



# UNIT MANUAL

## MGF2351

## INTERNATIONAL BUSINESS

## Semester 2, 2022

We acknowledge and pay respects to the Traditional Owners and Elders - past, present and emerging - of the lands and waters on which Monash University operates.

Handbook link:

<https://handbook.monash.edu/2022/units/MGF2351>

# Staff Details

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# Teaching Approach

MGF2351 features an active learning approach, where we as educators provide opportunities for you as learners to think critically about international business issues through a range of activities that will prepare you for the challenges of professional situations. These activities focus on critical thinking and problem-solving. Students are required to actively participate in co-constructing knowledge, rather than being passive observers/listeners.

To achieve this, the unit is delivered through **2-hour tutorials** each week for 12 weeks, with online content also provided through the **Moodle** site.

## Tutorials

- This unit features face-to-face, on-campus tutorials (available to those students in Australia) and online, 'real time' Zoom tutorials (available to students overseas).
- The University's position is that all students based in Australia must attend on-campus tutorials, unless they have been granted special consideration to study fully online. As such, it is essential that you attend your allocated tutorial.
- Tutorial locations and times (and in the case of online tutorials, the Zoom link) are available on the Moodle page under the 'Tutorial Schedule' tab.
- Tutorials commence in Week 1.
- Consist of a variety of activities (e.g. case studies, role playing scenarios, class debates, researching real-life organisations, regions and countries) either individually or in small group settings.
- Tutorials are not 'mini-lectures'.

## Online Content via the Moodle site

- No 'lectures' in this unit; instead, we provide a series of short videos on each week's content on the Moodle site.

- Moodle site also contains course information, the class schedule, weekly content, readings, activities, assessment information and submission links.
- Each week's content will be made available to students by the start of the previous week (i.e. Week 2 content will be made available by the start of Week 1).
- Students MUST review weekly content before attending their tutorials in order to complete the in-class activities and assessment. Evidence from previous semesters shows that those students who do review the pre-class content perform consistently better than those that do not.

*Please note that this unit structure is subject to change due to the unprecedented nature of the situation relating to COVID-19, which is dynamic and constantly evolving. As such, we ask that you regularly stay up to date with both the information on the Moodle site, as well as through the University's COVID-19 fact sheet (<https://www.monash.edu/news/COVID-19-fact-sheet>).*

## Attendance

Attendance is compulsory for tutorials each week. Students are not permitted to attend any classes that they are not allocated to via Allocate+ without permission from the Chief Examiner. Failure to attend your allocated tutorial means that you will miss out on the marks for the in-class quiz for that week, regardless of whether you completed the quiz in another tutorial (see the assessment details for further information regarding the quiz assessments).

During tutorials, teaching activities are normally scheduled to start on the hour (teaching will commence on the hour and conclude 10 minutes prior to the scheduled end time).

Students should note that the Unit Schedule is a guide to the material to be covered in this unit and not a definitive statement of when that material will be covered. Specific details relating to the timing will be discussed in class.

# Troubleshooting

If you have any technical issues please contact the service desk: <https://www.monash.edu/esolutions/contact>

If you need more information on timetabling you can visit their site: <https://www.monash.edu/timetables/fix-problems>

## Learning Resources

### Required resources

The **prescribed textbook for the unit** is as follows:

Hill, C.W.L. (2021). *International Business: Competing in the Global Marketplace* (13th ed.). New York: McGraw-Hill Education.

Students will need to have regular uninterrupted access to the textbook throughout the semester.

Students may obtain a hard copy from the campus bookshop, purchase an e-book version, or access a free online version of the previous edition via the link on Moodle.

Information about the bookshop can be found on the Monash University website at: <http://www.retail.monash.edu.au/bookshop>.

Information about the e-book version is available on the Moodle site under the 'Unit Resources' tab.

If students utilise the free online version of the previous edition, it is their responsibility to ensure that they are still able to follow the weekly activities, which may be drawn from the latest edition.

### Recommended resources

See the Reading List link on the Moodle site for weekly recommended readings. The resources in the Reading List, while not directly assessed or compulsory reading for each week, enrich the content from the weekly

textbook chapters, Moodle videos and links. Importantly, many of the Reading List resources will be helpful for your assessments, especially the Individual Report. You may also find the following resources useful in this regard:

### **Key International Business Journals**

The Australian Business Deans' Council (ABDC) have developed a ranking of business-oriented academic journals. In this list, there are different rankings from A\* to C, and then unranked. Generally, the higher the rank of the journal, the higher quality of the papers included. All the same, there are great papers in other journals, and some papers in the higher ranked journals are not so good. As a general rule, we recommend you target papers in the following A\*- and A-ranked international business journals in your reading and research:

A\*:

- Journal of International Business Studies
- Journal of World Business

A:

- Global Strategy Journal
- International Business Review
- Journal of International Management
- Management International Review

To find DOI indicated papers, copy and paste the DOI code into this website (Bookmark this page, and collect DOIs for all papers you find (where available, include DOIs in your reference list)):

- <http://dx.doi.org.ezproxy.lib.monash.edu.au/>

### **Some useful websites:**

- Australian Bureau of Statistics <http://www.abs.gov.au/>
- The Australian Department of Foreign Affairs & Trade <http://www.dfat.gov.au/>
- AUSTRADE (Australian Trade Commission) <http://www.austrade.gov.au/>

- International Monetary Fund [www.imf.org](http://www.imf.org)
- International Labour Organisation [www.ilo.or](http://www.ilo.or)
- The World Bank [www.worldbank.org](http://www.worldbank.org)
- World Trade Organisation [www.wto.org](http://www.wto.org)

# Unit Schedule

## Topic Schedule

Week	Weekly Topic	Assessment
1	<b>Introduction and Globalisation</b> [READING: Hill (2021) Chapter 1]	- No formal assessments in Week 1
2	<b>National Differences in Political Economy</b> [Hill (2021) Chapter 2]	- In-class Quiz
3	<b>Economic Development</b> [Hill (2021) Chapter 3]	- In-class Quiz
4	<b>Culture in International Business</b> [Hill (2021) Chapter 4]	- In-class Quiz
5	<b>Theories of International Trade</b> [Hill (2021) Chapter 6]	- In-class Quiz
6	<b>Government Policy and International Trade</b> [Hill (2021) Chapter 7]	- In-class Quiz
7	<b>Global and Regional Integration</b> [Hill (2021) Chapter 9]	- In-class Quiz
8	<b>Strategies of International Business</b> [Hill (2021) Chapter 13]	- Video Presentation due Sunday, 18 September at 11.55pm - In-class Quiz
9	<b>Entry Modes for Internationalising</b> [Hill (2021) Chapter 15 & 16 {pp. 470-476}]	- In-class Quiz
10	<b>Foreign Direct Investment</b> [Hill (2021) Chapter 8]	- In-class Quiz
11	<b>The Foreign Exchange Market</b> [Hill (2021) Chapter 10]	- In-class Quiz
12	<b>Unit Revision and Report Preparation</b>	- Report due Sunday, 23 October at 11.55pm

## Assessment summary

Assessment task	Value	Due date	Learning Outcomes Assessed
In-class Quizzes	30%	Weeks 2-11	1 & 2

Video Presentation	30%	Sunday, 18 September, 11.55pm	1, 2 & 3
Report	40%	Sunday, 23 October, 11.55pm	1, 2 & 3

# Assessment Details

## 1. In-Class Quizzes

**Due Date:** In-class during allocated tutorial from Weeks 2-11

**Weighting/Value:** 30%

**Details of Task:** At the beginning of each tutorial from Weeks 2-11, students will complete a 10-question multiple choice quiz pertaining to content covered in the corresponding week's topic (i.e. the quiz in Week 2 will be on the Week 2 content). Each week's quiz will be worth 3 marks (10 weeks x 3 marks = 30 marks available in total).

The examinable content each week comprises the video lessons on Moodle, and the relevant textbook chapter(s) for that week. The questions will be drawn from a randomised question bank, so that each student will be assigned different questions by Moodle.

**The quiz will commence 5 minutes into the class and run for 10 minutes.** The roll will be taken and a password to access the quiz will be provided at the beginning of class each week. The quiz is automatically time-limited by Moodle for 10 minutes. The timer begins once students commence the quiz, and will automatically close the quiz after 10 minutes. Late students will not be given extra time.

**The quiz must be completed in class, at the beginning of your allocated tutorial. Students who do not complete the quiz on time in their tutorial (and have their attendance recorded) will receive a score of 0 for that week.** This is true even if a student manages to obtain the password and completes the quiz outside of their allocated class. To be clear, this means that students who complete the quiz in a class that is not their allocated class will also receive 0 marks for that week. While Moodle will show each quiz as 'open' for an entire week



(e.g. Week 2), and will generate a score for any completed quizzes, students will only receive the marks (and have them contribute to their score for the unit) if the quiz is completed in class, at the beginning of their allocated tutorial.

The quiz each week will be completed under 'open book' conditions (i.e. you may consult resources when completing the quiz). However, we do not recommend relying on the textbook or videos, as students who have done so in the past generally run out of time when undertaking the quiz. Instead, students are encouraged to develop summary notes for each week's content that can be quickly and easily referred to when completing the quiz.

To guarantee that you receive the marks for the quiz each week, please ensure that you attend your allocated class on time, complete the quiz in class under the test conditions, and have your name recorded as present.

**Release date:** Each week at the beginning of the tutorial from Weeks 2-11.

**Estimated return date:** Marks are calculated immediately upon completing the quiz.

**Submission details:** The quiz will be undertaken via a link on Moodle each week, and must be completed in-class.

**Penalties for late lodgement:** Students who do not complete the quiz on time in their allocated class (including arriving on time for the quiz) will receive a mark of 0 for that week.

## 2. Video Presentation

**Due Date:** Sunday 18 September, 11.55pm

**Weighting/Value:** 30%

**Details of Task:** The Australian Government Department of Foreign Affairs and Trade (DFAT) is setting up a new, special task force to be

known as the **Australian National Department of Young Scholarly (ANDYS) Researchers**. The purpose of ANDYS Researchers is to have the brightest young minds in Australia develop profile presentations for a range of countries that Australian firms may be looking to expand into. These video profiles will be vital in providing critical analyses of some of the key issues for Australian firms in their international expansion. As star students from one of the world's best Universities in Monash, you and your group have recently been drafted into ANDYS Researchers.

### **Formation of Groups & Selection of Country to Profile**

Students will be allocated into groups of **ideally 5 students in Week 2**. Each group will then be required to select a country on which they will develop their profile presentation. If a group is struggling to reach a consensus on their chosen country, the tutor will allocate one for the group. However, it is expected that each group will be able to choose a country on which to create a profile.

### **Profile Presentation Questions**

Once your group has selected a country, you are then required to develop a **25 minute video presentation** that profiles your chosen country based around the following questions:

- 1. How has globalisation influenced the political economy of your chosen country? Explain with reference to the systems that comprise a nation's political economy. What challenges might the legal system of your chosen country present for an Australian firm considering establishing a presence in that country?*
- 2. Using relevant concepts and measures, analyse the level of both economic development and human development in your chosen country. Which measure (of either economic or human development) is of greatest importance to an Australian firm considering establishing a presence in that country? Justify your choice with reference to the different measures.*
- 3. Using at least 2 relevant theories and frameworks, assess the cultural distance between your chosen country and Australia.*

*Using relevant concepts, critically analyse if the cultures of the two countries are becoming more similar or more disparate.*

- 4. Identify and explain which industries your chosen country should specialise in when looking to trade with other countries according to a) Adam Smith, and b) David Ricardo. Which theory (i.e. that of either Smith or Ricardo) do you believe the government of your chosen country should follow when engaging in international trade? Justify your choice.*
- 5. What trade policy instruments does your chosen country's government currently employ? Which theory/theories of international trade does this use of trade policy instruments support? Explain using illustrative examples.*

### **Within-Group Question Allocation**

Within your group, **each group member must be assigned one question each**. This is a key requirement, given that each group member will be assessed individually on their analysis and delivery in addressing their respective question.

**Each group must fill out the 'Question Allocation Form' on Moodle** (under the 'Assessment' tab), and outline how the questions have been allocated within the group. This form must then be submitted as part of the final submission, along with the Video Presentation file/link, via the Video Presentation Submission link on Moodle.

**Markers are not permitted to mark a Video Presentation that is submitted without this form**, so please ensure that it is included with your final submission.

### **Presentation Format**

**Your presentation must take the form of a video presentation**, although there are a number of different forms that this might take. Examples include:

- PowerPoint-style slides with a voice over component (including related formats such as Prezi and Powtoon)

- An animation-based presentation
- News report-style presentation

You are free to choose whichever video format you prefer- if you are unsure of whether or not your group's proposed format meets the requirements, please consult with your tutor. However, your presentation must contain the following components:

- A voiceover or narration throughout the presentation (spoken audio component)
- Written information (on slides or in animated form, for example)
- A reference list with the group's sources of information, presented in the APA style

You will be rewarded for the degree of professionalism, innovation and originality of your presentation format. You are welcome to use a range of different audio-visual technologies, from simple PowerPoint slides, to phone cameras or webcams, in creating your presentation. Note that it is absolutely possible to receive an HD using a professional, creative slide-based presentation with a voice over component, as it is with more advanced equipment such as webcams or video recorders.

Due to the file size limitations for submission files, we ask that your final submission for your video presentation be either a PowerPoint file, or an online link that your marker can freely access and view (such as a YouTube link). The file/link is to be submitted via the **Video Presentation Submission link on Moodle**, under the 'Assessment' tab. Please **DO NOT** try to submit your presentation as a video file (such as .mp4, .mov, .wmv, .avi etc), as these files are likely to be too large to upload via the Moodle submission link.

### **Please note:**

Books, newspaper reports, company annual reports and IBISworld reports may be used to support arguments and analysis.

However, **academic journal articles** must form the key underpinnings of your analysis.

**A minimum of 6 academic journal article sources are required (for a Pass-standard presentation). For an HD-standard presentation, you should be aiming to include at least 9 academic journal article sources.**

While the journal sources that you cite can be from any peer-reviewed journal, you should particularly aim to incorporate articles from the top international business journals (i.e. those ranked 'A\*' or 'A' on the ABDC Journal Ranking List). These journals are:

- *Journal of International Business Studies (A\*)*
- *Journal of World Business (A\*)*
- *Global Strategy Journal (A)*
- *International Business Review (A)*
- *Journal of International Management (A)*
- *Management International Review (A)*

The ABDC Journal Ranking List on the Moodle site (under 'Resources') provides further guidance on journal quality.

**Time limit:** The duration of your presentation should be such that **each presenter is presenting for approximately 5 minutes**. Thus for a group of 5 students, the presentation should be 25 minutes long; a group of 4 students should create a presentation of 20 minutes, and so on.

**Estimated return date:** Within three weeks from the due date.

**Criteria for marking:** While the Video Presentation is to be completed and submitted in groups, each student will be assessed across 2 sets of criteria:

**1. Individual marking**

- a) Analysis- 60%
- b) Delivery- 10%

**2. Group marking**

- a) Evidence of wide reading and research- 10%
- b) Video design and collaboration- 20%

This ensures that each student is assessed on the quality of their own contribution to the group, as well as the group's ability to collaborate

and submit a cohesive presentation.

Please refer to the **Video Presentation Marking Rubric** on the MGF2351 Moodle site for detailed marking criteria.

**Submission details:** The presentation file/link is to be submitted via the Video Presentation Submission link on Moodle, under the 'Assessment' tab.

Only one member of each group needs to submit the Video Presentation on behalf of the entire group. Please ensure that your submission includes the Video Presentation file/link, the completed Group Allocation Form, and a cover sheet for each group member.

Comments and grading of your assessment will be communicated to you via Moodle (the Video Presentation Grade & Feedback link, which will be made available when the results are released).

**Penalties for late lodgement:** A penalty of 10 per cent of the mark allocated to any assessment task will be deducted for each day that the assessment is late. Students should note that a weekend is 2 days and will be treated as such when penalties are calculated. After 7 days, late assignments will be accepted but will not be given a mark.

It is suggested that you plan on submitting the assignment before the due date to cover any unexpected delays you may encounter in finalising and completing the assignment. Excuses such as those relating to computer breakdowns and especially having assignments due for other units are not acceptable. Students are advised to save to your hard drive as you work through your assignments and to keep a soft copy on USB/hard drive/online storage for safekeeping.

**Group Management and Marking:** While a key aim of this assessment is to encourage and develop skills in inclusive group work, there may occasionally be the need to exclude a group member. Generally, there are two reasons for excluding someone from the group: non-contact, and/or non-contribution.

#### Non-Contact

To exclude someone from the group for non-contact, your tutor needs three things:

1. Evidenced attempt to contact and include the team member (for example, via email or group chat).
2. After reasonable time to respond to the first attempt, a second attempt to contact and supportively include the team member.
3. After another reasonable time to respond to the second attempt, a third attempt to contact and supportively include the team member, and continued non-response.

### Non-Contribution

Group members may also be excluded for non-contribution. Not making agreed contributions could be, for example, a breach of your team's rules (such as not attending classes), not completing tasks in the agreed time-frame, or not attending team meetings. In each of these cases, your tutor would need to see:

1. Documented agreed contributions that the team members have actually agreed to.
2. A documented non-contribution (ideally written meeting minutes or notes).
3. A documented and supportive attempt to address the non-contribution.
4. A documented and continued non-contribution.

In both of these cases – non-contact and non-contribution – there is an initial emphasis on the group making all necessary attempts to solve the issue by first providing group members with support, and to address the issue in the group. If, after multiple attempts to support group members without effect, then please contact your tutor as soon as possible. Your tutor's first effort will be to enhance the cohesiveness of the group. If the tutor does not think that this is possible, then they will exclude the member from the group. **If someone is excluded from a group they will receive a zero (0) for the assessment.**

### 3. Report

**Due Date:** Sunday 23 October, 11.55pm

**Weighting/Value:** 40%

**Details of Task:** Students are required to prepare an individual, case-based report. To complete the assessment, students must first choose **one (1) only** of the following case companies, which will form the basis of your report.

- **Bakers Delight**, considering expansion (opening a chain of stores) into either Indonesia or Mexico
- **Diplomatico Rum**, considering expansion (establishing a distribution outlet) into either the Maldives or Mauritius
- **Harvey Norman**, considering expansion (opening a chain of stores) into either France or South Korea
- **Universal Store**, considering expansion (opening a chain of stores) into either Singapore or South Africa

#### Your task:

You are a representative from the internationally famous consultancy firm 'Prestige Worldwide', who have been contracted by your selected case company. Your client is looking to expand their operations internationally, but are unsure of the best approach for their internationalisation. In particular, they are seeking your recommendations on the following key issues:

1. *Based on their respective levels of international competitiveness in your client's industry, which of the two countries would be most advantageous for the firm's international expansion? Justify your answer using relevant theory, models or concepts.*
2. *Based on the competitive pressures that your client is likely to face in its expansion, which strategy would be most appropriate for expansion into your chosen target market (country)? Justify your answer using relevant theory, models or concepts.*
3. *Is establishing a wholly-owned subsidiary through FDI an appropriate way for your client to enter the chosen target market*



*(country)? If not, what alternate entry mode is best, and why?  
Justify your answer using relevant theory, models or concepts.*

To assist your client's internationalisation, you are required to prepare a report that addresses these three issues as part of your recommendations.

For a specific delineation of the required elements that will be assessed in each section of the report, students are advised to consult the Report Marking Rubric on Moodle.

**Please note:**

Books, newspaper reports, company annual reports and IBISworld reports may be used to support arguments and analysis. However, **academic journal articles** must form the key underpinnings of your analysis.

***A minimum of 6 academic journal article sources are required (for a Pass-standard report). For an HD-standard report, you should be aiming to include at least 9 academic journal article sources.***

***If your report does not include citations in the body section, this means that you have committed plagiarism (even if you did not intend to), which carries with it an automatic grade of N. Please ensure that you include citations to acknowledge your sources of information!***

While the journal sources that you cite can be from any peer-reviewed journal, you should particularly aim to incorporate articles from the top international business journals (i.e. those ranked 'A\*' or 'A' on the ABDC Journal Ranking List). These journals are:

- *Journal of International Business Studies (A\*)*
- *Journal of World Business (A\*)*
- *Global Strategy Journal (A)*
- *International Business Review (A)*
- *Journal of International Management (A)*
- *Management International Review (A)*

The ABDC Journal Ranking List on the Moodle site (under 'Resources') provides further guidance on journal quality.

**Students are to follow the APA referencing method.**

**References and appendices are NOT counted in the word limit.**

**Preliminaries (Title Page, Table of Contents and Executive Summary) are NOT counted in the word limit.**

**Words in tables and diagrams ARE counted in the word limit.** Tables and diagrams should not drive the analysis. Instead, they should provide summaries of what is contained in the body of the report. The analysis is contained in the sentences and paragraphs, and should still make sense even if there were no tables or figures.

**Word limit:** 2,500 words (+/-10%)

**Presentation requirements:** Assignments must follow the report format, including all of the necessary preliminary components (title page, table of contents, executive summary).

All assignments **MUST** be submitted with size 12 font, and with double spacing.

**Estimated return date:** Approximately 3 weeks after submission

**Criteria for marking:**

Preliminaries - 5%

Introduction - 15%

Body/Discussion - 60%

Conclusion - 10%

Presentation - 10%

It is ESSENTIAL that students view the **Report Marking Rubric**, and the **Recommended Structure** documents on the MGF2351 Moodle site prior to commencing the task. Check to see if your work is addressing each of the individual criteria before you submit your

assessment- if you can't see how it addresses the criteria, then your marker won't be able to either!

**Submission details:** Reports must be submitted in Word document format (not pdf).

The report file is to be submitted via the Report Submission link on Moodle, under the 'Assessment' tab.

Comments and grading of your assessment will be communicated to you via Moodle (the same link that you uploaded the report in).

**Penalties for late lodgement:** A penalty of 10 per cent of the mark allocated to any assessment task will be deducted for each day that the assessment is late. Students should note that a weekend is 2 days and will be treated as such when penalties are calculated. After 7 days, late assignments will be accepted but will not be given a mark.

It is suggested that you plan on submitting the assignment before the due date to cover any unexpected delays you may encounter in finalising and completing the assignment. Excuses such as those relating to computer breakdowns and especially having assignments due for other units are not acceptable. Students are advised to save to your hard drive as you work through your assignments and to keep a soft copy on USB/hard drive/online storage for safekeeping.

# Assessment Administration

## Marks

A student's final mark is normally the sum of the marks obtained in all of the respective assessment items in the unit.

## Second marking

All of the major assessment tasks graded as a fail by the first marker are marked by a second marker. See here for the [Procedure](#).

# Return of final marks

The final mark that a student receives for a unit will be determined by the Board of Examiners taking into account all aspects of assessment.

The final mark for this unit will be released by the Board of Examiners on the date nominated in the Faculty Calendar. Student results will be accessible through the my.monash portal.

## Hurdle requirement

There is no hurdle requirement for this unit.

## Extension and penalties

Extensions are only provided under special circumstances. Extension applications must be made to the chief examiner (via email), who may grant extensions of up to 5 days. For extensions of longer than 5 days, you will need to apply for special consideration.

All applications for special consideration must be made in accordance with University guidelines. It is the student's responsibility to familiarise themselves with the University's [Special Consideration](#) policy regarding extensions for assessment tasks.

The link for special consideration applications can be found at the top of the Moodle page (just below the Welcome Video).

Please note that having assessments due for other units is **NOT** an adequate excuse for an extension.

## Resubmission of assignments

Re-submission for assessments is not permitted for this unit.

## Referencing requirements

To build your skills in citing and referencing, and using different referencing styles, see the online resources Academic Integrity: Demystifying Citing and Referencing

at <https://www.monash.edu/rlo/research-writing-assignments/referencing-and-academic-integrity/citing-and-referencing>

In this unit you are required to use the APA referencing style for written reports. You can get more information about using the APA reference style from the [Monash Library resource](#).

## Feedback

### Our feedback to you

Types of feedback you can expect to receive in this unit are:

- Formal individual feedback on assignments expressed as a letter grade
- A graded rubric
- Additional written feedback and comments on submission files
- Answers to questions relating to the discipline or the unit's work
- Advice about seeking additional help to develop your writing or research skills
- Informal feedback relating to class activities

### Your feedback to us

One of the formal ways students have to provide feedback on teaching and their learning experience is through the Student Evaluation of Teaching and Units (SETU) survey. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement.