**VU Online Postgraduate Storyboard Authoring Template for Digitally Supported Remote Teaching and Learning**

(Edit all highlighted content for your own unit)

**COLLEGE OF BUSINESS**

**Storyboard: Week #**

**UNITCODE**

**Unit Title**

****

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**Acknowledgement of country**

Victoria University Online acknowledges, recognises and respects the Elders, families and forebears of the Boonwurrung and Wurundjeri of the Kulin who are the traditional owners of University land.

# Storyboard template

In this next section, fill in content in the tables for your storyboard. Each storyboard will have a table that separates the topics within the weekly content. All highlighted text indicates where you should author content in the Pre-Class (Asynchronous), Zoom-Class (Synchronous) and Post-Class (Asynchronous) Framework. There is also a template for an assessment task and rubric. This rubric can be built into VU Collaborate seamlessly.

## Table 1. Introduction to Week 1: Title

|  |  |  |  |
| --- | --- | --- | --- |
| **Page** | **Time** | **On-Screen** | **Notes** |
|  | 5 | **Introduction to Week 1**  **Introduction**  Provide an introduction to what students will learn this week.  Weekly learning objectives:  By the end of this week, you should be able to:   * XXX * XXX * XXX. | Add in more rows if you have topics you want to briefly introduce students to in the introductory module.  **Bold blue text** = the title of your page  **Bold black text** = headings on your page |

## Table 2. Topic X.1: Pre-class

|  |  |  |  |
| --- | --- | --- | --- |
| **Page** | **Time** | **On-Screen** | **Notes** |
| 1.1.1 | 5 | **1.1.1 Title of page**  Placeholder\_text. | Add/delete rows where necessary. |
| 1.1.2 | 20 | **1.1.2 Title of page**  Placeholder\_text. |  |
| 1.1.3 | 5 | **1.1.3 Title of page**  Placeholder\_text. |  |
| 1.1.4 | 40 | **1.1.4 Activity: Title**  **Purpose**  Explain the purpose of this activity. Here are some questions you can ask yourself:   * Why should students do it? * Will it help with them completing components of their assessment? * Will it help them consolidate theoretical concepts? * Will it help them with real-world applications of what they have learned?   **Task**  Provide steps for how students should complete this task. There should always be the following:  Step 1: Asks students to perform a task (read, consider etc).  Step 2: Students should record their response to Step 1 for discussion in the Zoom class.  Allow XX minutes to complete this activity. | **Bold blue text** = the title of your page  **Bold black text** = headings on your page |

## Table 3. Topic 1.2: Zoom class

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| --- | --- | --- | --- |
| **Page** | **Time** | **On-Screen** | **Notes** |
| 1.2.1 | 5 | **1.2.1 Title of page**  Placeholder\_text. | Add/delete rows where necessary. |
| 1.2.2 | 20 | **1.2.2 Title of page**  Placeholder\_text. |  |
| 1.2.3 | 5 | **1.2.3 Title of page**  Placeholder\_text. |  |
| 1.2.4 | 20 | **1.2.4 Title of page**  Placeholder\_text. |  |

## Table 4. Topic 1.3: Post-class

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| --- | --- | --- | --- |
| **Page** | **Time** | **On-Screen** | **Notes** |
| 1.3.1 | 5 | **1.3.1 Title of page**  Placeholder\_text. |  |
| 1.3.2 | 20 | **1.3.2 Title of page**  Placeholder\_text. |  |
| 1.3.3 | 5 | **1.3.3 Title of page**  Placeholder\_text. |  |
| 1.3.4 | 20 | **1.3.4 Title of page**  Placeholder\_text. |  |

## Table 5. Week X Summary

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| --- | --- | --- | --- |
| **Page** | **Time** | **On-Screen** | **Notes** |
|  | 5 | **Summary**  **Summary**  Placeholder\_text.  **Assessment tacker**  Explain how completing this week’s content will contribute to Assessment X.  Post any questions you have to the Assessment Q&A discussion topic. | **Bold blue text** = the title of your page  **Bold black text** = headings on your page |

# Assessment

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Code: Assessment #: Title (Assessment Type)**  **Overview**   |  |  |  |  | | --- | --- | --- | --- | | **Weight** | **Length** | **Due date** | **ULOs** | | XX% | XXXX words +/-10% | End of Week 3 (Sunday 11.59pm) | 1, 2, 3, 4, 7 |   **Details**  During the first three weeks of this unit, you have studied and discussed the place of ethics in society in general, and in the contemporary workplace specifically. In this assessment, you are required to reflect on your learning across the first three weeks and provide a critical analysis of the opportunities and challenges ethics presents for leaders, managers and staff.  Submit a written assessment of no more than 2000 words addressing either Topic A or B.   * Topic A: ‘Credo, value and conduct’ for the Johnson & Johnson Company. Read the [Code of business conduct (PDF 4.1 MB)](https://www.jnj.com/_document?id=00000159-69fe-dba3-afdb-79ffcdd60000) (Johnson & Johnson Company 2017) to access the statement. * Topic B: Choose a multinational business from an industry you know well and examine its equivalent 'credo, value and conduct statement'.   **Instructions**  **Topic A**   1. Identify the reasons why and how ethics is of importance to the business of Johnson & Johnson overall noting that J&J encompasses medical devices, pharmaceutical and consumer packaged goods (500 words). 2. Discuss the relevance and ramifications of J&J being a global enterprise and a global employer for its approach to business ethics (500 words). 3. Identify and assess alternative perspectives of business ethics and corporate social responsibility in relation to J&J and one of its business units (500 words). 4. Develop a brief alternative value statement replacing J&J’s ‘Our Credo’ statement (page 2) so that it reflects employee, customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges, including climate change and human rights (500 words).   OR  **Topic B**  Choose a multinational business from an industry you know well and examine its equivalent 'credo, value and conduct statement' and answer the following:   1. Identify the reasons why and how ethics is of importance to the business of your choice (500 words). 2. Discuss the relevance and ramifications of the business being a global enterprise and a global employer for its approach to business ethics (500 words). 3. Identify and assess alternative perspectives of business ethics and corporate social responsibility in relation to the business and one of its business units, if applicable (500 words). 4. Develop a brief alternative value statement replacing the business ‘value statement’ so that it reflects employee, customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges, including climate change and human rights (500 words).   You may consider each of these questions separately, in which case the suggested word limit for each section should be taken as a guide, along with your introduction and conclusion. Alternatively, you may address the four questions using an integrated approach.  In your response draw from the relevant literature and research to support your analysis.  A minimum of ten (10) references is required. Illustrate your points with examples from relevant case studies about ethics and organisations (these can be included within your ten references), as well as your own experience.  Correctly use the Harvard referencing style and include a Reference List at the end of your assessment.  **Supporting resources**  [Harvard referencing: Home](http://libraryguides.vu.edu.au/harvard) (Victoria University Library 2019) has a variety of Harvard referencing resources that you can use.  Page Break  **Marking criteria**  You will be assessed on the following marking criteria:  C1. Effective communication and use of academic literacies. (10 points)  C2. Identification and analysis of the reasons why ethics has a high level of importance broadly for J&J/the company. (15 points)  C3. Discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics. (15 points)  C4. Identification and assessment of alternative perspectives of business ethics and corporate social responsibility. (20 points)  C5. Development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights. (20 points)  C6. Presentation of corroborating evidence, including synthesis of relevant literature and research. (10 points)  C7. Correct use of the Harvard referencing style, and inclusion of a Reference List. (10 points) |

Rubric on Next page

## Rubric

For consistency across the college, it is recommended that C1 and the last criteria (in this case C7) are the same across all units.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **High Distinction (HD)** | **Distinction (D)** | **Credit (C)** | **Pass (P)** | **Fail (N)** |
| **C1. Effective communication and use of academic literacies**  **10 points** | **Outstanding** level of application of knowledge and skills.  **High level** of specialised cognitive and technical skills in teaching and learning in business research methods.  **Highly** accurate and appropriate language use. Expertly written and adheres to the academic genre.  **No errors** in grammar or spelling are evident.  Information, arguments and evidence are **expertly** presented; the presentation is logical, persuasive and well-supported by evidence, demonstrating a clear flow of ideas and arguments.  Justifies any conclusions reached with **sophisticated arguments**. | **Highly effective** level of application of knowledge and skills.  **Good level** of specialised cognitive and technical skills in teaching and learning in business research methods.  **Accurate and appropriate** language use. Is very well written and adheres to the academic genre.  **No errors** in grammar or spelling are evident.  Information, arguments and evidence are **very well presented**; the presentation is logical, clear and well supported by evidence.  Justifies any conclusions reached with **well-developed arguments**. | **Effective** level of application of knowledge and skills.  **Effective** level of **specialised** cognitive and technical skills in teaching and learning in business research methods.  **Effective** language use.  **Is well written** and adheres to the academic genre.  **Few errors** in grammar or spelling are evident. Information, arguments and evidence are **well-presented**, with mostly clear flow of ideas and arguments.  Justifies any conclusions reached with **well-formed arguments** not merely assertion. | **Sound** level of application of knowledge and skills.  **Sound** level of specialised cognitive and technical skills in teaching and learning in business research methods.  **Sound** language use.  Is written according to academic genre (e.g. with introduction, conclusion or summary) and has **accurate** spelling, grammar, sentence and paragraph construction.  **Errors** in grammar or spelling are frequent but do not detract from meaning.  Information, arguments and evidence are presented in a way that is **not always clear** **and logical**.  Justifies any conclusions reached with **arguments** and not merely assertion. | **Poor** level of application of knowledge and skills.  **Poor** level of specialised cognitive and technical skills in teaching and learning in business research methods.  **Poor** language use.  **Poorly** written with errors in spelling and grammar.  **Difficult to understand** for audience, no logical/clear structure, poor flow of ideas, argument lacks supporting evidence.  Makes assertions that are not justified. |
| **C2. Identification and analysis of the reasons why ethics has a high level of importance broadly for J&J/the company**  **15 points** | **Outstanding and insightful identification of the reasons why ethics has a high level of importance for J&J/the company, including demonstrably sophisticated understanding of the issues, arguments and drivers.** | **Highly effective** identification of the reasons why ethics has a high level of importance broadly for J&J/the company, demonstrating a thoughtful understanding of the relevant arguments and drivers at a well-developed level. | **Effective** identification the reasons why ethics has a high level of importance broadly for J&J/the company, with good discussion of the issues, arguments and drivers. | **Sound** identification of the reasons why ethics has a high level of importance broadly for J&J/the company, with some discussion of the issues, arguments and drivers. | **Poor** or very limited analysis, or no analysis undertaken. The reasons why ethics has a high level of importance broadly for J&J/the company are not clearly identified. |
| **C3. Discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics**  **15 points** | **Outstanding** and sophisticated discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics. | **Highly effective discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics.** | **Effective discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics.** | **Sound discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics.**  **Discussion is demonstrated at a basic level with significant scope for greater breadth and/or depth of analysis.** | **Poor or very limited discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics, or no discussion undertaken.** |
| **C4. Identification and assessment of alternative perspectives of business ethics and corporate social responsibility**  **20 points** | **Outstanding** identification and assessment of alternative perspectives of business ethics and corporate social responsibility. | **Highly effective** identification and assessment of alternative perspectives of business ethics and corporate social responsibility. Scope for a more integrative and/or critical approach to identifying, analysing and assessing alternatives. | **Effective** identification and assessment of alternative perspectives of business ethics and corporate social responsibility.  Some scope for strengthening one or both of these dimensions. | **Sound** identification and assessment of alternative perspectives of business ethics and corporate social responsibility.  Significant scope for strengthening one or both of these dimensions. | Alternative perspectives of business ethics and corporate social responsibility are **not clearly** identified. |
| **C5.** **Development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.**  **20 points** | **Outstanding development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.** | **Highly effective** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights. | **Effective** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights. | **Sound** presentation of examples of business and human resource practices which would likely align/not align with the employee experience from an employee perspective, and an explanation why you think they would be a good/not good ‘fit’.  Development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights. | **Poor** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights. |
| **C6. Presentation of corroborating evidence, including synthesis of relevant literature and research**  **10 points** | **Outstanding justification of your view by presenting corroborating evidence.**  **Outstanding use of references in a highly integrated way to support a sophisticated level of critical analysis.**  **Number of relevant academic references significantly exceeds requirements.** | **Highly effective justification of your view by presenting corroborating evidence.**  **Highly effective use of references in a highly integrated way to support a strong level of critical analysis.**  **Number of relevant academic references exceeds minimum requirements.** | **Effective justification of your view by presenting corroborating evidence.**  **Effective use of references which strengthens/adds weight in support of the analysis. Scope for a higher level of breath and depth in the integration of academic references.**  **Minimum number of relevant academic references used.** | **Sound justification of your view by presenting corroborating evidence.**  **Sound level of relevant academic references used with a basic level of integration to support the analysis.**  **Minimum number of relevant academic references used.** | **Poor or no justification of your view by presenting corroborating evidence.**  **Poor level of relevant academic references used with a basic level of integration to support the analysis.**  **Less than the minimum number of relevant academic references incorporated within and in support of the analysis.** |
| **C7. Correct use of the Harvard referencing style, and inclusion of a Reference List**  **10 points** | **Outstanding**, advanced and correct use of referencing and includes a Reference List with no errors. | **Highly effective,** relevant and correct use of referencing and includes a Reference List with no errors. | **Effective** and correct use of referencing and includes a Reference List with no errors. | **Sound** and correct use of referencing and includes a Reference List with minor errors. | **Poor** and incorrect use of referencing and does not include a Reference List. |