



1. General Course Information

1.1 Course Details

Course Code:	9130IBA
Course Name:	Intercultural Issues for Postgraduates
Trimester:	1, 2020
Program:	Master's Qualifying Program
Credit Points:	10
Course Coordinator:	Dr. Tricia Massey
Document modified:	12 December 2019

Course Description

Intercultural Issues for Postgraduate Students provides an opportunity for students to improve their academic and communication skills in the context of an Australian university. The course focuses on the concept of cultural competence with an emphasis on communication across cultures to ensure students are equipped to respond appropriately in varied and multicultural environments. This course will develop students' personal awareness, allow them to gain insight into other cultural backgrounds, and develop their skills in verbal, non-verbal, and written communication.

Assumed Knowledge

Completion of an undergraduate degree in any discipline.

1.2 Teaching Team

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

Name	Email
Dr. Tricia Massey	tricia.massey@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 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.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Reflect on and identify strengths and weaknesses in communication approaches and consider an action plan for change where needed.
2. Understand cultural values and competence theories and apply these in a range of settings.
3. Use effective presentation skills and evaluate the performance of peers in a constructive and contextually appropriate manner.
4. Understand diversity issues in various domestic and international contexts and develop skills for working in a culturally diverse team setting.
5. Recognise and apply reading and writing skills to enhance analysis of research relating to the area of intercultural studies and communication.

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:

Generic Skills and Capabilities	Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement	*	*	*
Communication and collaboration	*	*	*
Self-directed and active learning	*	*	*
Creative and future thinking	*	*	*
Social responsibility and ethical awareness	*	*	*
Cultural competence and awareness in a culturally diverse environment	*	*	*

3. Learning Resources

3.1 Required Resources

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.

3.2 Recommended Resources

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

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	*Overview: Introduction to the course, outline of expectations & assessment *Introduction to diversity *The role of personal reflection in learning	Lecture, Tutorial, Workshop	1) <i>Course Outline</i> 2) <i>Varner & Beamer (2011)</i>	1, 2, 4, 5
2	*What is culture? *Understanding the basis of cultural differences/ commonalities *Verbal and non-verbal behaviours *Form presentation teams & allocation of topics	Lecture/Tutorial/ Workshop Assessment 1 (A): Due in Tutorial	1) <i>Lustig & Koester (2010)</i> 2) <i>Steers, Sanchez-Runde, & Nardon (2010)</i>	2, 4, 5
3	*Introduction to cultural values theory *Reflection on cultural values, related expectations & behaviours	Lecture, Tutorial, Workshop	1) <i>Hofstede (2011)</i>	1, 2, 4, 5
4	*Cultural values theory continued *Introduction to major world religions and belief systems *Oral presentation skills	Lecture, Tutorial, Workshop	1) <i>Trompenaars (2010)</i>	1, 2, 3, 4, 5
5	*Barriers to intercultural communication and conflict *Understanding conflict/negotiation *Working in culturally diverse teams *Constructive feedback: Giving & receiving *Drafts of presentations discussed in tutorial	Lecture, Tutorial, Workshop	1) <i>Guirdham (2011)</i>	1, 2, 3, 4, 5
6	*Presentations in class	Lecture/Tutorial/ Workshop Assessment 2: Group Presentation Due	1) <i>Adler (2002)</i>	1, 2, 3, 4, 5
7	*Introducing cultural competence theories *Group selection & first meeting for Assessment 3	Lecture/Tutorial/ Workshop	1) <i>Matsumoto & Hwang (2013)</i>	1, 2, 4, 5
8	*Cultural competence theories continued *Preparing the intercultural activity	Lecture/Tutorial/ Workshop	1) <i>Leung, Ang, & Tan (2014)</i> 2) <i>Livermore, Van Dyne, & Ang (2012)</i>	1, 2, 3, 4, 5
9	*Cultural intelligence (CQ) overview *Relationship to IQ and EQ *Correlations to personality factors	Lecture/Tutorial/ Workshop Assessment 3: Activity Due in Tutorial	1) <i>Ang, Van Dyne, & Koh (2006)</i>	1, 2, 3, 4, 5
10	*Globalisation, mobility, & multiculturalism *Convergence and divergence theories	Lecture/Tutorial/ Workshop Assessment 3: Activity Due in Tutorial	1) <i>Elphinstone (2018)</i>	1, 2, 3, 4, 5
11	*Cultural transitions and change management Immigration/Expatriates and transitions	Lecture/Tutorial/ Workshop Assessment 3: Activity Due in Tutorial	1) <i>Gut, Wilczewski, Gorbaniuk (2017)</i>	1, 2, 3, 4, 5
12	*Course review and preparation for examination	Lecture/Tutorial/ Workshop Assessment 1 (B): Due in Tutorial		1, 2, 4, 5

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Reflective Writing Tasks	15%	1, 2, 4, 5	Weeks 2 & 12
2	Group Presentation	30%	1-5	Week 6
3	Intercultural Communication Activity	20%	1-5	Weeks 9-11
4	Final Examination	35%	1-5	Exam Period

5.2 Assessment Detail

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 are required to submit all pieces of assessment for the trimester 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 1: Reflective writing: A, B (15%)

Learning Outcomes Assessed: 1, 2, 4, 5

Task Description: In Weeks 2 and 12, you will write and submit a brief personal reflection about your current level of self-awareness and cultural intelligence. Week 1 (A): Write a (400-500 word) reflection about your cultural background and what you are hoping to learn in this course (worth 5%). Week 12 (B): Write a final (500-750 word) reflection about how the course has affected your overall self and cultural awareness and competence. You might also discuss what skills you would like to continue to improve in your cultural competence (worth 10%).

Marking Criteria:* Depth of response, detail, writing skills (clarity of expression, use of correct grammar, punctuation, spelling, etc.)

Submission details: Submit a hard copy to your tutor in class in Week 2 and 12.

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

Due Date: Week 6

Weight: 30%

Task Description:

You will work with a small group to prepare and deliver an oral presentation in which you compare and contrast several aspects of two countries/cultures. This will be during class in Week 6 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 3: Lead an intercultural communication exercise in class (20%)

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

Task description: During the Week 7 tutorial, you will be assigned a group (five team members). Your goal is to research and plan a 10 minute, interactive, team building exercise that can improve intercultural communication. You and your group will either create or find an activity and then lead the class in this activity. Upon completion of the session, you will provide an oral justification for your choice. Your group will also submit *one* 1 page explanation of the activity, as well as one 2 paragraph justification as to the intercultural competence development of this activity (please refer to an appropriate cultural theory—as taught over the trimester). You must submit your written component in hard copy to your tutor on the day of your activity.

Marking criteria:* 10% for success of activity (choice, effectiveness, execution, engagement); 10% for written component (clarity, detail, supporting evidence)

Submission details: Lead the activity and submit the hard copy during your assigned tutorial—one group per tutorial, in weeks 9, 10, 11.

Assessment 4: Final Exam (35%)

Learning Outcomes Assessed: 1, 2, 4, 5

Task Description: You will answer multiple choice and short answer questions, as well as writing up a brief case study analysis. You will be given an intercultural communication problem to solve. Your task is to determine the appropriate cultural values and competence tactics to be applied to deal successfully with the problem.

Marking criteria: 5 marks MCQs; 10 marks Short Answer; 20 marks Case Study.

Details: During exam period.

***NB: All detailed marking criteria is available on the portal.**

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 lecturer/tutor 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, lecturers, tutors, 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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