

## Course Outline

**Code: BUS101**

**Title: Exploring Business Research**

<b>School:</b>	Business
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Dr Jenna Campton
<b>Course Moderator:</b>	Dr Aimee Riedel

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### **1. What is this course about?**

#### **1.1 Description**

Business research is essential for any organisation to remain competitive, understand their customers' needs, and resolve business problems or take advantage of opportunities. Through research and discussion, you will explore how to define business problems and design business research to address them. Having an ongoing dialog in the workshops you will focus on how to interpret business analytics for decision making. You will acquire practical skills to aid in evidence-based decision making, conducting business research, and communicating outcomes to benefit your future job role/organisation.

#### **1.2 Field trips, WIL placements or activities required by professional accreditation**

N/A

### **2. What level is this course?**

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

### **3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Identify and use foundational research skills to solve business problems.	1 and 2	PC1: Communication PC3: Critical and creative thinking Empowered
Apply a research approach to solve business problems.	2	PC1: Communication PC3 Critical and creative thinking Empowered
Use academic literature to justify business solutions and recommendations.	2	PC1: Communication PC3 Critical and creative thinking Empowered
Apply, analyse and evaluate quantitative techniques for business analytics (descriptive, inferential and predictive statistics)	1 and 3	PC3: Critical and creative thinking Empowered
Articulate business outcomes and recommendations in a written mode.	1, 2 and 3	PC1: Communication PC3: Critical and creative thinking Engaged

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Nil

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

##### 6.2 Details of early feedback on progress

Early and continuous feedback will be provided through weekly online quizzes and tutorial exercises. From weeks 1-6 students will be given mini-practice quizzes to assess their knowledge of the weekly content from the lectures and tutorials. Weeks 1-3 practice quizzes will help to study for the week 4 graded quiz.

Weeks 4-6 will help study for the week 7 graded quiz. It is expected that students will use this feedback to help identify topics in which they need to further study.

### 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Quiz/zes	Individual	20%	30 minutes each	Week 4 and 7	In Class
2	Report	Individual	40%	2,000 words	Week 10, Friday	Online Assignment Submission with Plagiarism check
3	Examination	Individual	40%	1 hour	Central examination period	Online Assignment Submission with Plagiarism check
			100%			

#### Assessment 1: Quizzes

<b>Goal:</b>	To demonstrate knowledge of the terminology used in business analytics, as well as the underlying concepts and techniques.
<b>Product:</b>	Quiz/zes
<b>Format:</b>	Students will complete two mini-quizzes based on information taught in the lectures, tutorial information/activities, and textbook readings. These mini-quizzes will be conducted in your tutorial time, within a 30-minute time limit. The purpose of this task is for you to acquire knowledge of the concepts and techniques which you will apply to business situations and data sets in subsequent assessments. Each quiz is worth 10% each for a total of 20%.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Identification and use foundational research skills to solve business problems</li> <li>• Comprehension, application and communication of appropriate statistical techniques and methodology</li> </ul>

#### Assessment Task 2: Business Report

<b>Goal:</b>	To use research solutions to solve a business problem and to produce a deliverable outcome of a partial business report.
<b>Product:</b>	Report
<b>Format:</b>	This is an individual assessment. Students will be given a business problem description. The assessment will report: the business problem definition in detail and an academic literature review. This is followed by a discussion of the recommendations for the business problem/s based on the business issues and relevant academic literature.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Identification and application of academic literature</li> <li>• Communication of business solutions and outcomes</li> </ul>

#### Assessment Task 3: Final examination

<b>Goal:</b>	To obtain a comprehensive view of business analytics in terms of definitions and concepts, techniques, data output interpretation, and solving data-driven business problems
<b>Product:</b>	Examination
<b>Format:</b>	This is an individual assessment. A one-hour final examination will be held in the examination period and will consist of a set of questions to test concepts, as well as data analyses using SPSS output.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Analysis of business problems and selection of the most appropriate solution/s</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of acquired knowledge regarding statistical techniques to the business problems</li> <li>• Evaluation of information using SPSS output for business conclusions</li> </ul>
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## 7. Directed study hours

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020.

When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

Student workload is calculated at 12.5 learning hours per one unit.

Each week:

- 1 hour on-line lecture
- 1 hour interactive tutorial
- 1 hour digital content
- 9.5 hours independent study (including assessment work)

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M.	2015	Business research methods	Cengage Learning
<i>Note.</i> The library does have access to this resource.			

### 8.2 Specific requirements

No specific requirements.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are

expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## **10.2 Assessment: Additional requirements**

### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

## **10.4 Study help**

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## **10.5 Wellbeing Services**

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

## 10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## Appendix 1 Course content

Week # / Module #	What key concepts/content will I learn?	Directed Study Activities: teaching components
1	The role of business analytics/research in business	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> </ul>
2	Business problem definition and process	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
3	The application of theory to business problems	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
4	Qualitative research: Orientations and techniques	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
5	Observation and experimental research	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
6	An introduction survey research	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
7	Measurement concepts and sampling	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>

Course Outline: BUS101 Exploring Business Research

8	Decision making with analytics – the p-value approach	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
9	How to describe the current state of business (descriptive analysis)	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
10	When the variables are categorical (nonparametric testing)	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
11	How to test differences between groups (T-tests, ANOVA)	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
12	Testing relationships (correlation and regression)	<ul style="list-style-type: none"> <li>• 1 hr online lecture</li> <li>• 1 hr digital content</li> <li>• 1 hr interactive tutorial</li> </ul>
13	Review week	<ul style="list-style-type: none"> <li>• Self-directed study</li> </ul>

Please note that the course activities may be subject to variation.

**Mid Semester Break:**

28<sup>th</sup> September 2020-4<sup>th</sup> October 2020 (Between Week 10 and Week 11)

**Public Holidays**

Queen's Birthday - Monday 5<sup>th</sup> Oct 2020 (Week 11)