



Course Code:	9130IBA
Course Name:	Intercultural Issues for Postgraduate Students
Semester:	Trimester 1, 2018
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	Leonie Elphinstone
Document modified:	12 October 2017

Teaching Team

Leonie Elphinstone

LEEL@portal.griffithcollege.edu.au

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

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

Intercultural Issues for Postgraduate Students provides an opportunity for students to improve communication skills relevant to postgraduate study in the context of an Australian University. It focuses on broad cultural competence with an emphasis on communication across cultures to ensure students are equipped to respond appropriately in varied and multicultural environments. Emphasis is placed upon developing personal awareness, insight into other cultural backgrounds and reflection together with verbal, non-verbal and written communication.

Rationale

To be successful in postgraduate study students require effective communication skills as well as the ability to reflect on and enhance their individual approaches. It is also important to be able to transfer and adapt skills learnt in previous study and life contexts to a variety of new and unfamiliar situations. This course provides an opportunity for students to develop an understanding of a diverse range of cultural contexts including their own cultural background. Students will be encouraged to reflect on their own approaches and preferences and how they might adapt and apply these in a range of different teaching and learning contexts. The course will encourage students to develop their interpersonal skills in the areas of communication, presentation, negotiation and teamwork from an intercultural perspective. The course focuses on students' ability to learn and function effectively in a multicultural environment and to adapt their skills to a range of contexts.

Aims

The course aims to develop effective communication skills and to build on and extend students' intercultural skills and understandings, preparing them to participate effectively in varied personal and professional contexts within a challenging global environment. The course also aims to assist students in understanding and managing transitions between different cultural and other related contexts effectively.

Learning Outcomes

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

1. Reflect on and identify strengths and weaknesses in communication approaches and work towards an Action Plan for change where needed.
2. Understand cultural values theory and relate this to individual backgrounds, beliefs and behaviours and to that of others.
3. Understand the importance of effective presentation as a global skill and evaluate the performance of peers in a constructive and contextually appropriate manner.
4. Understand the meaning of and management of conflict in different cultures and contexts and apply different negotiation approaches.
5. Understand diversity issues in various domestic and international contexts and develop skills for working in a culturally diverse team setting.
6. Recognise and apply reading and writing skills to enhance analysis of research relating to the area of intercultural studies and communication.
7. Identify and apply skills and approaches to enhance cultural competence in a range of settings and recognise the need for continuous learning in this area.

Texts and Supporting Materials

There is no prescribed textbook for this course. A suite of digital prescribed readings will be provided through the Griffith College MyStudy course site. Students will be expected to access and read weekly readings/articles/links which will be available on the Griffith College course portal. Pre-reading will be required each week and these readings will support students' understanding of the course materials and completion of the assignments.

Additional materials may also be provided in class to support workshop activities.

Organisation and Teaching Strategies

The course consists of a two-hour lecture, a one-hour tutorial and a one-hour workshop each week.

Lectures: These are interactive to encourage maximum learning. Students are encouraged to participate through focusing on questions, making comments and doing short relevant written and oral exercises. These will be based on the readings and other stimulus materials provided in class.

Workshops and tutorials are designed to encourage students to make meaning of their learning through the use of practical exercises and experiences. This will involve both individual and group work. Students will need to allocate about 10 hours per week (including the lecture/tutorial time) to this course. Reading and analysis of the course materials which accompany this course are essential requirements of this course.

The classes are designed in an interactive, integrative manner hence workshop and tutorial activities may be interspersed within the lecture. Maximum benefit will be gained from attendance for the full four (4) hours each week, as this course is based on a combination of theory together with application to personal interactions and awareness and student participation will maximise this.

Class Contact Summary

Attendance: It is strongly recommended that students attend the weekly lectures, tutorials and workshops as this course combines both theory and personal awareness development through interaction and activities. Assignment work is closely related to the work in lectures and tutorials and the pre-readings will support completion of assignments.

Program Progression: In order to complete the MPQ program successfully, students must achieve at least a Pass grade in this course as well as at least a Pass the other three (3) courses in the MPQ program and obtain a GPA of 4.00 overall.

Lecture Notes & Course Materials: Students are encouraged to bring a copy of the lecture notes from the Griffith College MyStudy course site and any other required course materials to classes each week.

Independent Study: Students are expected to reinforce their learning gained during class time by undertaking sufficient independent study. For this 10 CP course, students will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided students have well used the 4 hours per week of formal contact, you would then complete at least 6 hours per week of independent study.

Weekly Teaching Schedule

Week	Topic	Activity/ Assessment due	Readings/ links available weekly on course portal
1	Overview: Introduction to the course, outline of expectations & assessment Introduction to Diversity The role of personal reflection in learning	Lecture/Tutorial/ Workshop	
2	What is culture? Understanding the basis of cultural differences/ commonalities. Verbal and non-verbal behaviours	Lecture/Tutorial/ Workshop	
3	Introduction to cultural values theory. Reflection on cultural values, related expectations & behaviours	Lecture/Tutorial/ Workshop	
4	Cultural values theory continued Introduction to major world religions and belief systems	Lecture/Tutorial/ Workshop 1st Journal article review due	
5	Barriers to intercultural communication and conflict Understanding different conflict/negotiation approaches Formation of presentation teams & topic allocation	Lecture/Tutorial/ Workshop	
6	Working in culturally diverse teams Presenting effectively - a global skill Constructive feedback: Giving & receiving	Lecture/Tutorial/ Workshop 2nd Journal article review due	
7	Introduction to cultural competence theories <hr/> Presentation group consultations & draft reviews	Lecture/Tutorial/ Workshop	
8	Presentations in class Cultural competence theories continued	Lecture/Tutorial/ Workshop <hr/> Presentations in class	
9	Cultural Intelligence(CQ) overview Relationship to IQ and EQ Correlations to personality factors	Lecture/Tutorial/ Workshop	
10	Globalisation, Mobility & Multiculturalism Convergence and Divergence theories Essay drafts will be discussed in class	Lecture/Tutorial/ Workshop	
11	Cultural transitions and change management Immigration/Expatriates and transitions	Lecture/Tutorial/ Workshop Essay due	
12	Course review and preparation for examination	Lecture/Tutorial/ Workshop	No prescribed reading

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Research Essay	40%	1, 2, 4, 6	Weeks 4, 6 & 11
2	In-class Presentation	30%	1, 2, 3, 4, 5, 7	Week 8
3	Final Examination	30%	1-7	Exam Period

Assessment Details

Assessment item 1

Title: Research Essay

Type: Assignment – written assignment

Learning Outcomes Assessed: 1, 2, 4, 6

Weight: 40%

Task Description: This assignment has two parts. Part A consists of a review of two (2) journal articles; and Part B consists of a 2,500-word essay.

Part A: Review of journal articles (10%)

Due Date: Weeks 4 & 6

Task: Each student will be required to review two (2) journal articles and submit a 500 word review of each in weeks 4 and 6, respectively. The review will summarise and critically evaluate the particular journal article provided by the lecturer. Each journal article will be relevant to the essay topic and as such will provide formative feedback in preparation for completing the essay. This assessment item is designed to provide students with feedback on their learning.

Part B: Essay (30%)

Due date: week 11

Task: Students will be required to write a 2,500-word essay discussing theories relating to cultural competence. Students will be expected to integrate reference to readings provided as part of the course including those reviewed as part A, as well as a wide range of other journal articles which they have sourced. These materials will be integrated to present a sustained argument which appropriately responds to the essay question. Standard APA referencing will be required and students will be required to access and utilise resources outside those provided as part of the course. A critical approach to the readings will be expected. This essay will be due in week 11 and there will be opportunities to submit drafts for feedback in the weeks prior to when the essay is due.

Submission: A requirement for submission of this assessment is that it must be uploaded to Turnitin for checking of originality against sources (including web/database/other student's assignments) by the due date of submission. Failing to submit to Turnitin will result in students receiving a Did Not Submit (DNS) mark for their assignment. The lecturer will discuss how Turnitin will be specifically used in your course. Turnitin Student User Guides are also available from the Griffith College portal.

Criteria and marking: Further detail will be provided in class.

Assessment Item 2

Title: In-Class Presentation:

Type: Presentation in pairs

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 7

Due Date: Week 8

Weight: 30%

Task Description:

Each student will pair with another student (if possible of a different cultural/linguistic background) and in week 8 will deliver a twelve (12) minute presentation aided by an associated PowerPoint, comparing cultural backgrounds of two nominated countries/cultures. The topic/cultures/countries for comparison will be negotiated with the tutor.

Submission: PowerPoint slides will be submitted via Turnitin on MyStudy.

Criteria and marking: Further detail will be provided in class.

Assessment item 3

Title: Final exam

Type: Examination

Learning Outcomes Assessed: 1-7

Due Date: Exam week

Weight: 30%

Task Description: The final examination will assess students' application and theoretical understanding from the entire course developed in Weeks 1-12. The examination will include both multiple choice and short answer questions and will be two (2) hours in length with ten (10) minutes perusal. Successful completion of the final exam therefore will demonstrate achievement in all learning objectives.

The course assessment involves a wide range of formative and summative strategies, to assist students to build skills and perform at their best. Students should submit all pieces of assessment for the semester as this will ensure students have the best possible opportunity to achieve at least the minimum mark to pass the course. The assessment structure aims to determine students' level of understanding of the course at both practical and theoretical levels, and within formal and informal contexts.

Criteria and marking: Further detail will be provided in class.

Submission and Return of Assessment Items

Retention of Originals

Students 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, students must submit an Application for Extension of Assignment form to their 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 in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

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
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	

Additional Course Generic Skills

Specific Skills	Taught	Practised	Assessed
Negotiation	Yes	Yes	Yes

Additional Course Information

Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

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.

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.