



Course Code:	9130IBA
Course Name:	Intercultural Issues for Postgraduate Students
Semester:	Trimester 2, 2019
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	Dr Tricia Hopton
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Teaching Team

Dr Tricia Hopton

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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 their communication skills for postgraduate study in the context of an Australian university. The course 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, gaining insight into other cultural backgrounds, and practicing reflection in order to strengthen 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 to communication. 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 a deeper understanding of a diverse range of cultural contexts, including their own cultural background. Students will be encouraged to reflect on their approaches and preferences and consider 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' abilities 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 those of others.
3. Understand the importance of effective presentation skills and evaluate the performance of peers in a constructive and contextually appropriate manner.
4. Understand the meaning 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 completing relevant written and oral exercises. These will be based on the readings and other stimulus materials provided in class.

Workshops and tutorials: These 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 accompanying course materials are requirements.

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. Active student engagement and participation will benefit 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 a minimum of a Pass grade in this course, as well as at least a Pass in all three (3) other MPQ courses 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 *Form presentation groups & allocation of topics	Lecture/Tutorial/ Workshop	
4	*Cultural values theory continued *Introduction to major world religions and belief systems	Lecture/Tutorial/ Workshop Journal article review due	
5	*Barriers to intercultural communication and conflict *Understanding different conflict/negotiation approaches *Working in culturally diverse teams *Presenting effectively - a global skill *Constructive feedback: Giving & receiving	Lecture/Tutorial/ Workshop	
	Drafts of presentations discussed in class		
6	Presentations in class	Lecture/Tutorial/ Workshop Presentation due	
7	Presentations in class	Lecture/Tutorial/ Workshop Presentation due	
8	Cultural competence theories continued	Lecture/Tutorial/ Workshop	
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 (Review: 5%; Essay: 30% = 35%)	35%	1, 2, 4, 6	Weeks 4 & 11
2	In-class Presentation	30%	1, 2, 3, 4, 5, 7	Week 6 & 7
3	Final Examination	35%	1-7	Exam Period

Assessment Details

The course assessment involves a wide range of formative and summative strategies to assist students in skill-building so they may 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 assignment structure aims to determine the students' level of understanding of the course at both practical and theoretical levels, and within formal and informal contexts.

Assessment item 1

Title: Research Essay

Type: Assignment – written assignment

Learning Outcomes Assessed: 1, 2, 4, 6

Weight: 35%

Task Description: This assignment has two parts. Part A consists of a review of two (2) assigned journal articles; Part B consists of a 2,000-word essay.

Part A: Review of journal articles (5%)

Due Date: Week 4

Task: Each student will be required to review two (2) journal articles and submit a 500 word review in week 4. The review will summarise and critically evaluate the particular journal articles provided by the lecturer. The journal articles will be relevant to the presentation and essay topics and as such will provide preparation for completing the presentation and 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 2,000-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 in part A, as well as a wide range of other journal articles that students have sourced independently. These materials will be integrated to present a sustained argument, which appropriately responds to the essay question. Standard APA referencing is required. A critical approach to the readings is expected. This essay is due in week 11.

Submission: The essay must be uploaded to Turnitin for checking of originality against sources (including web/database/other students' assignments) and grading 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 is used in class prior to the

submission date. 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 groups of 3-4 students from different cultural and/or linguistic backgrounds.

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

Due Date: Week 6 & 7

Weight: 30%

Task Description:

Each small group (if possible of different cultural/linguistic background) will deliver an oral presentation in which they will compare and contrast the cultures of two countries/cultures. This will be during class in Week 6 or 7 and should be approximately twelve – fifteen (12-15) minutes. Each presentation should be accompanied by an original PowerPoint, and should make use of academic references, images, and sourced data. 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: 35%

Task Description: The final examination will assess students' theoretical understanding and application of theory 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.

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.

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