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| Course Code: | FND103 |
| Course Name: | Intercultural Studies |
| Trimester: | Trimester 3, 2017 |
| Program: | Foundation Program |
| Credit Points: | 10 |
| Course Coordinator: | Cara Margaret Nunez |
| Document modified: | 25 th August 2017 |

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Cara Nunez: cara.nunez@staff.griffithcollege.edu.au

Mia Mitropoulos: maria.mitroploulos@staff.griffithcollege.edu.au

Nadia Haralampou: nadia.haralampou@staff.griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times.

Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course is designed to present students with a variety of socio-cultural topics that will increase their confidence in living and studying in the Australian multicultural environment. Students will reflect on their own culture through investigating and comparing contemporary issues in Australian culture. Topics include: Understanding culture; Implications of culture shock; the history of Immigration in Australia; Ways of Learning; Health Matters; Religion, Faith and Belief; Politics, Law, and Government; Human Rights; and, the Arts. The implications of living and studying in a multicultural society are explored within the dimensions of non-Indigenous Australian and Indigenous Australian cultures.

Rationale

This course is designed to enhance students' understandings of the perceptions, values and beliefs on the culture in which they now find themselves. Students will reflect on differences between their own perceptions, values and beliefs and those of other cultures, including Australian Indigenous and non-Indigenous cultures. Students will gain knowledge and skills about living in the multicultural Australian environment, so that they are able to effectively communicate in the contexts of educational, health, legal, political, religion/faith, and human rights. Students will identify the differences between these contexts in their own culture and those in the Australian culture, in order to come to a better understanding of their position in both.

Aims

The purpose of this course is to provide students with an understanding of cultural diversity and its value in contemporary multicultural societies in order to effectively interact, participate and communicate in an increasingly global environment. Students will develop an understanding of the influence and role that cultural background plays in the development and maintenance of different institutions in society.

Emphasis will be placed on providing students with opportunities to understand their own cultures through developing empathy with other cultures and insight into how they relate to each other. Through an exploration of culture, students will have the opportunity to reflect on their cultural identity and their role in a rapidly changing world.

Students will also have the opportunity to examine and compare the customs and traditions, strategies and practices from their own culture to other cultures in order to gain an understanding and appreciation of culturally diverse environments. Upon completion of this module students will be able to demonstrate respect and sensitivity through the development

of knowledge, understanding and intercultural skills that allow them to participate effectively in a range of personal and professional contexts, and to relate to and work efficiently with people of other cultures.

Learning Outcomes

Upon successful completion of this course students will be able to:

1. Demonstrate an understanding of various cultural concepts such as culture, acculturation, enculturation, diversity, and culture shock;
 2. Explain the evolution of immigration policies in the Australian context;
 3. Discuss different values and attitudes across different cultures;
 4. Explain and demonstrate the importance of communication and thinking and processes of reasoning and problem solving when living in a multicultural environment;
 5. Analyse the role of power and inequality within cultures;
 6. Explain relevant concepts such as assimilation, white Australia policy, and multiculturalism in the Australian context;
 7. Analyse the various elements of cultural universal systems (such as Human Rights, Law, Politics, Health, Education, Religion, and the Arts);
 8. Discuss the impact of socio-historical events on cultural practices in the Australian context.
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Texts and Supporting Materials

Required Resources

While there is no set textbook required for this course, you will be required to purchase a workbook containing the weekly homework readings and associated activities. The workbook is available from the Mt. Gravatt and Gold Coast Bookstore. This workbook will form the basis for your Weekly Activities and Participation assessment (10%) throughout the trimester (refer to the Assessment Details section below for further information).

You will also need to purchase a lined writing book (sheets of loose paper will not suffice) and bring this to class each week, as it will be used during class time for note taking.

Organisation and Teaching Strategies

Classes are held for four (4) hours each week with a variety of opportunities to interact and learn.

During weekly class time (4 hours) you will be presented with the course content through the use of presentations, videos and the use of internet sites. There will also be opportunities for you to reflect on and participate in discussion with your teacher and classmates about the content presented during classes. These discussions will provide you with the opportunity to develop a deeper understanding of the basic foundations and concepts relevant to various

cultures and apply these in order to fulfil the aims and objectives of the course. It is expected that you devote further hours of private study each week, which will include weekly homework reading and exercises, and preparation of assessment items.

Classes will also provide an opportunity for you to learn through experiencing interactive student debates and group discussions that are related to course content. During these sessions you are expected to participate in an active way - through debate and discussion - that will provide the types of experiences useful for developing a deeper understanding of the course concepts.

You will also have the chance to (a) reflect upon your individual experiences, (b) interpret those experiences in terms of the relevant theories and concepts, and (c) plan to improve the quality of your intercultural interaction and communication.

Many of the resources will be made available to you through the Course Notes section on the Griffith College portal. There is the opportunity to access course resources via online mode so you will need to have Internet access to the Griffith College portal so that you can access the material available for your learning.

There will be a field trip to the Queensland Museum and the Queensland Art Galleries during the course, so that you may experience and interact with culture, art and artefacts, first hand.

All classes aim to enhance your ability to complete assessment, interact with other students and your teacher as well as provide you with additional opportunities to experience culture in a variety of communication contexts.

Class Contact Summary

The expected contact hours per week for this course comprises of:

Formal classes: 4 Hours

Formal Homework: 4 Hours

Online Learning: 1 Hour

Supervised Consultation: 1 Hour

Total: 10 Hours

Attendance:

Your attendance in class will be marked twice during a four-hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the trimester.

Participation in Class:

During classes each week you are expected to actively and enthusiastically participate in exercises, activities and discussions related to the current topic. Active participation is encouraged, as the course content is open for reflection and discussion during class.

Consultation Time:

Consultation time is offered on a weekly basis in order to support student learning. Please

refer to the student portal or your teacher for details.

Course Materials:

Lecture notes will be made available to you on the MyStudy site on the student portal and you are advised to print these out before each class to help guide you in your study program. You are expected to bring a lined notebook and pens and pencils to class in order to take notes. You are also expected to attend classes having completed the weekly readings and homework activities in order to be able to participate in the interactive group activities.

Independent Learning:

You are expected to reinforce your learning from class time by undertaking sufficient independent study outside of class time so that you can achieve the learning outcomes of the course. This independent learning will involve reading and preparing for classes and completing assignments and other assessment tasks. There will be the opportunity to use online resources via the Griffith College portal.

Program Progression:

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule*Weekly Teaching Schedule*

| Week | Topic | Activity | Readings |
|------|---|----------|--|
| | Introduction to Course | Class | Presentation available on portal |
| | Culture and Culture Shock | Class | Presentation available on portal |
| | Where do we all come from? | Class | Introductory Activity |
| | Demographics of Multicultural Australia and A Multicultural History of Australia – Part 1 | Class | See Portal - Immigration Nation and Presentation |

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|---|---|-------------|--|
| | Class Activities | Class | From workbook |
| | A Multicultural History of Australia - Part 2 | Class | See Portal - Immigration Nation and Presentation |
| | Class Activities | Class | From workbook |
| | A Multicultural History of Australia - Part 3 | Class | See Portal - Immigration Nation and Presentation |
| | Class Activities | Class | From workbook |
| | Our Generation – Indigenous Australia | Class | DVD + Our Generation Guide on Portal |
| | Class Activities | Class | From workbook |
| 6 | Qld Museum and Qld Art Galleries | Field Trips | |
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| | Human Rights | Class | Presentation available on portal |
| | Class Activities | Class | From workbook |
| | The Great Debates / Presentation | Assessment | |
| | Australian Politics and Government | Class | Presentation available on portal |
| | Class Activities | Class | From workbook |
| | The Great Debates / Presentation | Assessment | |

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| 9 | Religious, Faith, and Belief Systems | Class | Presentation available on portal |
| | Class Activities | Class | From workbook |
| | The Great Debates / Presentation | Assessment | |
| | Health Matters | Class | Presentation available on portal |
| | Class Activities | Class | From workbook |
| | The Great Debates / Presentation | Assessment | |
| | Ways of Teaching and Learning | Class | Presentation available on portal |
| | Class Activities | Class | From workbook |
| 12 | The Great Debates / Presentation | Assessment | |
| Exam Block | Final Exam | Assessment | |

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

| Item | Assessment Task | Weighting | Relevant Learning Outcomes | Due Date |
|------|--------------------|-----------|----------------------------|--------------|
| 1 | Mid-Trimester Exam | 25% | 1,2,4,5,6,8. | 7 |
| 2 | Great Debate | 30% | 2,3,4,5,7,8 | 8, 9, 10, 11 |

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|---|-------------------------------------|-----|-----------------|------|
| 3 | Weekly Activities and Participation | 10% | 1,2,3,4,5,6,7,8 | 2-12 |
| 4 | Final Examination | 35% | 1,3,4,5,7,and8. | 14 |

Assessment Details

There are four (4) items of assessment in the course. To give yourself the best chance of success in this course you are encouraged to submit all four (4) pieces of assessment.

1. Mid-Trimester Exam The mid-trimester exam will cover topics presented from weeks 1 - 6. By completing the mid-trimester exam, you will be provided with an opportunity to demonstrate achievement of learning outcomes 1, 2, 4, 5, 6, and 8.

2. Weekly Activities and Participation

From week 2 of trimester, you will be required to complete homework readings and associated activity sheets and bring these to class the following week. It is essential that you complete the homework readings and activities prior to each class as this information will be used to participate in and complete class activities. Marks for this assessment item will be awarded for the completion of your activity sheets as well as your level of participation in the class activities. Completion of the weekly activities and participation provides a comprehensive demonstration of achievement across learning outcomes 1 - 8.

3. Great Debate

Debating teams of 3 will be formed. During weeks 8 -11 a debate will be held with one team of 3 representing a FOR argument and one team representing an AGAINST argument. Topics will be chosen in week 4. Students will work as a team to undertake research to present their argument FOR or AGAINST to the class. By completing the great debate, you will be provided with an opportunity to demonstrate achievement of learning outcomes from 1, 3, 4, 5, 7, and 8.

You are required to submit a paper copy of your Assignment at the beginning of class in the week of you debate (8, 9, 10, or 11). You will also be required to submit your debating script electronically via Griffith College's collusion detection tool [Turn It In].

4. Final Exam:

The final exam will cover topics presented from weeks 7- 12 and will assess learning outcomes 1, 3, 4, 5, 7, and 8.

Satisfactory completion of the course

To satisfactorily complete the course, you must achieve a minimum overall mark of 50%.

PLEASE NOTE: Assignments are required to be submitted to Turnitin. Failure to obtain and attach a satisfactory Originality Report will mean that the assignment will not be marked and

a score of zero will be recorded for the assignment. Detailed instructions and a Marking Guide will be provided during the trimester. Late submissions will attract a penalty as described in the Assessment policy.

Internal moderation and benchmarking processes

All assessment will be set by teaching staff with a collaborative approach that includes peer review and approval by the appropriate Program Convenor. Significant pieces of assessment in the course are internally moderated in a collaborative manner by relevant teaching staff to ensure that the criteria and standards are correctly and consistently applied. Before Final Exams are marked, teachers conduct sample marking to ensure that the criteria and standards are correctly and consistently applied. In addition, benchmarking of the final exam in each course is undertaken by an external person (usually a lecturer in a similar Diploma level course). The benchmarking report provided by the external lecturer informs continuous improvement practices for the subsequent trimester.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills | Taught | Practised | Assessed |
|----------------------------------|--------|-----------|----------|
| Written Communication | Yes | Yes | Yes |
| Oral Communication | Yes | Yes | Yes |
| Information Literacy | Yes | Yes | Yes |
| Secondary Research | Yes | Yes | Yes |
| Critical and Innovative Thinking | Yes | Yes | Yes |
| Academic Integrity | Yes | Yes | Yes |
| Self -Directed Learning | Yes | Yes | Yes |
| Team Work | Yes | Yes | Yes |
| Cultural Intelligence | Yes | Yes | Yes |
| English Language Proficiency | Yes | Yes | Yes |

Additional Course Generic Skills

Additional Course Information

Learning Support

In addition to formal contact hours, you are provided with extra support through individual consultation with teaching staff, English language support, and self-access computer laboratories.

Griffith College is committed to providing additional academic assistance to students to maximise their opportunity to successfully complete units of study. Learning Advisors conduct regular workshops in skill areas essential to studies. These include: time management, goal setting, essay preparation, examination techniques, academic writing skills and maths. Further information on programs available can be accessed on the Griffith College 'Support' tab on the Portal (<http://studentsupport.griffithcollege.qld.edu.au/>) or by asking the Griffith College staff on reception.

Teacher and Course Evaluations

Student feedback is respected and valued by teachers and the College. Students are encouraged to provide their thoughts on the course and teaching, both positive and critical, directly to their teacher or by completing course and teacher evaluations.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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