relationships between indigenous cultures and business

CO3. Identify ethical issues in business, government, not-for-profits and society

CO4. Identify the features of their intended profession and professional life in the community

CO5. Relate the importance and relevant features of UniSA graduate qualities in preparing them for professional life in the community

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•				•		
CO2	•						•
CO3	•				•		
CO4	•	•			•		
CO5	•	•			•		

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Business and Society provides an introduction to the relationship between society, business, government, and the not-for-profit sector. It considers the historical and cultural influences on that relationship and the responsibilities of professionals as managers, practitioners, employees and customers. It provides the foundation for future study in the Business School courses.

Teaching and Learning Arrangements

Lecture	1 hour x 10 weeks
Tutorial	2 hours x 10 weeks
Lecture (Virtual)	1 hour x 10 weeks

Unit Value

4.5 units

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Further Course Information

For further information please visit learnonline site, https://lo.unisa.edu.au/course/view.php?id=7752

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. http://www.library.unisa.edu.au

Carroll AB, Brown JA, Buchholtz AK, et al. Ed Chua S (2018). *Business and Society* (1st ed). Cengage.

Reference(s)

Benn, S, Dunphy, D & Griffiths, A 2014,Organizational change for corporate sustainability, Routledge, New York.

Botton, AD 2010, The Pleasures and Sorrows of Work, Penguin, London.

Carroll, AB & Buchholtz, AK 2015, Business and society: Ethics, sustainability, and stakeholder management, Cengage, Stamford.

Crane, A., Matten, D., & Spence, L. J. (Eds.) 2008, Corporate social responsibility: Readings and cases in a global context, Routledge, Abdingdon .

Ehrenfeld, JR & Hoffman, AJ 2013, Flourishing: A Frank Conversation About Sustainability, Stanford Business Books, CA

Hartman, LP & DesJardins, J 2008, Business Ethics: Decision-Making for Personal Integrity & Social Responsibility, McGraw-Hill/Irwin, Boston.

Henslin, JM 2012, Sociology: A down-to-earth approach, 11th edn, Pearson, Boston.

Pritchard, M 2006, Professional integrity: Thinking ethically, Univ Press of Kansas, Lawrence KA.

Sandhu, S, McKenzie, S & Harris, H (eds) 2014, Linking Local and Global Sustainability, Springer, New York.

Steiner, JF & Steiner, GA 2009, Business, Government and Society: A managerial perspective, text and cases, 12th ed, McGraw-Hill, Boston.

Unerman, J, Bebbington, J & O'Dwyer, B (eds) 2007, Sustainability accounting and accountability, Routledge, Abdingdon UK.

Vernis, A, Iglesias, M, Sanz, B & Saz-Carranza, À 2006, Non-profit organizations: Challenges and Collaboration, Palgrave Macmillan, Basingstoke UK.

Materials to be accessed online

learnonline course site

All course related materials can be accessed through your learn**online** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: https://my.unisa.edu.au

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567) and in myUniSA.

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Continuous assessment	N/A	N/A	35%	*See assessment activities for details*	*See assessment activities for details*	CO2
2	Presentation	N/A	N/A	15%	15 Oct 2018, 11:00 PM	learnonline	CO1, CO2, CO3
3	Examination	N/A	2.5 hrs	50%	Other - TBA	In person	CO1, CO3, CO4, CO5

Feedback proformas

The feedback proforma is available on your course site.

Assessments

Reflective Journals (Graded)

Assessment Activities

Name	Sub-weighting	Due date (Adelaide Time)	Submit via
Reflective Journal 1	All activities equally weighted	20 Aug 2018, 11:00 PM	learnonline
Reflective Journal 2 and 3	All activities equally weighted	10 Sep 2018, 11:00 PM	learnonline
Reflective Journal 4	All activities equally weighted	29 Oct 2018, 11:00 PM	learnonline

Purpose
The capacity to reflect is an important element of professional life. It enhances the capacity to evaluate current knowledge and to understand and accept personal weaknesses and strengths. This assignment will enable you to develop critical reflection skills and recognise its value in professional life.

This is an ongoing assignment and is assessed in 4 parts, submitted 3 times throughout the semester - Reflective Journal 1 - 4.

Task Description
The assignment requires you to write four short reflective journal entries. Each entry will reflect on a specific content within the course. The 4 entries in total should not exceed 1600 words (+/- 10%), 400 words for each reflective entry. You may choose to allocate approximately equal words to each of the four pieces, **400 words per reflective entry.**

Each entry requires you to bring together:

1. Information from relevant readings
2. Concepts from the relevant part of the course
3. Personal experience

Turn these over in your mind and reflect on the topic, and write in the first person about your considered view.

Specific information about the reflective journal entries -

Reflective Journal 1

The first entry is due on **Monday 20 August 2018, by 11 pm Adelaide time**. The specific information about this is as below-

1. The first reflective entry requires you to reflect on the statement, **"How have the decisions you have made been influenced or effected by society". For example, this could include the specific effects of culture on your education history, or how one of the agents of socialisation influenced your political views.**

Way of making sense: Useful conceptual background is provided in the first segment of the course, society, business, work and meaning of work, Introduction, chapter 1, 4 and 7 of the textbook + additional readings. **Personal experience:** This may be experience you have had, or experience of someone you know.

Reflective Journal 2 and Reflective Journal 3

Reflective Journal 2 and 3 are due at the same time on the **10 September 2018 by 11 pm Adelaide time.**

2. The first part and second reflective entry requires you to reflect on the two main sociological models we covered in class: **conflict theory and structural functionalism. Choose ONE of the models and outline how it may explain the change in legislation in Australia allowing same-sex marriage?.** It is expected that you incorporate the feedback provided by your tutor for Reflective Journal 1.

3. The second part of the question is an extension from the first question from RJ2, as such the third reflective entry requires you to reflect on ethics. **"Considering the same-sex marriage debate and subsequent change in legislation, do you believe the 'NO' (against same-sex marriage) campaign behaved in an ethical manner"** Reflect on the second part of the question based on your understanding of ethics.

Way of making sense: Useful conceptual background might come from the segments of the course about explaining society and social institutions. Additionally media articles from the Advertiser, The AGE, Social media sites, TV advertisements, which highlight the NO campaigns slogans would also be helpful. **Personal experience:** This might be examples of people you had heard about, conversations you had with friends, your political views, if you would like to include these.

Feedback for Reflective Journal 2 and 3 will be in the form of verbal feedback + 2 summarising dot-points. Students will be required to speak to their tutor during tutorials for verbal feedback.

Reflective Journal 4

Reflective Journal 4 is due on the **29 October, 2018 by 11 pm Adelaide time.**

Students have a choice of topic for reflective Journal 4. You may either choose;

4. The fourth reflective entry requires you to reflect on the importance of **cultural understanding in the workplace, does living in a globalized world present challenges for acting professionally within your chosen career (or perhaps throughout your University career)?**

or

Reflect on **Australian culture and Aboriginal issues.**

Way of making sense: Useful conceptual background might come from the segment of the course which discusses culture and society, and being professional.
Personal experience: This may be an example you, or friends of yours have experienced in the workplace.

Reflective writing records the writer's thoughts about individual learning and experience. Whenever you use ideas from a source, reference them using the UniSA version of the Harvard Guide.

Resources

A number of resources are available to assist you with this assignment:
1. There is a comprehensive Help resource for Reflective Journal in the Assessments block on the course learnonline site.
2. Relevant elements of the textbook.
3. There will be exercises in class to assist students in understanding the concept of reflection and to provide an opportunity to practice reflective writing. This will occur before the first piece needs to be written.
4. The Learning and Teaching Unit has a number of resources specifically addressing the practice of reflection, as well as an item on reflective journals in its Assessment study guide series.
5. The online resource 'An introduction to reflective practice' includes a section on reflective writing and is available on the course learnonline site.

Submission instructions
The assignment must then be submitted through the course learnonline site. Complete the rubrics at the bottom of the feedback form to indicate your self evaluation of the assignment against the criteria. The feedback forms are available from the learnonline site.

Feedback
Feedback will be given within two-three weeks of the submission date. Feedback on this assessment will be provided on the Feedback form which is found on the learnonline site. For assessment criteria refer to the feedback sheet.

Extensions
Extensions will normally **NOT** be granted. Exceptions will be made for personal illness supported by medical certificates and for significant, unexpected and unforeseeable personal and family events, again with supporting documentation provided. Apply for extensions to the course-coordinator, through the **learnonline site, emails to the course-coordinator or tutor will not be accepted** Late penalties will not apply to assignments for which an extension has been granted provided that the assignment is submitted by the extended submission date.

Late submissions (where no prior arrangement for an extension has been made)
Assignments submitted after the due date, without an authorised extension, will receive a penalty of 10% a day deducted from the total available mark for the assignment for up to 7 calendar days. After 7 calendar days the assignment will no longer be accepted. There is no commitment to return late assignments within two weeks of submission.

Presentation (Graded)

Assessment #2 - Online Presentation
Media presentation: Sustainability
This assignment requires you to explore social or environmental sustainability challenges in business and society and the role of consumers within this process. It will enable you to:
-Use contemporary audiovisual technology to prepare and deliver an effective online presentation
-Present a convincing, clear and concise argument

Task Description

Prepare a video clip or voice-over PowerPoint presentation about **the role of consumers in driving business organisations to be environmentally or socially sustainable**.

Start by defining what is environmentally or socially responsible buying behaviour. Why is it important? Provide some examples of products you consider to be environmentally or socially sustainable. Then present your research findings. Details of the research process are provided below. Conclude your presentation with what your research suggests about the role of consumers in driving business organisations to be environmentally or socially sustainable.

Research process

For the purpose of this assignment you are required to interview 5-10 consumers (i.e., friends, family, other University students) about their environmentally or socially responsible purchases. Your interview should include questions such as:
1. Demographics of the consumer (age, gender, occupation)
2. Whether or not they have ever made any environmentally or socially responsible purchases
3. Why (or why not) did they engage with environmentally or socially responsible purchases

For the purpose of this assignment environmentally responsible purchasing includes buying behaviour that considers the environmental impact of the product (e.g. environmentally responsible sourcing of raw materials/ manufacturing/packaging/reuse/recycling etc). Similarly, socially responsible purchasing includes buying behaviour that considers the social impact of the products (e.g. fair-trade/fair employment conditions/employee safety/corporate social responsibility etc.).

Note: Students only have to choose either **Social or Environmental sustainability** and are **NOT** required to do both.

For the purpose of this assignment a business organisation is defined as a for-profit enterprise. Not-for-profits, government and NGO organisations cannot be considered for this assignment. The chosen business organisation can be either global, from your home country, or Australian specific.

Maximum length is 3 minutes +/- 10%

Simple presentations such as speaking to the webcam and a succession of stills with commentary are acceptable, as are more complex submissions. Students who do not have access to facilities which would allow them to prepare such an audio-visual presentation should approach their tutor before the end of Summer school to make alternative arrangements. The alternative arrangement will most likely be the production of a full-page newspaper advertisement or poster, A3 size.

You will need to acknowledge where the conceptual and audio-visual material you use in the presentation comes from through referencing according to the UniSA version of the Harvard Guide.

Technical requirements for audio-visual presentations:
Your audio-visual presentation can be a videoclip or an autorunning PowerPoint with a voice over presentation. The assignment should be prepared in a widely accepted format which can be uploaded through learnonline. Acceptable video file formats include Quicktime .mov, Windows Media .wmv. PowerPoint presentations should be in Microsoft PowerPoint Slideshow format in either the .ppt or.pptx versions. If you are doing a voice over PowerPoint make sure that the voice files are properly embedded. For more information on this and other aspects of preparing an audio-visual presentation see the 'Resources' section below.

Resources

A number of resources are available to assist you with this assignment:

There is a comprehensive Help resource for Assignment 2 in the Assessments block on the course website.
Relevant elements of the course include all the material in the segment about sustainability.
The library conducts special sessions to help you with how to make voice-over PowerPoint presentations.

Submission instructions
Complete the 'rubrics' at the bottom of the Feedback form, indicating your self-evaluation of the assignment against the criteria. Include the Feedback form in Word format at the end of the assignment. Feedback forms are provided on the learnonline site. The assignment must then be submitted through the Gradebook link on the learnonline site.

Feedback
Feedback will be given within two-three weeks of the submission date. Feedback on this assessment will be provided on the Feedback form which is found on the learnonline site. For assessment criteria refer to the feedback sheet.

Due date
The completed assignment is due at **11.00 pm Adelaide time on Monday 15th of October 2018**.

Extensions
Extensions will not normally be granted. Exceptions will be made for personal illness supported by medical certificates and for significant, unexpected and unforeseeable personal and family events. Apply for extensions to the course-coordinator, through the learnonline site. Late penalties will not apply to assignments for which an extension has been granted provided that the assignment is submitted by the extended submission date.

Late submissions (where no prior arrangement for an extension has been made)
Assignments submitted after the due date, without an authorised extension, will receive a penalty of 10% a day deducted from the total available mark for the assignment for up to 7 calendar days. After 7 calendar days the assignment will no longer be accepted. There is no commitment to return late assignments within two weeks of submission.

Examination

Examination
The exam will assess the content described in the course statement.
The exam has three parts:

Part A : Case study - worth 25 marks
Part B: Short answer questions - worth 15 marks
Part C: 10 multiple choice questions - worth 10 marks

The duration of the exam will be two and a half hours plus 10 minutes reading time, plus 20 minutes for NESB students (this must be identified on your student ID card)

Information about exams, including what to bring, can be found on the exams website at: http://w3.unisa.edu.au/student/exams/default.asp

If you have an Entext entitlement or an Access Plan you may be allowed to take additional approved items into the exam or be allowed extra time. These adjustments to the standard requirements of examinations are outlined in Section 3.3 'Variations to Examinations' of the Assessment Policies and Procedures Manual which can be found at: http://w3.unisa.edu.au/policies/manual/2012/s3-moderation%20and%20variation.pdf.

The standards by which the exam will be assessed are consistent with the Assessment Policies and Procedures Manual.

Resources and activities
A number of resources are available to assist you with preparation for the exam:

1. There is a comprehensive help resource for the examination in the assessments block on the course website, which includes a revision lecture, quizzes, and sample exam case study questions.
2. The case which is the basis for the case study part of the examination will be the subject of a presentation in the lectures and will be discussed in tutorials and online in week 10. A copy of this case study will be made available during week 9 before the end of classes. You are **NOT** permitted to take your personal copy of the

case into the examination. A complete copy will be provided as part of the examination paper.

Exam Arrangements

Students will receive advance notice of scheduled examination. All students are required to sit their examination at the scheduled date, time and location irrespective of any conflict with a planned holiday or special event. Internal students are required to sit their examination on-campus or at the central exam venue.
More information about examination procedures and arrangements for students can be found by consulting the relevant policy http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/ (Section 6)

Variations to exam arrangements

Extra time in exams (ENTEXT) and the use of a dictionary is available to some students (for example, Aboriginal peoples and those of non-English speaking background) as follows:

- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
- the use of an English language or bilingual print dictionary (without annotations). (APPM 7.2.2)

More information about variation to assessment is available in section 7.2 of the Assessment Policy and Procedures Manual. http://w3.unisa.edu.au/policies/manual/default.asp (section 7)

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.
http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:
http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/.

Students with disabilities or medical conditions

Student with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/

Students can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: http://www.unisa.edu.au/Disability/Current-students

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is available for the course.

Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Marking process

The marking of each assignment is subject to moderation by the Course Coordinator to ensure consistency between markers. Each tutor submits a sample of assignments to the teaching team once they have marked their first batch of assignments. The teaching team provides feedback before tutors complete the marking of the rest of the assignments and returning these to students.

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, students must not submit the same work in whole or in part, for assessment in multiple UniSA courses and work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin http://www.turnitin.com.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM): http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/. The Academic Integrity Module explains in more detail how students can work with integrity at the University: https://lo.unisa.edu.au/mod/book/view.php?id=252142

Submission and return of assessment tasks

See above under Assessment details.

Action from previous evaluations

Students will have the opportunity to participate in the evaluation of the course. This will include in-class discussion and formal questionnaires.

Recent changes to the course as a result of student feedback include:

- Extra assistance with the voice-over element of Assignment 2
- Continuance of the Facebook page for the course after the initial trial
- Activities in tutorials updated
- Readings changed and updated
- Reflection exercises developed

Course Calendar

Study Period 5 - 2018

	Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
	30 July - 5 August	Pre-teaching		
1	06 - 12 August	Introduction to society, business, and work		
2	13 - 19 August	Culture and social institutions		
3	20 - 26 August	Explaining society	Reflective Journals: Reflective Journal 1 due 20 Aug 2018, 11:00 PM	
4	27 August - 2 September	The work ethic and business		
5	03 - 9 September	Ethics and business		
6	10 - 16 September	Economic and environmental sustainability	Reflective Journals: Reflective Journal 2 and 3 due 10 Sep 2018, 11:00 PM	
	17 - 23 September	Mid-break		
	24 - 30 September	Mid-break		
7	01 - 7 October	Social sustainability		Labour Day 01 Oct 2018
8	08 - 14 October	Professionalism		
9	15 - 21 October	Australian culture and Indigenous issues	Presentation due 15 Oct 2018, 11:00 PM	
10	22 - 28 October	Exam case study, Indigenous matters and exam preparation		
	29 October - 4 November	Swot-vac	Reflective Journals: Reflective Journal 4 due 29 Oct 2018, 11:00 PM	
	05 - 11 November	Exam week		
	12 - 18 November	Exam week		