SCHOOL OF ECONOMICS

Subject Outline
Autumn Session 2007
Wollongong Campus
6 credit points

COMM 327: BUSINESS INNOVATION,
TECHNOLOGY, AND POLICY
(Integrating Subject)

WELCOME TO COMM 327!

LECTURE TIMES:

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<thead>
<tr>
<th>DAY</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>13:30 – 14:30</td>
<td>67.107</td>
</tr>
<tr>
<td>Thursday</td>
<td>16:30 – 17:30</td>
<td>67.107</td>
</tr>
</tbody>
</table>

LECTURERS

Dr. Eduardo Pol [Subject Coordinator]
Room: 40.215
Phone: (02) 4221 4025
e-mail: epol@uow.edu.au

CONSULTATION TIMES

Monday   13:30 – 15:30
Friday   13:30 – 15:30
Or by appointment

PLEASE RETAIN THIS DOCUMENT FOR FUTURE REFERENCE
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1. SUBJECT DESCRIPTION, OVERALL PURPOSE, AND SPECIFIC AIMS

1.1 Subject Description

One of the striking features of the contemporary economy is the rapid creation, adoption and diffusion of innovation. As a result, business innovation has become an important and pervasive phenomenon in the corporate economy. Issues concerning innovation, international competitive advantage, and new technology feature heavily in the economic and business pages of the national media and are prominent in public policy debate. In a nutshell, we live in the innovation age.

It should be emphasized that business innovation is a vast and complex field of enquiry where considerable interdisciplinary interaction takes place. The interconnections among competitive advantage, marketing of new products, intellectual property rights, and economic freedom lie at the heart of this field.

Not surprisingly, the mass of information on business innovation has grown immensely and it is extremely dispersed. Consequently, it is important to understand how the pieces of the jigsaw come together.

To gain an understanding of the key issues emerging from innovative activities it is not only important but imperative to articulate ‘analytical elements’ such as first principles, insights, conceptual frameworks and the facts, using an interdisciplinary approach.\footnote{For the purposes of this subject, first principles are statements suggested by the empirical evidence that we do not propose to challenge (example: people react to incentives), an insight is a penetrating mental vision (example: innovation is the critical dimension of economic change), a conceptual framework is an intellectual construct for organizing thinking about a problem (example: business innovation can be described by a non-mathematical diagram involving a central chain of innovation with the corresponding interactive steps), and facts are essentially statistical data.} COMM 327 is an integrating subject that incorporates analytical elements from a variety of social disciplines (including economics, management, marketing, and law) in order to analyze the most important topics in the field of innovation.

1.2 Overall Purpose of COMM 327

The overall purpose of COMM 327 is to identify and explain innovation-related issues in the context of a creative society. To this end, COMM 327 presents and develops the fundamental analytical elements necessary to understand the following interdisciplinary areas:

- Ideas-driven economy,
- Strategic management of innovation,
- Commercialization of innovations,
- Intellectual property rights law,
- Innovation environment, and
- Innovation policies.
1.3 Specific Aims of COMM 327

COMM 327 uses a discursive, non-mathematical style of analysis. Specifically, the subject uses appreciative conceptual frameworks as analytical tools, not mathematical models.

The subject is designed to impart a conceptual understanding of the

- modern innovation vocabulary;
- importance of competition through innovation;
- Fast Innovation approach;
- implications of the difference between ideas and human capital;
- different attributes of tangible and intangible resources;
- mechanics and ecology of a Creative Economy;
- the role of patents and other intellectual property rights;
- Schumpeterian view of economic evolution
- innovation life cycle and venture capital;
- collateral effects of innovative activities;
- innovation-based classifications of economic sectors;
- the difference between the Old and New Growth Theory; and
- innovation policies.

2. STUDENT LEARNING OUTCOMES

Students who complete this subject successfully will

- have a clear idea of the inputs and outputs of the innovation process;
- understand and critically use innovation-related statistics;
- know and be able to use terminology of basic economics, including the concepts of asymmetric information, adverse selection and moral hazard;
- comprehend and be able to explain the relation between innovation and venture capital;
- perceive the importance of separating ideas from human capital;
- possess a working knowledge of the mechanics of the Creative Economy;
- understand and strategically use intellectual property rights;
- comprehend the ecology of a Creative economy;
- know how to use innovation-based classifications of economic sectors to gain an understanding of the so called ‘new economy’;
- understand not only the theory of the discipline but also the practical implications and applications of the acquired knowledge; and
- be able to analyze issues and policies in the innovation area.
3. ASSUMED KNOWLEDGE, PREREQUISITES AND PEDAGOGICAL STRATEGY

3.1 Assumed Knowledge

The subject does not assume any previous study of social disciplines, and therefore, the exposition will be at a level appropriate to the beginning student. However, do not underestimate the conceptual difficulties of COMM 327. The subject is (initially) deceptively simple, but after two weeks or so you will start feeling that its complexity increases.

3.2 Prerequisites

As to prerequisites, COMM 327 requires prior completion of 72 credit points (including Advanced Standing). This subject cannot be counted with ECON 227 or ECON 229.

3.3 Pedagogical Strategy

This subject will open your eyes to new ways of critical thinking. My pedagogical strategy consists of building up the economics tool kit gradually, step by step, bit by bit, with elementary tools and notions serving as stepping stones to the more advanced tools and concepts discussed later. This strategy has direct implications on your learning process. In fact, the development of suitable skills for beginning students is a cumulative process: the skills developed in the earlier topics will be assumed in later topics as we introduce more complex themes.

It is important, therefore, that you do understand the material as it progresses. If you have difficulties in understanding the material presented in lectures or tutorials, please talk to your lecturer as soon as possible.

4. WORKLOAD

Organizing your COMM 327 activities is a very important decision. It is not one to be taken lightly.

You have to design a timetable

and rigidly stick to it.

COMM 327 is a 6 credit point subject. This means that in addition to the two hours of lectures and one hour of tutorials, you should plan to spend

9 hours (on average) per week

seriously working on COMM 327. This time should be spent overviewing lecture material and completing tutorial questions.
The above mentioned workload is consistent with the complexities of the subject and will give you enough time to understand the course content.

Beyond any doubt, to study COMM 327 on a regular basis will pay high dividends at the time of both the Mid-session Test and the Final Examination.

5. TEXTBOOK AND REFERENCES

5.1 Textbook

There is no single textbook covering the totality of the subject. The core of the subject can be found in the following textbook:


Please, bring the textbook to every lecture: we will use it intensively in class (see ‘Lecture Topics’ in this Subject Outline).

5.2 References

The following (supplementary) references are useful to gain further understanding of some of the topics developed in the textbook, but they are not necessary to pass the subject.


## 6. LECTURE TOPICS

The following is a guide only. It may be modified if necessary as the session progresses.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Knowledge Economy, New Economy and Creative Economy</th>
<th>Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Homo economicus and homo creativus</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>The Recombinant Model of the creative economy</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Different Economic Attributes of Ideas and Human Capital, Intellectual Property Rights</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Scale Economies and Network Economies</td>
<td>Appendix A to Ch 1</td>
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<tr>
<td></td>
<td>Fast Innovation Approach</td>
<td>Appendix B to Ch 1</td>
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<tr>
<td>Week 5</td>
<td>R&amp;D Activities: Objectives and Determinants</td>
<td>Appendix A to Ch 2</td>
</tr>
<tr>
<td></td>
<td>Mega-inventions and Punctuated Equilibria</td>
<td>Appendix B to Ch 2</td>
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<tr>
<td>Week 6</td>
<td>DNA Patenting</td>
<td>Appendix C to Ch 2</td>
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</tbody>
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### MID-SESSION RECESS (ONE WEEK): ENJOY!

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Venture Capital</th>
<th>App. to Chapter 3</th>
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<tbody>
<tr>
<td>Week 8</td>
<td>The Ecology of the Creative Economy</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 9</td>
<td>Dissecting the Creative Economy</td>
<td>Chapter 4</td>
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**Short Essay (Due: Thursday, 3 May, 5:00pm)**

| Week 10 | Dissecting the Creative Economy                       | Chapter 4 |

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### MID-SESSION TEST

**Tuesday, 8 May (A to P)  Thursday, 10 May (Q to Z)**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Dissecting the Creative Economy (Cont.)</th>
<th>Chapter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Innovation-related Classifications of Sectors</td>
<td>Appendix A to Ch 4</td>
</tr>
<tr>
<td>Week 13</td>
<td>A Helicopter’s View of Growth Theory</td>
<td>Appendix B to Ch 4</td>
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</tbody>
</table>

**LECTURES END: GOOD LUCK IN THE FINAL EXAMINATION!**
7. ASSESSMENT

There are five components of assessment dispersed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
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<tbody>
<tr>
<td>Tutorial Participation</td>
<td>3</td>
</tr>
<tr>
<td>Short Essay</td>
<td>10</td>
</tr>
<tr>
<td>Random Tests</td>
<td>20</td>
</tr>
<tr>
<td>Mid-session Test</td>
<td>27</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40—in official exam period</td>
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<td></td>
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Minimum acceptable performance to pass the subject

- To pass this subject, students must obtain at least 40% in each component of assessment. This implies that students are required to achieve at least 40% in the Final Examination to pass the subject.

- Students are required to achieve at least 50% in the Final Examination to obtain a credit grade or better in COMM 327.

8. TUTORIAL PARTICIPATION (3% of the Total Assessment)

The requirement for students to participate in tutorials—as part of the tutorial process—has many educational virtues. These include the incentive to work actively, the need to apply general ideas to specific problems, and feedback to staff on areas with which the students are having problems.

The basis of the individual assessment will be the interest shown by a student in attempting the answers to the tutorial questions (short quizzes and multiple-choice questions). Preparation of tutorial answers and involvement in discussing the answers are essential indicators of ‘interest’.

Tutorial activities in this course will encourage you to keep up your preparation and will give you regular feedback on your progress.

A roll will be kept by tutors. Your tutorial attendance will be recorded each tutorial.
9. SHORT ESSAY (10% of the Total Assessment)

You have to write a Short Essay about a current article related with one or more of the following themes developed in the COMM 327 textbook:

- New Economy Firm and Its Dilemmas (Chapter 1, pp. 8-20)
- Network Economies (Appendix A to Chapter 1, pp. 139-146)
- Fast Innovation Approach (Appendix B to Chapter 1, pp. 147-156)
- Perpetual Innovation; Are there Limits to Growth? (Chapter 2, pp. 51-53)
- Intellectual Property Rights (Chapter 2, pp. 60-70)
- R&D Activities: Objectives and Determinants (Appendix A to Chapter 2, 157-163)
- Gene Patents (Appendix C to Chapter 2, pp. 173-179)
- International Competitive Advantage (Chapter 3, p. 79-111)
- Venture Capital (Appendix to Chapter 3, pp. 181-200)

You have to provide a legible photocopy of the article which includes the date of publication of your selected article. Failure to do that may imply a zero mark for this component of assessment.

Note

- An ‘article’ means either a newspaper article (e.g. The Australian, Australian Financial Review or Wall Street Journal) or a magazine article (e.g. The Economist, BRW Magazine or Fast Thinking) of less than ten pages (it could be an article consisting of less than one page). You can use Internet resources, but you have to attach a hard copy of the article to your Short Essay.

- A ‘current article’ means an article published within the last 6 months.

- You can use two current articles related to each other, but not more than two articles.

- Journal articles are not acceptable.

- The main references for your short essay are the COMM 327 textbook and your selected article. If you want to use additional references that’s fine, but it is not necessary.
Short Essay

When, How and Where to Submit

Due Date: Thursday, 3 May, 2007, 17:00

Penalty: Essays handed in late will be marked out of 6


Submission Place: Essay Box located next to Room 40.220

Length and Style

Word Limit: 1,000 words

Your Assignment should be typed on one side of the paper.

Criteria for marking:

① You have to identify one or more concepts/topics in your selected article according to the first paragraph of Section 10 of this Subject Outline and write a Short Essay (4 marks); and

② You have to write your short essay in a straightforward and easy to understand manner (6 marks).

Please note that your tutor has discreional power concerning the marking of your Short Essay. If you disagree with the mark given by your tutor, you will have to apply for re-marking. Your application must contain a careful explanation of why you disagree with your tutor.

10. RANDOM TESTS (20% of the Total Assessment)

Tutorial questions are of two types: short quizzes and multiple-choice questions.

Tutorial questions are very important to articulate your knowledge and gain better understanding of course material. The pedagogical reason for them is that students often fail to learn from reading because they are not immediately challenged to test their understanding of what they have read. In addition, the tutorial tests aim at developing your skills in problem-solving activities.
*Philosophy*

The philosophy underlying the quizzes is best condensed in the following proverb:

- I hear and I forget, I see and I remember, I do and I understand!

*Purpose*

It is virtually **impossible** to absorb all the material to be presented in this subject just a couple of days before the date of the Mid-session Test or the Final Examination.

There will be 12 tutorial questions allocated to each tutorial:

- 6 (six) quizzes, and
- 6 (six) multiple-choice questions

The **main purpose** of the tutorial questions is to **induce** you to study COMM 327 **every week**.

*Mechanics*

The mechanics of the random quizzes is as follows.

① Tests (of 15 minutes duration) will be held in **five** of the 10 tutorials (Tutorials 2 to 11).

② In each of these five tutorials, **one** of the **six** assigned quizzes and **one** of the **six** multiple-choice questions will be completed under **test** conditions.

③ The tutorials in which the tests are to be conducted will be **randomly** distributed across the weeks of the session of each tutorial class. Or, to put it differently, students will **not** be told in advance which tutorial the test will be held in.

④ The particular questions to be tested will be drawn at **random** by the tutor in the presence of the tutorial group.

More precisely, in the event that a tutorial test is given, the tutor will throw a die in the presence of the tutorial group to select **both** the quiz and the multiple-choice question to be answered.

⑤ The number of spots on the uppermost face will indicate **both** the number of the quiz and the number of the multiple-choice question to be answered.

⑥ Students **must** do their tests in their assigned tutorial classes. Tests completed in other tutorial classes will **not** be taken into account.
At the end of the session, each student’s mark will be aggregated in one of two ways:

(a) If the student has completed five random tests, the lowest test score will be automatically dropped, and the remaining 4 test scores will be added.

(b) However, if the student has completed less than 5 tests, the lowest score will not be eliminated and all quiz scores will be summed.

Assessed materials will be returned to the students in the week immediately after the test has taken place and in the corresponding tutorial class.

Student must keep assessed materials in a safe place. If there is a query regarding the marks reported by a tutor it is the student’s responsibility to provide the evidence.

**Incentive**

Each test will be graded out of 5 marks. More precisely, each short quiz is worth 4% of the Total Assessment and each multiple-choice question is worth 1% of the Total Assessment.

Please note that the COMM 327 tutors tend to be hard markers.

It is hardly necessary to mention that the incentive provided by the tutorial quizzes is significant. Do not squander your marks.

**Catch-up Test**

Students who have taken three or less quizzes will be eligible to take a ‘catch-up’ test in Tutorial 12 on presentation of a medical certificate of illness for the relevant period, or upon evidence of a serious and utterly exceptional crisis. This make-up test will be graded out of 5 marks.

Please, note that the Catch-up Test cannot be used to improve your test marks.

**Important Remarks**

To learn (and participate) effectively, you should write out brief answers to each quiz before going to the tutorials.
Note, however, that a tutorial test is *not* an "open book" test. In other words, if a test is given in your tutorial, you are *not* allowed to copy your written answers.

11. CHEATING: ZERO TOLERANCE

During a test period, students can only have the materials necessary to write the test on their desk-top. All other material must be placed in your bags, and not let at your feet or near the desk.

Any student attempting to cheat in the test will be referred to the School’s Primary Investigation Officer under the University’s Rules for Student Conduct and Discipline.

The Primary Investigation Officer will then hold a meeting with the student, tutor and subject coordinator. Serious penalties can be applied.

The University has a zero tolerance toward cheating, even for small tests that may only represent a small proportion of the total assessment.

12. MID-SESSION TEST (27% of the Total Assessment)

Testing is a necessary teaching tool. Well-constructed tests reinforce what you have learnt and expose what you have fail to learn. The Mid-session Test will be a real waker-upper to somnolent students.

The Mid-session Test will be held on **Tuesday 16 January**

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<thead>
<tr>
<th>Date</th>
<th>Family Name</th>
<th>Time</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Tuesday 8 May</td>
<td>A to P</td>
<td>13:30-14:00</td>
<td>67.107</td>
</tr>
<tr>
<td>Thursday 10 May</td>
<td>Q to Z</td>
<td>16:30-17:00</td>
<td>67.107</td>
</tr>
</tbody>
</table>
What do I have to study for the Mid-session Test?

Content

The Mid-session Test will cover

(a) Chapters 1 and 2 of the textbook
(b) Appendices A and B to Chapter 1, Appendix A, B and C to Chapter 2, Appendix to Chapter 3 of the textbook; and
(c) Tutorials 2 to 9 inclusive.

Structure

• The Mid-session Test will be 30 minutes long, including reading time
• It will consist of 27 multiple choice questions
• All questions will be of equal value, i.e. one mark each
• Each multiple choice question will contain five options

No Supplementary Examination

No supplementary examinations will be provided for the Mid-session Test. Any student who fails to attend this test will have these marks accumulated onto their Final Examination which will represent 67% of the total assessment.

Students must provide a medical certificate or other appropriate evidence in order to be allowed to accumulate marks. Otherwise, any student who fails to attend the Mid-session Test will receive a zero mark, and therefore, will fail the subject.

13. FINAL EXAMINATION (40% of the Total Assessment)

Inevitably the day will come when you need to study all the material again for the Final Examination.

What do I have to study for the final examination?

Content

• The Final Examination will cover the work of the whole session.

Structure

• The Final Examination will be two hours long
• It will consist of 40 multiple choice questions
• All questions will be of equal value, i.e. one mark each
• Each multiple choice question will contain five options
14. SUPPLEMENTARY EXAMINATION

Entitlement to a Supplementary Examination is not guaranteed.

A multiple choice-type examination will not be offered as a Supplementary Examination.

Students entitled to a Supplementary Examination will be required to answer five questions (with no choice), namely: two essay-type questions, and three problem-type questions, in three hours.

It is responsibility of those students to ascertain the date of the Supplementary Examination.

Even though the questions for the Supplementary Examination will not be intrinsically more difficult than those in the Final Examination, tutorial questions will not be replicated in the Supplementary Examination.

The Supplementary Examination will cover the work of the whole Session.

15. HOW TO STUDY THIS SUBJECT?

You need to study this subject in a different way from how you would study history or English literature or computer science.

COMM 327 has a logical structure that builds on itself from week to week. Thus if you only imperfectly understand some concept or theory, you will run into increasing difficulty when, in subsequent weeks, this concept or theory is taken for granted and built upon.

Preparing Tutorial Questions

The basic rule to prepare tutorial questions is this:

Read the relevant chapter of the textbook and try to identify the sources to the answers to the tutorial questions.

Try to keep the ‘big picture’ constantly in front of you while you are studying COMM 327.

This rule has to be followed week after week.
16. IMPORTANT NOTES

**Missing a lecture?**

Should a student miss a lecture, neither the lecturer nor the tutors will provide teaching material covering the missing lecture. Consequently, it is strongly advisable for students to have a ‘**contact**’ fellow student to obtain the corresponding class notes, handout material, and announcements.

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**Do get to know other students in class!**

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**Announcements about class matters**

It is the student’s responsibility to be informed about class matters. If you miss a lecture or tutorial (or if you are late for a lecture or a tutorial), it is your responsibility to obtain any announced information from **others** in the class.

**Missing a tutorial?**

Answers to the tutorial questions will not be distributed among the students. If you are missing a tutorial, you can **resort** to a contact fellow student in order to collect the corresponding tutorial notes.

**Personal problems**

If a student is experiencing any difficulties during this session (either with the subject tasks or of a personal nature) which are affecting their performance, they should inform the subject coordinator **as soon as possible** to assist in requests for special consideration.

**Feedback**

Constructive comments and feedback are always welcome by your lecturer and tutors. If something is bugging you, let us know.

**WebCTVista**

WebCT Vista uses your email login/user account name and password for authentication. To use WebCT Vista you must have a UOW email login/user account name and password. Current UOW students </student/> can log on to WebCT Vista subjects through SOLS and your online subjects will be displayed. Further details about WebCT VISTA and accessing your subjects can be found at
Learning for the Long Term

Learn COMM 327 for the long term, not just for passing in this subject.

Keep the textbooks to refresh your memory before going for a job interview.

If you learn for the long term, your knowledge will be there when you enter the labour market as university graduate.
SECTION C: RULES, CODES OF PRACTICE & POLICIES

C1 University Policies
Information on the following University Policies can be found at the websites below:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Website</th>
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</table>
Non-discriminatory Language

The Faculty of Commerce supports the University’s policy on the use of non-discriminatory language. It is the responsibility of students to ensure that they understand and abide by this policy. The policy is available at:

http://staff.uow.edu.au/eeo/nondiscrimlanguage.html

Special Consideration Policy

The Faculty of Commerce recognises that it has a responsibility to ensure equity and consistency across its subjects for all students. Sometimes, in exceptional circumstances, students need to apply for special consideration in order to complete all assessable work. The University applies strict criteria to the granting of special consideration. Before applying for special consideration students should carefully read the University’s policy. The policy can be found at:


Student Academic Grievance Policy

The Faculty of Commerce aims to provide a fair, equitable and productive learning environment for all its students. The Student Academic Grievance Policy seeks to support the achievement of this goal by providing a transparent and consistent process for resolving student academic grievances.

Any student who has a grievance over a result should obtain a Faculty of Commerce Appeal of Assessment Form from the Schools or the Sub-Dean’s Unit. The student should firstly take the form to the marker/lecturer to discuss the matter and, if the student is still not satisfied, s/he should take the next step as outlined on the form. Once the grievance has been considered by the Faculty, if the student still feels the situation has not been fully resolved s/he may consult the Dean of Students. However, the Dean of Students can have no input into the academic judgement of the lecturer and can only review the grievance to ensure proper procedure has been followed. For more information, please consult the policy in full at


Faculty and school policies

Referencing

WHY DO YOU NEED TO REFERENCE?

At University it is necessary to acknowledge the sources of information and ideas that you have incorporated in your assignments. Failure to do this thoroughly may result in accusations of plagiarism: this is the academic equivalent of stealing (because by not
acknowledging someone else's work, you are presenting it as your own). Plagiarism is taken very seriously by the University and may result in expulsion from the University. Referencing is not only about acknowledging other people's work: accurate referencing and lists of references are beneficial when researching a topic as they allow the reader to follow up information and read further into the area. In a sense, references provide readers with clues to help them explore different avenues of a topic. This aspect of referencing will become more valuable to you as you progress in your studies. There is a correct procedure that must be followed when referencing and using footnotes. Not complying with these set techniques and format will most likely result in loss of marks. When writing an essay it is easiest to reference as you go, making sure you are writing down all relevant information. This will save hours trying to find the source again in the library.

THE HARVARD SYSTEM OF REFERENCING

The Faculty of Commerce uses the Harvard system of referencing. This system makes use of short references within the body of the text. It is supplemented by a detailed list of references at the end of the text, which provides all the information necessary to find the source material. In-text references include the author and year of publication, and where necessary the page number(s).

It is the responsibility of students to ensure that they are familiar with the Harvard system of referencing and that they use it accurately in all written work submitted. Students should consult the following University Library website for a detailed explanation and examples of the Harvard system of referencing.


Citation of Electronic Sources

It is necessary for students to reference all sources used in their written work, including file transfer protocol sites, worldwide web sites, telnet sites, synchronous communications (MOOs, MUDs, IRC, etc.) Gopher sites, and email, Listserv and Newsgroup citations.

It is the responsibility of students to ensure that they are familiar with the accepted Faculty of Commerce practice for referencing electronic material and that they use it accurately in all written work submitted. Students should consult the following University Library website for a detailed explanation and examples of how to reference electronic material.

C3 Support Services and Facilities

Learning Resource Centre

Learning Development offers a range of free services to all enrolled students who wish to improve their academic or English language skills. There are a range of workshops available including; essay writing and editing; reading for assignments; grammar; presentation skills; pronunciation and exam preparation.

For information on language and academic skills workshops, or to make appointments for consultations, please visit the Learning Resource Centre (LRC), Building 19, Ground Floor, Room G102, or Phone 02 4221 3977. For further information visit the website:


Faculty Librarians

Each faculty has a Faculty Librarian who is available to help with research related enquiries. Research Help Desk staff are also available in the Library to assist with research needs.

The Faculty Librarians for Commerce can be contacted as follows:

email: lib_commerce@uow.edu.au
phone: 42 213078

Disability Liaison Officer

The Disability Liaison Officer (DLO) can provide advice on how particular disabilities affect university study and information on resources available at the University for assisting students with disabilities. Students commencing courses are advised to contact the Disability Liaison Officer prior to the beginning of their first session of study.

For further information on services offered, consult the Disability Services website or contact the office.

web address: http://www.uow.edu.au/student/services/ds/
phone: 42 213445
fax: 42 215667

Faculty Disability Advisers

Faculty Disability Advisers are academic staff who provide assistance and support to students with disabilities within their Faculty and act as an intermediary between the student and the Faculty's academic and general staff. They provide support, educational advice and referral to appropriate staff on issues related to teaching and learning within the Faculty and the University. Students are advised to communicate specific information about the ways in which their disability affects learning to the Faculty Disability Adviser as soon as possible after enrolment.
The Faculty of Commerce Disability Adviser is Mr. Ron Perrin. Mr Perrin can be contacted as follows:

Office location: Building 40, room 224  
email address: ron_perrin@uow.edu.au  
telescope: 02 4221 4118

WOOLYUNGAH INDIGENOUS CENTRE

The Woolyungah Indigenous Centre provides academic and personal support for Aboriginal & Torres Strait Islander and other indigenous students. The Centre also runs an Indigenous Specific Orientation Program for students who gain entry to the University through the alternative admissions program.

For further information on services offered, consult the Woolyungah Indigenous Centre website or contact the office.

Centre location: Building 30  
web address: http://www.uow.edu.au/aec/  
telescope: 02 4221 3563  
fax: 02 4221 4244