



1. General Course Information

1.1 Course Details

Course Code:	1061LHS
Course Name:	Ideas, Issues & Inquiry
Trimester:	Trimester 2, 2020
Program:	Diploma of Arts and Communication
Credit Points:	10
Course Coordinator:	Dr Kristy Seymour
Document modified:	26/05/20

Course Description

This course introduces a range of ideas that concern the humanities and social sciences, exploring key cross disciplinary concepts. Different aspects of human experience provide a focus for students to encounter modes of inquiry that enable social, cultural and communications scholars to engage flexibly and constructively with major contemporary issues as well as the global, local and personal challenges they present. *Ideas, Issues and Inquiry* examines the question, "What does it mean to be human now?" The course introduces you to how the humanities and social sciences, with their many related areas of study, can provide disciplinary and interdisciplinary perspectives on a range of key issues facing the contemporary world. Four key modules provide a context for the course content:

- The Idea of Humanity
- Identities and Communities
- Values, Beliefs and Politics
- Big, Complex Issues

Utilising a series of learning content, learning activities and learning experiences such as readings and focus questions, we demonstrate how different approaches used in the humanities, social sciences, cultural studies, arts and media can be used to think, question, research, and share ideas in scholarly and creative ways. Approaching this course well-prepared, openly and flexibly, you can all enrich your understandings about

yourselves and others; about society and culture; and about the personal, local, regional and global challenges and opportunities we currently face regarding our responsibilities towards other humans.

As a core course in the Diploma of Arts and Communication, a central aim of *1061LHS Ideas, Issues and Inquiry* is to help students make informed choices about their developing interests and potential majors or minors. Students will gain valuable insights into how scholarly concepts and methods from humanities and social sciences can help you to engage with the human, social and cultural questions that interest or concern you in your field/s. This course gives you the opportunity to see humanities and social sciences disciplines in action, gaining insights into specialist fields, and appreciating how interdisciplinary work draws on several ways of thinking in order to deal productively with complex challenges. Your tutor will help you revisit content and concepts encountered in the lectures and resources. Tutorials will also provide opportunities to contribute to each other's learning by raising other matters that concern you and your peers. They will assist you in preparing for assessment and encourage you to reflect on your learning.

Evidence of learning will take place through a series of written and oral tasks that align with the module themes and learning outcomes. As such they are designed to enable you to use and review your developing knowledge about the ideas, issues, concepts, processes, methods and disciplines explored in the course. In responding to the assessment tasks you are warmly encouraged to draw on your own interests and concerns *as relevant to the course*. We stress that if you have any concerns about how you are undertaking a task, you should be comfortable about discussing your ideas with your tutor.

Assumed Knowledge

There is no assumed knowledge for this course.

1.2 Teaching Team

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

Name	Email
Dr Kristy Seymour	Kristy.seymour@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 will be published on the Griffith College Portal on the course site.

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 aims of this course are to:

- develop your understanding of the ways in which the humanities and social sciences engage with significant issues of human existence;

- appreciate the importance of informed thinking about pressing contemporary challenges in society and culture;
- demonstrate how a variety of humanities and social science disciplines make use of divergent and convergent approaches to exploration of ideas within and across fields of study;
- engage with a range of methods of inquiry that lead to graduate attributes of strong research and communication skills.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

- Explore significant issues of human existence through a demonstration of understanding the processes of inquiry, reflection and creative thinking.
- Understand a range of ways in which key areas of study in the humanities and social sciences work with knowledge separately, together and in interdisciplinary contexts with other fields, through an application of critical thinking tasks.
- Work collaboratively to investigate questions that arise in the consideration of humanity, identity, community, values and challenges facing the contemporary world. Build on concepts and processes you have learned, reflections about yourself and your interests, and your developing social and cultural concerns, to identify potential career pathways.



2.3 Generic Skills and Capabilities

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 Learning Resources

You will be provided with a list of readings made available on the MyStudy course site for 1061LHS.

3.2 Recommended Learning Resources

You will be provided with a list of readings made available on the MyStudy course site for 1061LHS.

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
	Module 1: The idea of humanity				
1	Module One begins: The idea of Humanity What is Humanity?	<ul style="list-style-type: none"> Develop your responses to the focus questions. We will discuss them in our learning 	-Whole class group exploration of weekly focus questions	Reflective Journal	i

	<p>Week one will introduce different perspectives for thinking about the idea of 'humanity' as we might encounter it in the humanities and social sciences, as well as in other everyday and disciplinary contexts. We will particularly focus on two aspects of what it means to be human, reflecting on the required readings.</p>	<p>experiences together.</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • What are some of the main characteristics of being human? • What might we need to understand more about in order to think about these things? • What have you encountered about how various people and disciplines think about humans in relation to other species? (e.g. humanities, sociology, arts, biological and environmental sciences, medicine, politics and philosophy) • Do some of these perspectives interest you more than others? 	<p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Research and Reflection task: research the similarities between humans and one other animal. Submit your reflections to the moodle forum</p>		
2	<p>The art of being human: Language</p> <p>Week Two returns to issues raised in the first lecture to delve more deeply into that most central of human capacities - complex language, what it is and how it works. It will involve learning a bit about semiotics, or how</p>	<p>○ Develop your responses to the focus questions. We will discuss them in our learning experiences together.</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • How does a more sophisticated understanding of how language 	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective</p>	Reflective Journal	i

	<p>to think about language as a sign system. There are some fairly challenging ideas, but they are introduced in a fun way.</p>	<p>works help us to consider the art of being human?</p> <ul style="list-style-type: none"> • How might the ideas explored in the lecture help you to work more effectively in the professional and creative areas that interest you? • Why is the question of difference so important to how language works? • How might ideas about difference help us to exercise our humanity in more thoughtful and caring ways? 	<p>Journal assessment task time with teacher feedback</p> <p>Research and Reflection tasks: In pairs-find an example of Indigenous rock art from Australia and explore its origins, consider its importance to the role of being human and understanding humanity.</p>		
3	<p>The Arts of humans: Telling Stories</p> <p>Week three will introduce perspectives about storytelling. We will focus on how creativities, old and new, are used to question, explain, represent and share cultural and social insights.</p>	<p>○ Develop your responses to the focus questions. We will discuss them in our learning experiences together.</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • What kinds of creative expressions and/or activities appeal to you most, and why? • Why, and even how, do you think telling stories became so significant to humans? • Why does imagination matter? • How does the work of creative and performing artists 	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Research and Reflection tasks: Find an example of a piece of art that you have found</p>	Reflective Journal	i

		help us to explore our humanity and our world?	influential or inspiring, that tells a story or provokes an emotive reaction in its audience. It can be a music video, a piece of visual art, a piece of theatre- whatever you are most interested in. Consider how the art of story-telling is central to the Arts and how it can influence society and in some situations “go viral”.		
Module 2 Identity and communities					
4	Identity Week four will introduce some current ideas about how we form personal and group identities from social and cultural perspectives while helping you to discover a few key theoretical insights.	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. <p>Focus questions:</p> <ul style="list-style-type: none"> ● How do personal identities come into being in relation to social, cultural and material experiences? ● Why and how do we need to understand that the body is central to identity? ● How and why do we bring our personal identities into various collective 	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Self-reflection and critical analysis tasks: Individual mind maps- Map your understanding of your identity. What makes</p>	Critical Reflection	<i>ii</i>

		arrangements with others?	you who you are? How do you describe yourself when you meet new people?		
5	Communities Week five will explore how cultural and social insights and theories can contribute to understandings about communities: how and why they form; how they relate to personal and group identities; and how we can live effectively, productively, creatively and supportively as members of communities.	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. <p>Focus questions:</p> <ul style="list-style-type: none"> ● What do the words 'communities' and 'community' mean to you? ● What are some of the many different ways in which we think, talk, create and express ourselves about 'communities'? ● What kinds of different communities do you participate in? ● Is 'community' always an inclusive term? ● How can differences become sources of strength? 	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Self-reflection and critical analysis tasks: How many communities do you belong to and how do they shape your sense of identity? On the white board we will each share a mind map of the communities that each of us belongs to and explore how each one either connects or differs from the other.</p>	Critical Reflection	<i>ii</i>

6	<p>Identities, Communities, Time and History.</p> <p>This week we will explore the relationships between how our ideas about time, history, culture and ideas, contribute to our sense of identity, as individuals and/or community members.</p>	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. <p>Focus questions:</p> <ul style="list-style-type: none"> ● What interests you about the ideas of time and history? ● Why does it matter that we think about time and history? ● How do our ideas about identities and communities influence how we think about ourselves in relation to history? ● How might the final assignment draw on ideas about the influence of personal and/or community histories on people's identities? 	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Research and Reflect task: Find a national monument from your home country, for example a world heritage site, one of the 7 wonders of the world, a national conservation park, a cultural monument or museum. Consider the role it plays in history, its connection and importance to the local community, has its importance increased or decreased over time? What role does they play in understanding the culture of the area?</p> <p>Research and Reflection task: Map your family tree as far and wide as you can recall or as much as you know. Think</p>	Critical Reflection	iii
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			about how time and history may have influenced your family and in turn who you have become/your identity. If comfortable you can share on the whiteboard.		
7	Module 3 Values Beliefs and Politics Here we will investigate the formation and re-formation of values and beliefs in personal and collective settings. It will suggest the connections between how we think about ourselves and how we behave towards each other and in relation to the world. It will raise questions about why personal and community values matter in contemporary public and private life.	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. <p>Focus questions:</p> <ul style="list-style-type: none"> ● Did you mainly receive your values and beliefs as part of a family and/or community 'package'? Were you encouraged and helped to come to your own ways of thinking about things? Or both? ● Do you find as you mature that you more actively reconsider what you may have 'absorbed' or 'received' in relation to what you have increasingly experienced? ● Are there tensions between your personal values/beliefs and how you perceive public and/or political life? ● How can individuals and interest groups contribute constructively to public life? Are 	-Whole class group exploration of weekly focus questions -Small group discussions to explore and reflect on the required readings -Dedicated Reflective Journal assessment task time with teacher feedback Group presentations delivered in class time	Group Presentation	<i>iii</i>

		there other ways to make a difference?			
8	The role of the Media This week will consider the question of the independence of news and current affairs media, with a particular emphasis on Australia but also, given the current international climate, with reference to international contexts. The core recognitions for you will involve the relationships between an informed, active media sector and a well-functioning democracy.	○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. Focus questions: <ul style="list-style-type: none"> • Why do we need governments? Why do we need politics? Why do we need a free press? What difference do political institutions, such as parties and governments, make to human lives? • What are some of the ways in which the relations between media and politics impact on citizens? • How can we develop more confidence about our capacity to form relatively accurate perspectives regarding politics, values and beliefs? Research and reflection task: Research the political landscape of your home country. Is it compulsory to vote? What is the political framework of your culture? Have you voted before?	-Whole class group exploration of weekly focus questions -Small group discussions to explore and reflect on the required readings -Dedicated Reflective Journal assessment task time with teacher feedback Group presentations delivered in class time	Group Presentation	iii

	Module 4: Big Complex Issues				<i>iv</i>
9	Migration This week will focus on some of the major issues currently confronting us globally, nationally and in local communities. In particular, we will consider the large-scale displacement of people through, for example, conflict and famine; the so-called 'refugee crisis' and migration. In thinking about such issues, you are likely to revisit some insights, ways of thinking and approaches we have introduced in the course so far, and be offered some further ways of addressing difficult issues without becoming overwhelmed, angry or feeling helpless.	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. <p>Focus questions:</p> <p>What are some of the human stories that inform displacement, migration and asylum seeking?</p> <p>How can the humanities and social sciences work effectively and imaginatively with other experts and disciplines in helping to manage national and international movements of people and enrich their futures?</p>	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Research and reflection task: Research the migration policy of your home country. What are the rules around refugees and asylum seekers? How strict are visa requirements. How do you think this impacts on how society and culture develops in terms of multiculturalism in your home country</p>	Research Project	
10	Terrorism and human security Week 10 will explore the question	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss 	-Whole class group exploration of weekly focus questions	Research Project	<i>iv</i>

	<p>of global terrorism, drawing on range of approaches from the humanities and social sciences in order to demonstrate how important it is to deal with the issue from an informed position. When it comes to matters central to human security, understanding causes and contexts is vital to the development of effective responses.</p>	<p>them in our learning experiences together.</p> <p>Focus questions:</p> <p>What are the human stories that inform terrorism, its context and its effects?</p> <p>How can and do various fields in the humanities and social sciences help us to understand and respond to the contexts and effects of human insecurity?</p>	<p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>Research and Reflection Task: Select one aspect of human security and find a news story that interests/concern you the most (e.g. the armed conflict in Colombia; the effects of rising sea levels in the Pacific Islands). Then, present the issue to the class making connections with one of the highlighted aspects of human security.</p>		
11	<p>Big, complex issues: You can contribute</p> <p>This week you are encouraged to identify the 'big issues' that concern you most. We will consider how the arts and culture, humanities and social sciences can</p>	<p>○ Develop your responses to the focus questions. We will discuss them in our learning experiences together.</p> <p>Focus questions:</p>	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p>	Research Project	<i>iv</i>





	<p>enrich our capacities to understand what we are dealing with and help us to respond to it as effectively as possible on the basis of our developing skills.</p>	<ul style="list-style-type: none"> • What are the 'big issues' that currently concern you most? (Think of these as 'big issues' from YOUR point of view, not what you think we want to hear, or what you think you should say because you're in the last weeks of a university course.) • When you think about these issues, what feelings do you experience? • What are the human stories related to 'big issues' that have particularly affected you in recent times? • What are the stories about the natural world and built environment that have particularly affected you in recent times? 	<p>-Dedicated Reflective Journal assessment task time with teacher feedback</p> <p>In pairs: Discuss and share- what are the main issues in the world right now that concern you? How do you go about processing these issues and do you feel that you have a role to play in changing things?</p>		
1 2	<p>Where to next? Ideas, Issues Inquiry & You</p> <p>The final week will draw together the threads of the course, suggesting how the various aspects of it can play a part in your lives. This might be in terms of things you would like to understand; the ways in which you would like to contribute to change; the differences you would like to make</p>	<ul style="list-style-type: none"> ○ Develop your responses to the focus questions. We will discuss them in our learning experiences together. <p>Focus questions:</p> <ul style="list-style-type: none"> • What ideas did you get most interested in or excited about? • What issues concern you most in terms of the future? 	<p>-Whole class group exploration of weekly focus questions</p> <p>-Small group discussions to explore and reflect on the required readings</p> <p>-Dedicated Reflective Journal assessment task time with teacher feedback</p>	Research Project	iv

	in the world; perhaps what your major/s or minor/s might be and where those might take you in terms of future careers/contributions.	<ul style="list-style-type: none"> • What do you need to know more about to make choices about the future (in terms of study, career, life)? • How can you find out what you need to know? 	Research and Reflection task: Career progression-what industry and/or what kind of job do you hope to be working in when you graduate? Research on job sites like "Seek" the type of job that you are interested in. What are the requirements at the entry level? What transferable skills do you think you might need? How might you map out your progression from undergraduate to industry professional?		
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5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Reflective Journal	10%	i	Week 3
2	Critical Thinking Reflection	20%	ii	Week 6
3	Group Presentation	20%	iii	Weeks 7-8
4	Research Project	40%	iv	Week 12

5.2 Evidence of Learning Task Detail

Task 1: Reflective Journal

Learning Outcomes Assessed: 1

Due Date: week 3

Weight: 10%

Marked out of: 100

Length: 2 x 200 words (400 words in total)

Task Description:

Your task is to choose 2 of the weekly topics across Weeks 1-3 of Module One, and to produce two short Journal entries (approximately 200 words each) in which you reflect in your own words on what interested (or challenged) you about each of your six chosen topics.

Each reflection should demonstrate that you have thought about your topic using one or two of the Focus Questions for the week in question. The Focus Questions are provided for each week in the Content Schedule section of the Course Outline.

Your entries are to be submitted sequentially in the Mystudy course site submission point.

Criteria & Marking:

Your Reflective Journal Entries should:

- Be the required length and be submitted as requested;
- Demonstrate that you have reflected on the course content, concepts and processes that you found most interesting, using one or two of the focus questions to help manage the process;
- Reveal awareness of values of social justice and equity in content and expression;
- Contain evidence of your reflection on your own learning and on the value of self-directed learning in the form of reflective journal entries/notes;
- Achieve an appropriate standard in execution and presentation.

Submission: via Mystudy

Task 2: Critical Thinking Reflection

Learning Outcomes Assessed: 2

Due Date: week 6

Weight: 20%

Marked out of: 100

Length: 2 x 400 words (800 words in total)

Task Description:

Your task is to choose 2 of the weekly topics across Weeks 4-6 of Module Two, and to produce two short critical reflection entries (approximately 400 words each). Your critical reflections should aim to demonstrate your understanding of a critical analysis of the concepts and ideas presented from Module Two (identities and communities). Each reflection should draw from the focus questions, the readings provided as well as the lectures and tutorial/workshop activities. The critical reflection is a more detailed and nuanced reflection that aims to build on the previous task (Reflective journal).

Your entries are to be submitted in the Mystudy course site submission point.

Criteria & Marking:

Your Reflective Journal Entries should:

- Be the required length and be submitted as requested;
 - Demonstrate that you have reflected on the course content, concepts and processes that you found most interesting, using one or two of the focus questions to help manage the process; as well as citing the course material (lectures, readings and tutorial activities).
 - Indicate that in reflecting on your chosen topics you have tried to think carefully and critically with balance and sensitivity;
 - Contain evidence of your own learning in the application of connecting academic sources to reflective writing to demonstrate your knowledge of critical thinking as an essential tool in the study of the humanities and social sciences.
- Achieve an appropriate standard in execution and presentation.

Task 3: Group presentation

Learning Outcomes Assessed: 3

Due Date: From weeks 7-8

Weight: 20%

Marked out of: 100

Length: 5 minutes per person

Task Description:

This is a presentation undertaken in small groups of 2-4 students, with each student speaking for five minutes. Your group will decide on a focused topic under one of the three broad themes that inform the course modules:

1. Values, beliefs and politics.
2. The role of the media

The presentations will take place during tutorials. Organise your session on the basis of 5 minutes of presentation time per person. (That is: two people, 10 minutes; three people, 15 minutes; four people, 20 minutes).

Criteria & Marking:

In marking the Group Presentation we will be looking for evidence that your group has:

- Worked effectively as a group and each made an equitable contribution to preparation and presentation.
- Drawn on course readings and appropriate extended research to contextualise and explore your focused topic.
- Made use of appropriate perspectives, concepts and processes covered in lectures and tutorials as relevant to your focused topic.
- Thought carefully, critically and sensitively about your topic, your research and your presentation content.
- Prepared stimulus material that is appropriate to your topic in content, style and modes of presentation.
- Helped the class to think about the issues you raise and to understand more about the cultural and social contexts relevant to your topic.
- Encouraged your peers to participate in focused discussion.
- Used correct conventions of referencing, citation and bibliography in your one page submission and respected your sources by acknowledging them in Powerpoint, Prezzi etc where appropriate.
- Met all formal requirements for the task, including the designated time limits.

Submission: Oral presentation in class according to a schedule prepared by the tutor on the basis of student choices, AND a supporting document submitted through Turnitin submission point in MyStudy at least 24 hours prior to the presentation.

Task 4: Research Project

Learning Outcomes Assessed: 4

Due Date: Week 12

Weight: 40%

Marked out of: 100

Length: Approximately 1500 words

Task Description:

This is self-directed, research-based learning focusing on the course topics of Identities, Communities, Time and History. You will have an informal conversation with an older person to inform a written outcome that you will develop in response to that conversation. The task is shaped by your interests and those of your conversationalist. It offers you a wide, negotiable choice of formats/styles for your response.

The main aim of the Research Project is to help you to think about how people's ideas about history and time intersect with their sense of personal and/or community identity. Your core research activity is to have an informal conversation with someone who is at least 20 years older than you in order to explore his or her ideas about time, history and identity. This person might be a friend, relative, colleague, workmate, neighbour, member of a community with which you are involved. (Mature students, non-local students and students with particular health needs – see additional advice in class.)

You have a wide choice of formats and styles to present the outcomes of this self-directed research. For example, it might be:

- a connected series of anecdotes;
- an article written as if for a local newspaper, on-line site, or local history resource;
- an informal, expressive essay;
- a short story;
- a personal narrative or a memoir for children or grandchildren about an aspect of

- your conversationalist's life;
- a short script;
- a comic strip; or
- another form of creative or expressive response negotiated with your tutor.

Criteria & Marking:

In marking your work, we will be looking for:

- Consideration and application of the concepts of time, history, identity and community.
- Engagement with the history and identity of the person you talk with in ways that are of interest to you but also provide evidence that you have been sensitive to what emerged as important to your conversationalist during your talk.
- Evidence that in you have thought about how to develop a coherent relationship between the concepts/issues you found most interesting about time and history; the things to which you responded most strongly as a result of your conversation with an older person; and your choice of response to that conversation in terms of format, style and structure.
- Evidence of use of other ideas, concepts and strategies raised by the course content as appropriate for your response to your conversation.
- Evidence that the idea of inquiry has entered into your work on this task, including use of course readings as appropriate and relevant to support your project response and further research as appropriate and relevant to support your research project.
- A thoughtful, imaginative approach to the task.
- Effective use of the form of response you decide to develop including a high standard of presentation.
- Full and correct citation and referencing.
- Meeting the word length and submission requirements.

Submission: via MyStudy

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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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