



1. General Course Information

1.1 Course Details

Course Code:	FND103
Course Name:	Intercultural Studies
Trimester:	Trimester 2, 2020
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Anick Chouinard
Document modified:	30 May 2020

Course Description

This course provides students with an introduction to basic procedures and principles of accounting; and will acquaint them with its function in sole trader enterprises. Students will develop general and business literacy skills and acquire skills to record financial data and report financial information responsibly, reliably and with integrity

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
Anick Chouinard	Anick.chouinard@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 found on the Moodle Course Site.

Your lecturer is available from 9 am to 5pm from Monday to Thursday.

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 the evolution of immigration policies and their socio-cultural impact on cultural practices in the Australian context
2. Evaluate various elements of cultural universal systems
3. Compare relevant cultural concepts in the Australian and the world









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
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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

- Everything is online on the Portal

3.2 Recommended Learning Resources

None

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 
1	How do we learn?	Contract your own pyramid with your learning schedule. Write your foresee obstacles on Padlet wall and let other students give you tips	Study cycle presented in team. Each team will use links provided to build a short presentation to show other their part of the cycle		
Module 1: Aboriginal and Australian History					
2	Wildlife/Bush and Land	Student prepare a virtual tour for the class where they present an interesting outdoor Australian place	We take a bush walk (virtual video!) in Australia and then student fill out activity sheet with what they recognise and have learned		1
3	Aboriginal Dreaming	They complete their mind map, add more details to it and then share it wit their thoughts and unanswered questions on Aboriginal people (using video Loom)	Student are given time to prepare questions for our live or virtual Aboriginal guest speaker. Then guest speaker, discussion and mind map of all the learning		1
4	History of Migration to Australia	Students need to do a revision sheet with 10 questions, 200 words answers and submit it through Turnitin link. They work in team on questions.	Kahoot -Short Video showing how first Australian arrived, then we do the voyage building up a story as a class from England to here in 2020 using whiteboard, practice exam in class	Practice Exam – NOT graded	1
5	Mid term exam			Online – long answers,	1





				opened book - 30%	
Module 2: Australia Today					
6	Curent Australia	Student individually answer 7 questions on their perceptions of Australia (opinion), then share on a google doc (creating a wiki) where we pile together all answers to have a portrait of our stereotypes on Australians	Using mentimeter to gather their thoughts first on the context. Breakout rooms discussions around drawing, we compare with their country politics , economy using specific links-website to make a chart on activity sheet on portal		2
7	Australian culture	Student answer the true or false quiz from other teams (teacher entered quiz in Kahoot) and test their knowledge on Australian culture and are refer to correct 2 articles with answers	We watch 2 short videos about Australian slangs, then students build a true or false quiz (in team) using ausgov website on stats on the population		2
8	VEVO Exam (oral exam with your teacher only)			8 minutes interview with teacher only on 2 subjects – 30%	2
Module 3: Cultural Diversity and Australia in the world					
9	Australian future part 1; cultural diversity	They do individually the whole revision sheet and a practice exam put on the portal. Teacher comment on the practice exam to give feedback. Put them in teams to complete, correct their answers	Explore racism through a Poll to start with, then they read about migrants and refuges and complete the activity sheet in teams and come back to explain their findings and what they think about it.		3
10	Australian future part 2; environmental issues	Watching a video (10 minutes), they fill out a template that becomes their study	They need to draw the Greenhouse effects, then look at their own country		3

		guides on 5 major religions, then discuss what surprised them	emission and chose a SDGs to present (all fill in activity sheet on portal)		
11	Australia in the world + revision	They do individually the whole revision sheet and a practice exam put on the portal. Teacher comment on the practice exam to give feedback. Put them in teams to complete, correct their answers	Exploration of world map and coming issues. Students need to come up with at least 2 questions each, but it is other students who teach them the answers, the teacher should not be providing answer.		3
12	Final Exam			Final exam online, long answers, opened books - 40%	3



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Mid-term Exam	30%	1	Week 5
2	Oral Exam (VEVO)	30%	2	Week 8
3	Final Exam	40%	3	Week 12

5.2 Evidence of Learning Task Detail

There are 3 items of assessment in the course. To give yourself the best chance of success in this course you are encouraged to submit all 3 pieces of assessment.

1. Mid-Trimester Exam

The mid-trimester exam will cover topics presented in class from weeks 2 to 4. By completing the online, opened book, long answers questions mid-trimester exam, you will be provided with an opportunity to demonstrate achievement of learning outcomes 1

2. VEVO oral exam

In this exam, you will talk with your teacher for 8 minutes where you will show your depth of understanding. You will be given, one week before, a list of topics and answers to questions to prepare and the teacher draw from that pool of questions. In this exchange, you will be asked to give your opinion on science and facts seen in class as well as use critical thinking.

3. Final Exam:

The final exam will cover topics presented from weeks 9 - 12 and will assess learning outcomes³. The online final exam will be opened book and essay like (long answers).

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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