



# Australian School of Business Taxation and Business Law Course Outline

Never Stand Still

Australian School of Business

Taxation and Business Law

## GENC 7002 GETTING INTO BUSINESS

### COURSE OUTLINE SEMESTER 2, 2013

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Sydney 2052 Australia

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## PART A. COURSE SPECIFIC INFORMATION

### 1. STAFF CONTACT DETAILS

Position	Name	Email	Location	Phone
Lecturer-in-charge	Michael Peters	m.peters@unsw.edu.au	ASB 653	9385 3251

#### 1.1 Communication with Staff

Consultation Times: After the lecture otherwise by appointment

Students are invited to consult with the lecturer-in-charge on any aspect of the course. Consultation hours outside of class sessions are:

- During Session: Immediately after the lecture, otherwise by appointment if these hours are inconvenient for you.
- At the End of Session: New consultation times will be announced in lectures and posted to the course Blackboard at the end of session during the lead up to the final exam.
- Students may contact lecturer-in-charge by e-mails regarding course administration matters, using only their official university email address as per University Email Policy. E-mail is not an appropriate medium for learning. It is a poor substitute for personal consultation. Do not expect staff to reply to e-mails which request extensive or substantive answers. Teaching staff will use their discretion when consulted via e-mail and may instead invite students to meet in person during consultation hours to discuss complex questions, solutions to tutorial questions, past exam questions, etc.

### 2. COURSE DETAILS

#### 2.1. Teaching Times and Locations

Lectures	Time	Location
Tuesday	10.00am to 1.00pm	Red Centre Theatre

#### 2.2. Units of Credit

This course is worth 6 credit points. There is no parallel teaching in this course.

#### 2.3. Summary of Course

The purpose of this course is to examine how the law governs virtually every aspect of setting up business. This course provides the student with both a theoretical and practical working knowledge of the law and its application to set up a business. After completing this course students will exhibit demonstrable competence in the ability to understand and apply the legislation, case law, and regulation to establish a business.

This course provides the student with both a theoretical and practical working knowledge of the law and its application to set up a business. After completing this course students will exhibit demonstrable competence in the ability to understand and apply the legislation, case law, and regulation to establish a business. This course is of particular relevance to those seeking to take advantage of a commercial opportunity, or

assume control of an existing business. This course will enhance the student's knowledge, research and analytical and leadership skills. It will enable the student to take the initiative necessary to establish a business and manage the risks and interests of the business.

#### **2.4. Course Aims and Relationship to Other Courses**

Students wishing to further explore the themes in this course, in particular how to manage a business may consider enrolling in GENC7003 Managing Your Business. Further study in the area of business law, taxation and business studies is available at the Masters level. You may consult with the Student Centre, located ground floor ASB Building or the lecturer.

##### **2.4.1 Course Outline as reference document**

This Course Outline is an accurate and historical record of the curriculum and scope of this course. Students are advised to retain a copy of the Course Outline for future use such as for accreditation purposes, or when seeking advance standing in other qualifications. Please note that the prescribed readings may be altered during the session, as new material, decisions, regulations are constantly being published whilst other material is not published on the due date and maybe replaced by other material. Any changes to the prescribed / support material will be announced during the class and online at Backboard.

#### **2.5. Student Learning Outcomes**

The Program Learning Goals and Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

#### **ASB Undergraduate Program Learning Goals and Outcomes**

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how the Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes of this course and indicates where these are assessed.

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all ASB undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<ol style="list-style-type: none"><li>1.describe the institutions that constitute the Australian legal system;</li><li>2.identify legal concepts which underlie the regulation of commerce;</li><li>3.evaluate the various legal structures to operate a business;</li><li>4.identify, discuss and resolve issues relevant to business law ;</li><li>5.describe the ethical, social and cultural considerations when setting up a business;</li><li>6.employ various techniques to secure funding for a business, and</li><li>7.manage the relationship between the business, government, suppliers, creditors, shareholders and other stakeholders public;</li></ol>	<ul style="list-style-type: none"><li>• Midsession quiz</li><li>• Assignment</li><li>• Exam</li></ul>
2	Critical thinking and problem solving	Use legal concepts, procedures and problem solving techniques to analyse and manage property, liability and risk and resolve real problems / challenges faced by business.	<ul style="list-style-type: none"><li>• Assignment</li><li>• Exam</li></ul>

3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• Midsession Quiz</li> <li>• Assignment</li> <li>• Exam</li> </ul>
3b	Oral communication	Not specifically addressed in this course.	Not specifically assessed.
4	Teamwork	Not specifically addressed in this course.	Not specifically assessed.
5a.	Ethical, environmental and sustainability responsibility	Identify and assess the interaction of business, law and ethics to encourage a sustainable, viable, productive and equitable business environment.	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Assignment</li> </ul>
5b.	Social and cultural awareness	Appreciate the dynamic and inclusive nature of business to reflect the social and cultural fabric and needs of the community.	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Assignment</li> </ul>

These learning outcomes contribute to the development towards UNSW graduate outcomes especially in relation to developing the skills involved in scholarly enquiry and knowledge in its interdisciplinary context, to encourage analytical and critical thinking and for creative problem-solving and to develop the students' capacity for enterprise, initiative and creativity.

### 3. LEARNING AND TEACHING ACTIVITIES

#### 3.1. Approach to Learning and Teaching in the Course

The approach to learning and teaching in this course is premised on the fact that active student engagement in the course will facilitate understanding and deep learning of the course material. Ideas about the law, business may be challenged. Some students will be surprised, others perhaps shocked or even offended by the cases, commentary and content referred to in this course.

Remember, all cases that will be studied are to be found in the court reports; they are not cases or judgments invented by the lecturer. The court cases deal with "things" that go wrong, that is people being injured, or who have suffered some damage, injury or loss of money, loss of rights, opportunity, property, or reputation. When "things" go right that is people are successful in business, or don't have any issues / problems which need to go to court etc, they do not usually end up in the court reports. Thankfully, success stories find their way in the case studies. Some students find that the content of the course takes a pessimistic view of life, of people and their behaviour; often cases highlight a darker side of business and human behaviour generally. This is not necessarily representative of society or specifically of business.

The cases are not chosen according to any specific basis such as the profession, type of business, religion, gender, ethnicity, nationality, industry, location, or age of the parties involved in the court case and the like. The cases are chosen on the basis that the courts have established some rule (legal principle) or the courts have defined some legal concept or statutory provision. Importantly, the law established by these cases is a useful if not critical tool in business.

You should also remember that the majority of the cases should be read and analysed within the period the actual facts of the case took place. For instance, judges in the 1600s, 1700s, 1800s and even as recent as perhaps the 1960s, 1970s and 1980s belong to a different social era from today so their beliefs, values, and social experiences is the point of reference when they were dealing with cases at that time.

Judges, Regulators like Parliaments have their own prejudices; they are humans and carry cultural and other baggage. Often a political or other agenda may have driven the regulator / judge / parliament to make /enforce laws which may seem odd / even politically incorrect today.

No case should be considered as a stereotype of business, people, industry, commerce, ethnicity, religion, gender, profession or the like. Often judges may tend to reflect their own prejudices or stereotype the parties to a case.

For students who have rarely been exposed to critical thinking, challenging perception of people behaviour, business, and the role of the law in business, this course will provide you with a unique opportunity to learn valuable analytical and critical thinking techniques. You will need to learn and distinguish whether the court's opinion or the opinions and analysis found in published commentary, or policies – statements made by government or regulators is bias, is fair and is relevant. Importantly, this course will make you think! This means you will need to read the material, perhaps venture and read a few of the cases, text book references, before forming any opinion. You should avoid using your own prejudices to form an opinion until you have read the material, challenged the material and analysed the material, then you are able to form an informed opinion and justify your views using logical argument. Often the way people, and / or business /organisations behave in general may be a product of manipulation, and public relations rather than fact. Do not be concerned if you develop views which are contrary with common beliefs and perception, ensure the conclusions you have arrived to can be supported.

The purpose of engaging the student is to encourage critical analysis, challenge preconceptions, provide the context for the student to explore new ideas, consider the dynamic, competing forces that act upon decision makers, stakeholders and evaluate the importance of ethics. Through this approach students will be expected to understand rather than memorise the course content and to apply it in a critical manner rather than regurgitate the course content. In the past students have taken away valuable information about the law as a business tool, and have enjoyed the experience overall. In order to benefit from this course students are required to consider the following:

1. Download the lecture handout/slides (available from Blackboard). This will give you a better understanding of the content
2. Attend classes on time (important announcements are usually made prior to the delivery of lectures);
3. Consult with the lecturer during their consultation hours if you require further clarification regarding the course content.

### 3.2. Learning Activities and Teaching Strategies

This course is conducted through a one THREE hour Lecture-Seminar per week over twelve weeks. Each lecture will be based on a topic linked to a theme and case study. Each topic is founded on case studies to illustrate key principles. The teaching strategies adopted aim to encourage critical thinking, question student's preconceptions and prompt students to critically explore the use of the law in business. Students may see the lecturer after the lecture or during consultation hours if further clarification regarding the topic material is required. The assessment complements the learning approach by focusing on key principles and the application of the law to real life commercial challenges.

## 4. ASSESSMENT

### 4.1. Formal Requirements

In order to pass this course, you must:

- achieve a total mark of at least 50/100; and
- attend 80% of the classes; and
- Make a satisfactory attempt at all assessment tasks.

Whilst there is no requirement that a student attain 50% or more for each assessment task, there is however a requirement that the student achieve a result that indicates the student genuinely attempted the assessment. Where a student achieves a total mark of 50/100 or more in the course, but fails to demonstrate a satisfactory level of performance in each form of assessment the student may be awarded a UF grade (unsatisfactory fail). An example of unsatisfactory performance is failing to complete an assessment task (e.g. failing to submit an assignment, or failing to complete the final exam).

### 4.2. Assessment Details

Assessment Task	Weighting	Description	Due Date
1.Quiz	20%	10 questions close book	Week 5 August 27
2.Assignment	30%	3,000 words max	Week 10 October 8
3. Final Exam	50%	Open book	Exam Period

The above tasks are assessed in accordance to marking criteria (rubric) linked to the learning goals as above (Knowledge, Critical thinking and problem solving, Written communication ability, and developing ethical, environmental and sustainability responsibility and Social and cultural awareness).A copy of the marking criteria (rubric) is available on blackboard.

#### Quiz August 27

The mid-session quiz is designed to test whether the student has achieved an understanding of core principles which form the foundation of the discipline.



This form of assessment is designed to achieve student learning outcomes identified in 2.5 points 1, 2, 3, and 5

### **RATIONALE**

The purposes of the quiz are:

- A to assess the student's understanding of the topics 1 to 5 in a typical situation experienced by entrepreneurs
- B to demonstrate written communication skills in terms of expression of knowledge of the subject matter

You will be assessed on the following criteria:

- i. Ability to correctly identify the core principles and relevance to the question asked
- ii. Level of understanding of the theoretical issues associated with the topics covered.
- iii. Ability to present your answers, effectively, appropriately, and neatly, using appropriate reference techniques.

### **Assignment**

The assignment is the major research and written task of this course, designed to enable the student to apply both knowledge and critical analysis and to communicate this in an effective, logical and original manner.

**This form of assessment is designed to achieve student learning outcomes identified in 2.5 points 1, 2, 3, and 5**

### **RATIONALE**

The purposes of the assignment are:

- A to assess the student's understanding of the topics 4 to 8 in a typical situation experienced by entrepreneurs
- B demonstrate the ability to develop problem solving skills;
- C to produce evidence of research techniques to analyse and applying the correct law to the problem and
- D to demonstrate written communication skills in terms of expression of ideas and views.

You will be assessed on the following criteria:

- i. presentation of a well-structured paper presenting the steps on how the student have obtained the answers, including whether you have applied appropriate research techniques to analyse and solve problems.
- ii. Ability to correctly identify the issue in the problem question.

- iii. Level of understanding of the theoretical issues associated with the topics covered.
- iv. Ability to present your answers, effectively, appropriately, and neatly, using appropriate reference techniques.
- v. Originality of the paper (see section on Plagiarism).

### **Final Examination**

The final exam will test both the knowledge and analytical skills of the student. The final examination is worth 50% of the course assessment and is an OPEN BOOK exam. It will consist of problem questions and essay questions. It will cover the entire course material, unless advised otherwise by the lecturer. The final examination will be held in the regularly scheduled University examination period. *Further information concerning the exam and its format will be announced in lectures between Weeks 10-11 and a summary of the key points will be posted to the course Blackboard.*

**This form of assessment is designed to achieve student learning outcomes identified in 2.5 points 1, 2, 3a, 5a and 5b**

### **4.3. Assessment Format**

**Assignment Due Date: Week 10** October 8 Length: 3,000 words maximum

Submitted: In the marked Box ASB Building Ground Floor West Wing or at the Lecture

Students will be required to submit a 3,000 words assignment. The assignment topic will be posted on Blackboard in Week 4 and distributed during the Week 4 lecture. The assignment is a research assignment due in **Week 10** October 8, **2013 by 5:00pm**. It will account for 30% of the final mark. It has a minimum word limit of 3,000 words and a maximum word limit of 3,000 words. Further details will be announced in the lecture by the lecturer in **Week 4**. Students are to complete their own assignments.

To prepare a written submission requires the student to have clear understanding of what is the issue posed by the task. It may be a problem question that requires the student to identify what is essentially the “problem” or issue in the question or it may ask to discuss a proposition. It is important that you read the question carefully. You are expected to answer the question and address the issue and keep the essay relevant to the issue at all times.

When writing your essay ensure that your answer is planned in a logical structure, be clear, concise, avoid using words you do not understand and in particular focus on the structure of each sentence. Remember, you are communicating to the reader your ideas, expressing what you have discovered; in short you are telling a story that needs to be convincing, logical and clear.

It is also important to express the ideas of others in your own words and to acknowledge where you sourced the ideas from at all times.

The assignment should be approximately no more than the maximum number of words as set in the assessment task. This may require you to write up a first draft and edit the paper to ensure that there is no repetition, padding and the like and complies with the maximum word limit. Students’ are expected to keep a copy of their paper at all

times. Assessment task deadlines must be strictly adhered to. Students should expect marks to be lost for late assignments.

#### 4.3.1 Layout

The paper should be either typed (by word processor) or hand written in a clear readable form. You must complete and attached the **Assignment Front Cover Sheet** (see: last page of the course outline) to your assignment for lodgement. You must sign the plagiarism declaration at the bottom of the official cover sheet. An assignment **is not validly lodged** if this declaration is left unsigned. Also, an assignment “lodged” without the official cover sheet **is not a validly lodged** assignment.

#### 4.3.2 Referencing

Any statement, opinion, view, theories, proposition, conclusion or other intellectual content which is sourced from the work of others must be acknowledged, regardless of whether you are directly quoting, reproducing, summarising or paraphrasing other people’s works.

In this course you will be required to use the “footnote” system of referencing.

You are required to insert a number next to the material you have sourced from others, and at the bottom of the page insert a footnote indicating the details of the sourced material.

If you are using Microsoft Word you can automatically insert footnotes. To do so, place the cursor where you would like the number to appear, go to the menu bar, click on “**Insert**”, then go to “**Referencing**” then click on “**footnote**”. Once you click on “**footnote**” the number will be inserted in the text automatically and a foot note will appear at the bottom of the page, where you can type in the details of the publication you have sourced the material from.

At the bottom of the page the footnote should consist of the following information:

Authors name, title of publication (if a journal article the title of the article), the name of the publisher, the place of publication, the year it was published and the page number.

If the same reference is being used consecutively (that is you use the same publication, page number more than once in a row: “one after the other”) you may simple insert the foot note number and type in the word “**ibid**” which loosely means in Latin see previous footnote details.

If you are using the same reference material but at different parts of the paper you may insert the footnote and type in the Author’s name, followed by the words **op.cit**, and the page number. Further information is available at:

<http://www.lc.unsw.edu.au/onlib/ref.html>

#### 4.3.4 Bibliography

All students are required to incorporate a bibliography at the end of the paper. The bibliography lists in an alphabetical order (using the Authors last name) all the references used to research, prepare the paper submitted. Bibliography should only contain the books and websites that you used in completing your assignment. There is no need to refer to cases in the bibliography.

#### **4.3.5 Citation of Cases**

Australia adopted the English common law system, based on precedent established by case law. When referring to a legal principle or statement you should cite the name of the case and where it can be located. For instance the legal that a mortgagor (the borrower) can avoid their obligations under a mortgage that is harsh and unconscionable was established in *Commercial Bank of Australia v Amadio* (1983) 151 CLR 447. The appellant (it would be the plaintiff when it first went to court) in this case was the *Commercial Bank of Australia* seeking to exercise their rights to task possession of the respondent (defendant when it first went to court) property (*Amadio*). This case was decided in 1983 and can be found in volume 151 in the *Commonwealth Law Reports (CLR)* starting at page 447.

#### **4.4. Assignment Submission Procedure**

The only acceptable method of lodging your assignment (ie: the hardcopy of your assignment) is in the designated location ie: You are required to drop your assignment in the appropriately marked Assignment Box located at the Australian School of Business Building ground floor. Further details as to the location of the assignment will be announced at the lectured and posted on blackboard.

DO NOT slide your assignment under the door of a staff member, as we cannot establish that you have lodged it on time. Submission of your hardcopy assignment by email or by disk is not a valid submission. Given that your assignment may be subjected to an electronic plagiarism check, you must **UPLOAD** the electronic version of your assignment on Blackboard. The hard copy will be the version that is marked and returned with comments during Week 11.

**You MUST keep a copy of the assignment you submit.**

#### **4.5. Late Submission**

Any assignment submitted late will not be accepted unless prior written approval has been granted by the lecturer-in-charge. Assignments that are submitted after the due date and time without prior written approval will have 20% deducted per day late. Please note: mark deductions will be imposed immediately after the time the assignment is due. Any assignment submitted 5 or more days late will score 0. If you foresee that you will have problems submitting the assignment on time you should contact the lecturer-in-charge immediately. Only the lecturer-in-charge can grant an extension for an assignment. Do not wait until the due date to ask for an extension. No extensions will be granted on the due date itself. If circumstances beyond your control mean that you cannot complete an assignment by the due date you should make an application for special consideration (see below at Part B, paragraph 3). These applications are reserved for illness or misadventure, not work commitments. Work commitments are not a valid reason for special consideration applications.

### **5. COURSE EVALUATION AND DEVELOPMENT**

Your suggestions, comments and observations as to the content, delivery, assessment tasks or readings are welcome. Each session feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching

Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1\\_catei\\_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students'. It is University policy that all courses are evaluated at the end of the semester.

The lecturer values your feedback highly and makes appropriate changes to course content, teaching style and type of assessment set. A further evaluation is carried out by the lecturer mid-session. If you are interested in the details of any enhancements to this course as a result of the latest survey, please contact the lecturer. For instance due to the feedback received in 2012, the course this session will be delivered on case study basis and the assessment task is part advisory part problem solving. Feel free to communicate your views to the lecturer at: [m.peters@unsw.edu.au](mailto:m.peters@unsw.edu.au)

#### **Quality Assurance**

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

## **6. COURSE RESOURCES**

### **FINAL LIST OF BOOKS WILL BE AVAILABLE ON BLACKBOARD**

Throughout the course the interaction between legal principles, regulation and its impact on getting into business will be examined. Reference will be made to various publications and articles from a range of journals. As far as possible the articles will be made available to you online through Blackboard. You should note that new books/articles will be made available during the session and placed in close reserve the details of which you will be advised during the session online and at the lecture. As a consequence of the significant changes to both the law and commercial regulations since 2011, it's important that you should try to consult publications published after 2011, as far as possible. You should avoid referring / consulting online services such as Wikipedia as these are not considered reliable. Reading material which forms the basis of each lecture will be posted on Blackboard. The following books would be useful and are available from the Law Library, Close Reserve and from the UNSW Bookshop and other bookshops.

- Latimer, P *Australian Business Law*, 2011.
- Peters, M *Commercial Principles and the Law* 2<sup>nd</sup> edition 2011

### **6.2 Other Resources, Support and Information**

#### **Library services**

The UNSW Law Library provides a wealth of information, publications, research and study and online services. Through the UNSW website you can access online data bases such as LexisNexis through the Sirius gateway at the Library website. You can find on the Library Services web site full details of how you can find books, articles, Australian and international databases, full-text newspapers and journals, electronic reference collections as well as links to other libraries and their catalogues:

<http://info.library.unsw.edu.au/law/about/law.html>

### Internet References

- Australasian Legal Information Institute: <http://www.austlii.edu.au>
- Australian Securities and Investment Commission: [www.asic.gov.au](http://www.asic.gov.au)
- Australian Prudential Regulation Authority: [www.apra.gov.au](http://www.apra.gov.au)
- Australian Stock Exchange: [www.asx.com.au](http://www.asx.com.au)
- Australian Copyright Council: <http://www.copyright.org.au>
- Australian Consumer and Competition Commission: [www.accc.gov.au](http://www.accc.gov.au)
- Commonwealth Attorney General's (ScalePlus) : <http://law.gov.au/wotl.html>
- Federal Parliament legal search engine: [www.lawsearch.gov.au](http://www.lawsearch.gov.au)
- Federal (Commonwealth) Parliament legal search engine  
<http://www.lawsearch.gov.au>
- Sydney Futures Exchange: [www.sfe.com.au](http://www.sfe.com.au)
- IP Australia (Trademarks, ©, Patents, etc): <http://www.ipaustralia.gov.au>

### Online Course Resources

The dedicated Blackboard site is designed to assist students with their study of this course. You may access Blackboard when you login into myunsw. Blackboard is not designed to replace the lectures, readings or personal contact with the lecturer.

### ADDITIONAL STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** ([www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu)) Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au)
- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)) Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:** <http://info.library.unsw.edu.au>
- **UNSW IT Service Desk:** Technical support for problems logging in to course Blackboard, downloading documents etc. Library, Level 2; Ph: 9385 1333. Website: [www.its.unsw.edu.au/support/support\\_home.html](http://www.its.unsw.edu.au/support/support_home.html)
- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing ; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure  
<https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities;  
<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

## 7. COURSE SCHEDULE

Week	Date	Topic
1	July 30	The Entrepreneur : grasping the opportunity The rule of law and the entrepreneur An introduction to the Law Legal research and problem solving
2	August 6	The concept of property and the Entrepreneur
3	August 13	Intangible Property and the law The valuation & exploitation of intangible property
4	August 20	Organising the Business The Business structure Directors duties and liability
5	August 27	<b>MID SESSION QUIZ</b> Corporations, Trusts and ethics Engineering the business structure Promoters, the business entity and ethics
6	September 3	Negotiating and forming contracts Terms of a contract Enforcement of contracts Setting aside contracts
7	September 10	Securing suppliers, employees and agents Statutory regulation of contract
8	September 17	The concept of money (credit & finance) The concept of “debt” and “equity” Raising the funds : Loans & Obligations Negotiating debt / credit agreements
9	September 24	The concept of “securities” (equity and derivatives) Securities, derivatives and obligations Financial engineering : designing private “currency” Regulatory framework :issue and transact in securities Private security markets: failure of regulation?
		<b>Mid-session Break 28 Sep to 7 Oct</b>
10	October 8	The concept of “risk” The concept of a ‘tort’ Measuring & selling risk : Insurance / hedging <b>ASSIGNMENT DUE</b>
11	October 15	Marketing laws and business Protecting the consumer : Truth in advertising Encouraging competition : the rise of business oligarchs
12	October 22	Ethics, business and the law

*Readings and chapter details will be posted on Blackboard*

## **PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

### **1 PROGRAM LEARNING GOALS AND OUTCOMES**

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study. We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

#### **ASB Undergraduate Program Learning Goals and Outcomes**

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.



## 2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

To see if you understand plagiarism, do this short quiz:

<http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>

For information on how to acknowledge your sources and reference correctly, see:

<http://www.lc.unsw.edu.au/onlib/ref.html>

For the *ASB Harvard Referencing Guide*, see the [ASB Referencing and Plagiarism](#) webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

## 3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide':

<https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

### 3.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Blackboard or Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course. [Information for staff and students on expected workload:](#)

<https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html>

### 3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Reference for 80% guideline is at: <https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html>

### 3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

### 3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

### 3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

## 4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

#### General Information on Special Consideration:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

### **ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:**

The policy of the School is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least a grade of 50% of the total course assessment and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

### **Special Consideration and the Final Exam:**

Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Session 1, 2013 are:
  - 16 July 2013 – exams for the School of Accounting
  - 17 July 2013 – exams for all Schools except Accounting and Economics
  - 18 July 2013 – exams for the School of Economics
 If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**
2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the

supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The ASB's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:  
<http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf>.

## 5 ADDITIONAL STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**  
<http://www.asb.unsw.edu.au/learningandteaching> Click on 'Student Services'. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au) Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)
- **ASB Student Centre** <http://www.asb.unsw.edu.au/requests>  
Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Ph: 9385 3189
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *UNSW Blackboard Support / Support for Students*. For technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); ph: 9385 1333
- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))  
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:**  
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html>  
UNSW Library Annexe (Ground floor)
- **UNSW Counselling and Psychological Services**  
(<http://www.counselling.unsw.edu.au>)  
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)  
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

***It is your responsibility to ensure that:***

1. You are recorded by the University as being correctly enrolled in all your courses.
2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.
3. You abide by key dates:

**Monday 29<sup>h</sup> July** is the first day of Semester 2 lectures.

**Sunday 4<sup>th</sup> August** is the last day you can change your enrolment and timetable via myUNSW, and is also the due date for Semester 2 fees.

**Saturday 31<sup>st</sup> August (end Week 5)** is the last day to discontinue without financial penalty (census date). Applications to start FEE-HELP must also be lodged well before this date.

**Sunday 15<sup>th</sup> September (end Week 7)** is the last day to discontinue without academic penalty.

4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester's examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The **examination period** for Semester 2, 2013, falls between **Friday 8<sup>th</sup> November and Tuesday 26<sup>th</sup> November** (provisional dates subject to change).
5. When the provisional examination timetable is released, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations.
6. Schools in the ASB schedule a common date for any supplementary exams that may be required. For Semester 2, these are:
  - 10<sup>th</sup> December, 2013 – exams for the School of Accounting
  - 11<sup>th</sup> December, 2013 – exams for all Schools except Accounting and Economics
  - 12<sup>th</sup> December, 2013 – exams for the School of Economics

A full list of UNSW Key Dates is located at:

<https://my.unsw.edu.au/student/resources/KeyDates.html>

**Australian School of Taxation and Business Law**

**ASSIGNMENT COVER SHEET**

**GENC7002 – GETTING INTO BUSINESS**

**ASSIGNMENT**

**DUE IN – WEEK 10 October 8 by 5:00 pm**

Please staple this cover sheet to the front of the Assignment.

Fill in all the details in the following box:

<p><b>First Name:</b> _____ <b>Last Name:</b> _____</p> <p><b>**Must be your officially enrolled name, not a nickname**</b></p> <p><b>Student Number:</b> _____</p> <p><b>Word Count:</b> _____</p> <p><b>Lecturer's Name:</b> _____</p> <p><b><u>Acknowledgement:</u></b></p> <p><b>I confirm that this is my own work and not the work of others:</b></p> <p><b>Student Signature:</b> _____</p>
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**Lecturer's Use Only**

Grade \_\_\_\_\_

Lecturer's Signature \_\_\_\_\_

**Marker's Feedback:**