

BUS513 The Literature Review

School: School of Business and Creative Industries

2025 | Semester 1

Online

ONLINE

You can do this course without coming onto campus.

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

1. What is this course about?

1.1. Description

This course is designed to develop your understanding of the critical role of the literature review within the research process. Ultimately you will plan and produce a draft literature review related to your own research interests in the Business discipline. The course involves interactive workshops as well as direct one on one supervision.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	10 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	10 times

1.3. Course Topics

- The Big Picture
- Finding the Literature
- Reading and Managing Literature
- Evaluating and Critiquing Literature
- Analysis and Synthesis
- Reference management
- Structuring the literature review
- Writing Journal Articles
- Systematic literature reviews

2. What level is this course?

500 Level (Advanced)

Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Design, collect and reflect on research and data in order to support the development of a research question.	Engaged	PC1.1, PC3
2 Analyse and synthesise current literature to identify gaps.	Creative and critical thinker	PC1.1, PC3
3 Identify both the strengths and weaknesses of specific research methodologies and how they relate to views of knowledge and research.	Creative and critical thinker Engaged	PC1.1, PC3

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1.1	Written Communication
PC3	Creative and Critical Thinking

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Enrolled in any honours program or postgraduate coursework program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Early feedback will be received in the workshops through active engagement and discussion of your research topic.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Literature Review (or component)	Individual	10%	500 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	30%	1,000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Literature Review (or component)	Individual	60%	4,000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Draft plan of literature review

GOAL:	The purpose of creating the draft literature review is for you to provide a foundation for your research; this is a short and concise document that creates a template for your larger literature review (Task 3). This task requires the identification and analysis of the parent and immediate disciplines, identification of the relevant journals articles and a coherent outline of the topics chosen for inclusion in the literature review.													
PRODUCT:	Literature Review (or component)													
FORMAT:	Present your work in three sections: (i) Introduction, (ii) Discussion and (iii) Conclusion													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identification and categorisation of relevant research</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Professional communication</td> <td>1</td> </tr> <tr> <td>3</td> <td>Appropriate referencing to your discipline</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Identification and categorisation of relevant research	1 2	2	Professional communication	1	3	Appropriate referencing to your discipline	1	
No.		Learning Outcome assessed												
1	Identification and categorisation of relevant research	1 2												
2	Professional communication	1												
3	Appropriate referencing to your discipline	1												
GENERIC SKILLS:	Communication													

All - Assessment Task 2: Critique a journal article

GOAL:	You will identify both the strengths and weaknesses of a journal article. You will determine and clearly identify the relevant parent and immediate disciplines, diagnose the basic flaws and positive aspects of the research.													
PRODUCT:	Essay													
FORMAT:	Discipline essay format.													
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1	Analysis and synthesis of relevant research	1 3												
2	Professional communication and presentation	2 3												
3	Appropriate referencing to your discipline	1 2												
GENERIC SKILLS:	Communication, Organisation													

All - Assessment Task 3: Literature review

GOAL:	You are required to write a clear and concise literature review based on your research question, using skills gained in the course. This task involves a comprehensive and critical analysis of key journal articles highlighting the gaps in the literature. Furthermore, attention to the development of a logical and flowing argument and the concise and accurate communication and presentation of the literature review are necessary.		
PRODUCT:	Literature Review (or component)		
FORMAT:	Discipline format.		
CRITERIA:	No.		Learning Outcome assessed
	1	Analysis and synthesis of relevant research	2 3
	2	Identification and categorisation of relevant research	1 3
	3	Organisation and logic of the literature review	3
	4	Professional communication and referencing	1 3
GENERIC SKILLS:	Communication, Organisation		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

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

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

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Ridley, D	2012	The Literature Review, A Step-by-Step Guide for Students	2nd Ed.	Sage.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

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

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

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

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

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

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

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

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

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

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au