



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>FND103</b>
<b>Course Name:</b>	<b>Intercultural Studies</b>
<b>Trimester:</b>	<b>Trimester 03, 2019</b>
<b>Program:</b>	<b>Foundation Program</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Melanie Lynch</b>
<b>Document modified:</b>	<b>19.08.19</b>

### 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: Cultural concepts and terminology; 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 with a comparative analysis focussing on non-Aboriginal and Torres Strait Islander Australian and Aboriginal and Torres Strait Islander Australian cultures.

### Assumed Knowledge

It is assumed that students are able to apply APA 6th Referencing system.

### 1.2 Teaching Team

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

Name	Email
Melanie Lynch	Melanie.lynch@staff.griffithcollege.edu.au

## 1.3 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 "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course 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.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain relevant cultural concepts in the Australian and world context
2. Explain the evolution of immigration policies and their socio-cultural impact on cultural practices in the Australian context
3. Describe various elements of cultural universal systems
4. Apply necessary cognitive skills when living in a multicultural environment
5. Compare the role of power and inequality in a multicultural environment
6. Synthesize the application of human rights in an Australian context

### 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
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

### 3. Learning Resources

#### 3.1 Required Resources

Required resources for this course will be a combination of printed and electronic resources. A course workbook will need to be purchased during O week from the campus bookstore. This will be used along with resources that will be accessible on the Griffith College portal through the course notes section for this course. Students will require a device (preferably PC, laptop or ipad) with a stable internet connection in order to complete the course. There will be some material provided on the course notes that will be required to be downloaded, printed and brought to class.

#### 3.2 Recommended Resources

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

#### 3.4 Other Learning Information

##### Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

## Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

## Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

## Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

## Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

## 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].

## Teacher and course Evaluation

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 via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Introduction to Course and Assessment	Class	Presentation available on portal	
	Culture and Culture Shock	Class	Presentation available on portal	1
	Where do we all come from?	Class	Introductory Activity	1

2	Demographics of Multicultural Australia and Immigration Nation – Part 1	Class	See Portal - Immigration Nation Part 1 Ted Ed (homework) and PowerPoint Presentation	1, 2
	Class Activities	Class	Based on Immigration Nation Part 1	2
3	Immigration Nation - Part 2	Class	See Portal - Immigration Nation Part 2 (homework) and Powerpoint Presentation on portal	2, 4, 5, 6
	Class Activities	Class	Based on Immigration Nation Part 2	2, 4, 5, 6
4	Immigration Nation-Part 3	Class	See Portal - Immigration Nation Part 3 (homework) and Powerpoint Presentation on portal	2, 4, 5, 6
	Class Activities	Class	Based on Immigration Nation Part 3	2, 4, 5, 6
5	Our Generation – Aboriginal and Torres Strait Islander Australians	Class	Video available on G: + Our Generation Guide on Portal	2, 4, 5, 6
	Class Activities	Class		2, 4, 5, 6
6	Class excursion to QAG and GOMA	Excursion	Details will be available on portal	3, 4, 5, 6
7	Australian Politics and Government	Class	Presentation available on portal	3, 4, 5
	Class Activities	Class		3, 4, 5
	The Great Debates	Assessment	See Portal for guidelines	3, 4, 5, 6
8	Human Rights in Australia	Class	Presentation available on portal	3, 4, 5, 6
	Class Activities	Class		3, 4, 5, 6
	The Great Debates	Assessment	See Portal for guidelines	3, 4, 5, 6
9	Religious, Faith, and Belief Systems	Class	Presentation available on portal	3, 4, 5, 6
	Class Activities	Class		3, 4, 5, 6
	The Great Debates	Assessment	See Portal for guidelines	3, 4, 5, 6
10	Health Matters	Class	Presentation available on portal	3, 4, 5, 6
	Class Activities	Class		3, 4, 5, 6
		Assessment	See Portal for guidelines	3, 4, 5, 6
11	Ways of Teaching and Learning	Class	Presentation available on portal	3, 4, 5, 6
	Class Activities	Class		3, 4, 5, 6
	Painting Country	Class	Video available on G:\GriffithCollege\FoundationStudies\FND103\PaintingCountry	3, 4, 5, 6
12	Course Review		See Portal for guidelines	1, 2, 3, 4, 5, 6
Exam Block	Final Exam	Assessment		2, 3, 4, 5, 6

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Mid-Trimester Exam	20%	1, 2, 4, 5	6
2	Great Debate	30%	2, 3, 4, 5, 6	7, 8, 9, 10
3	In-class Activities	20%	2, 3, 4, 5, 6	2 – 12
4	Final Exam	30%	2, 3, 4, 5, 6	13, 14

### 5.2 Assessment Detail

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 in class from weeks 1 - 5. By completing the mid-trimester exam, you will be provided with an opportunity to demonstrate achievement of learning outcomes 1, 2, 4, 5.

**2. In-class Activities** From week 1 of trimester, you will be required to complete homework activities in your course workbook in combination with online activities on the course notes on the portal, in order to participate in weekly in-class activities from Weeks 2 – 12. You will be required to bring the completed preparation to class each week, from week 2. 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 preparation work as set out in the course workbook, as well as your level of participation in the class activities. There will be 2 marks available each week – 1 mark for completion of written preparation for the activities (as evidence in your course workbook) and 1 mark for your active participation in class. Marks can only be awarded (a) when the homework is due; and (b) in class. Completion of the weekly activities and participation provides a comprehensive demonstration of achievement across learning outcomes 2 - 6.

#### 3. Great Debate

During weeks 7 -10 a debate will be held with one team of 2 or 3 representing a FOR argument and one team representing an AGAINST argument on topics related to the course content. Topics and teams will be chosen in week 3. Students will work to 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 2 – 6.

You are required to submit a paper copy of your Assignment at the beginning of class in the week of you debate (7, 8, 9, or 10). 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 6 - 12 and will assess learning outcomes 2 – 6.

### 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### 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.

### Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

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