



1. General Course Information

1.1 Course Details

Course Code:	9130IBA
Course Name:	Intercultural Communication & Issues
Trimester:	Trimester 1, 2021
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	Dr Francis Ackah
Document modified:	13 January 2021

Course Description

This course provides students with an opportunity to improve their academic and communication skills in an Australian university and societal context. The course focuses on the concept of cultural competence, emphasising communication across cultures to ensure students are equipped to respond appropriately in varied multicultural and social environments. The course aims to develop students' personal awareness, allow them to gain insight into diverse cultural backgrounds, develop their skills in verbal, non-verbal, and written communication, and use of 'inclusive language' in everyday interactions, while they also identify and overcome barriers to effective intercultural communication.

Assumed Knowledge

The essential prerequisite is the completion of an undergraduate degree in any discipline.

1.2 Teaching Team

Your lecturer/tutor (Online Facilitator) can be contacted via the email system on the portal.

Name	Email
Dr Francis Ackah	francis.ackah@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 found on the course site.

1.4 Timetable

Your timetable is available on the Griffith College course site 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 and changing global environment. The course also aims to assist students in understanding and managing transitions between different socio-cultural and other related contexts effectively and inclusively.

You will be exposed to intercultural communication activities and practices, and by engaging in them, you will gain critical insight into the diverse cultural backgrounds of your peers that will shape your everyday interaction.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand intercultural communication and critically identify strengths and weaknesses in communication approaches and use appropriate action plan for change where needed.
2. Understand cultural values, competence theories and diversity issues in a range of contexts.
3. Effectively evaluate intercultural communication research and peer communicative performance in a constructive and contextually appropriate and inclusive manner.



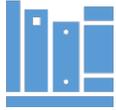
2.3 Generic Skills and Capabilities

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

There are no prescribed textbooks for this course, but prescribed readings will be made available on the course portal. Students will be expected to access and read weekly materials and do activities which will be available on the Griffith College course site. Pre-reading is essential for each week as this will enhance your understanding of the course materials, contribution in class and completion of the assignments.

3.2 Recommended Learning Resources

Additional materials may be provided in class and through the course site to support learning experiences and 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 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 Online Facilitator'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 on the course site. 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 Online Facilitator. 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 experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module One Communication, Diversity & Culture					
1	<i>Introduction & Expectations: Introduction to Intercultural Communication</i>	<i>Learning Experience</i> <i>Knowing You</i> <i>Expectations & Values</i> <i>What is intercultural communication?</i> <i>Watch Videos on IC</i> <i>Do Intercultural Com Activity</i> <i>Research Sample Reflection</i> <i>Watch Videos on Reflection</i>	<i>Icebreaker Activity: Share self-recorded introduction (About-me) video</i> <i>Read Course Outline</i> <i>Explore Course Site</i> <i>Goals Statement</i> <i>Readings: Hybels & Weaver (2015); Martin & Nakayama (2015)</i> <i>Work on Task 1</i> <i>Mind Map Yourself</i>	Tasks 1,5	1
2	<i>Diversity & Self-Awareness</i>	<i>Learning Experience</i> <i>Walpert Case Study Reflection</i> <i>Summarise & Discuss Week 2 Readings</i> <i>Submit Task 1(Reflective Writing 1)</i> <i>Watch Videos on Cultural diversity & Iceberg</i>	Readings: (1) <i>Varner & Beamer (2011); Shuang et al (2015)</i> <i>Complete Cultural Awareness Self-Assessment</i> <i>Diversity & related concepts</i>	Tasks 2,4,5	1,2
3	<i>Culture, Behaviours & Communication</i>	<i>Learning Experience</i> <i>Summarise & Discuss Week 3 Readings</i> <i>Watch Videos on Culture</i> <i>Culture Quiz</i>	Readings: (1) <i>Hofstede (2011); Lustig & Koester (2010)</i> <i>Form presentation groups & allocate topics*</i> <i>Watch Creating ppt videos</i> <i>Read article on 8 successful habits of intercultural communicators</i>	Tasks 2,4,5	1,2
4	<i>Cultural Values Theory</i> <i>Oral Presentation Skills</i>	<i>Learning Experience</i> <i>Summarise & Discuss Week 4 Readings</i> <i>Hofstede's 6-D Quiz</i> <i>Study Presentation Template</i>	Readings: (2) <i>Steers, Sanchez-Runde, & Nardon (2010); Trompenaars (2010)</i> <i>Watch videos & Reflect on Trompenaars' dimensions</i>	Tasks 3, 4, 5	1,2,3
Module Two Beliefs, Conflict & Cultural Competence					
5	<i>World Religions & Belief Systems</i>	<i>Learning Experience</i> <i>Summarise & Discuss Week 5 readings</i> <i>Complete Religion Activity</i> <i>Work on Task 2</i> <i>Presentation Teamwork Template</i>	Readings: <i>Samovar et al (2013); Young (2010)</i> <i>Oral Presentation Tips</i> <i>Watch videos on World Religions</i> <i>Study Possible Topics Template for Task 2</i>	Tasks 4,5	2
6	<i>In-Class Group Presentations</i>	<i>Learning Experience</i> <i>Oral presentation skills</i> <i>Thompson Writing Program</i> <i>Reflection on presentation</i> <i>Submit Task 2</i>	<i>Oral presentation practice</i> <i>Watch videos on making PPT</i>	Tasks 2-5	1,2,3
7	<i>Conflict, Negotiation & Culturally Diverse Teams</i>	<i>Learning Experience</i> <i>Use guiding questions to summarise</i> <i>Week 7 Reading</i> <i>Group selection & meeting for Task 3</i> <i>Conflict Quiz</i> <i>Watch Conflict Negotiation Videos</i>	Readings: <i>Adler (2002); Guirdham (2011); Martin & Nakayama (2011)</i> <i>Discuss videos on negotiation in cultures</i> <i>Negotiating styles</i> <i>Cross cultural Negotiations Stanford MBA OP sample</i> <i>Conflict Mgt Style Assessment Scale</i>	Tasks 2-5	1,2
8	<i>Cultural Competence Theories</i>	<i>Learning Experience</i> <i>Summarise & Discuss Week 8 Readings</i> <i>Research & Prepare an Intercultural Activity</i> <i>Answer Reading Questions on CC</i> <i>Cultural Competence Quiz</i>	Readings: <i>Matsumoto & Hwang (2013); Leung, Ang, & Tan (2014); Elphinstone (2018)</i> <i>Case Study Practice 1</i> <i>Read DAE-PowerPoint 4 ideas 4 IC Activity</i> <i>Watch Cultural Competence videos</i> <i>Cultural competence Assessment Scale</i>	Tasks 2-5	1,2,3

Module Three Globalisation & Multiculturalism					
9	<i>Cultural Intelligence (CQ) (Other Intelligences)</i>	<i>Learning Experience Summarise & Discuss Week 9 Readings Watch videos on Cultural Intelligence Intercultural Activity video Submit Task 3</i>	<i>Readings: Livermore et al. (2012); Livermore & Van Dyne (2015) Ang et al. (2002) Case Study Practice 2 Do Livermore Activity</i>	Tasks 2-5	2
10	<i>Global Transitions and Multiculturalism</i>	<i>Learning Experience Answer Questions on Week 10 Readings Intercultural Activity Submit Task 3 What is globalisation?</i>	<i>Readings: Rockstuhl et al. (2011) Karandashev (2015); Shuang et al. (2015) Case Study Practice 3 Watch videos on Human Migration Watch videos on Multiculturalism</i>	Tasks 2-5	2
11	<i>Leadership & Multicultural Teams</i>	<i>Learning Experience Summarise & Discuss Week 11 Reading Intercultural Activity Work on Task 4</i>	<i>Readings: Adler (2002) Elphinstone (2018) Case Study Practice 4 Wisdom from Geese Activity Video</i>	Tasks 2- 5	1,2
12	<i>Revision for Final Exam</i>	<i>Learning Experience Summarise Week 12 Reading Reflection on course Submit Task 4 (Reflective Writing 2)</i>	<i>Readings: Gut, Wilczewski, & Gorbaniuk (2017) Recap Trimester Learning Experience Discuss Sample Exam Case Study Practice 5 Q & A activity</i>	Tasks1-5	1,2,3



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Reflective Writing 1	5%	1,2	Week 2
2	Group Presentation/Research Paper	30%	1,2,3	Week 6
3	Intercultural Communication Activity/Design a Poster	20%	1,2,3	Weeks 9-10
4	Reflective Writing 2	10%	1,2	Week 12
5	Final Examination	35%	1,2,3	Exam Period

5.2 Evidence of Learning Task Detail

The evidence of learning task involves a wide range of formative and summative activities, including reflective writing, individual/group presentations and activities and final exam. Writing a research paper and designing a poster on any intercultural communication issue will be used as an alternative learning task in place of individual /group presentation activities depending on developments in the trimester.

Task 1:

Title: Reflective Writing 1

Type: Written Assignment

Learning Outcomes evidenced: 1, 2

Due Date: Week 2

Length: 500 words

Weight: 5%

Task Description: For this task, you need to write and submit a brief personal reflection about your current level of self-awareness and cultural intelligence. You will need to produce a **500-word reflective response** about your cultural background and what you are hoping to learn in this course. Further details will be provided on the course site. This task requires you to create a mind map of yourself during Week 1 Learning Experience or independent study and activity time.

Criteria & Marking: Specific marking criteria will be provided on the course site. Marks will be awarded based on criteria such as the:

- depth of response and detail,
- writing skills (clarity of expression, use of correct grammar, punctuation, spelling etc.)

Submission: You must submit your electronic copy through Turnitin on the course site in Week 2.

Task 2:

Title: Group Presentation

Type: In-Class Oral/Video Presentation of 3-5 students from different cultural and/or linguistic backgrounds

Learning Outcomes evidenced: 2,3

Due Date: Week 6

Length: approx. 20 Minutes

Weight: 30%

Task Description: For this task, you need to work with a small group to prepare and deliver an oral presentation in which you compare and contrast several aspects of two countries/cultures in class in Week 6. Each presentation should be accompanied by PowerPoint, and should make use of academic references, images, and sourced data. The topic (cultures/countries) for comparison will be negotiated with the Online Facilitator. Further details will be provided on the course site.

Criteria & Marking: Specific marking criteria will be provided in class and on the course site.

Submission: PowerPoint slides will be submitted via Turnitin on course site.

Task 3:

Title: Intercultural Communication Activity- Group Presentation 2

Type: Written Assignment

Learning Outcomes evidenced: 2, 3

Due Date: Weeks 9 & 10

Length: Variable

Weight: 20%

Task Description: During the Week 7 Learning Experience you will be assigned a group. 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 of activity. Your group will also submit a one-page explanation of the activity, two-page justification and other relevant information as to the intercultural competence development of this activity (please refer to an appropriate cultural theory—as taught over the trimester). Each group leader will submit a copy of the prepared activity by email to the Online Facilitator before the actual presentation. After the group presentations, each student will then submit a copy of the presentation to Turnitin.

Criteria & Marking: Specific marking criteria will be provided in class and on the course site. Allocation of marks will be based on these 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 a copy of group presentation to Online Facilitator by email before presentation or individually to Turnitin in weeks 9 and 10.

Task 4

Title: Reflective Writing 2

Type: Written Assignment

Learning Outcomes evidenced: 1, 2

Due Date: Week 12

Length: 850 words

Weight: 10%

Task Description: For this task, you will need to write a final **850-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. Further details will be provided on the course site. This task requires mind mapping, brainstorming or note-taking exercise of your journey in this course. You may bring your work to Week 12 Learning Experience.

Criteria & Marking: Specific marking criteria will be provided on the course site. Allocation of marks will be based on criteria such as the:

- depth of response and detail,
- writing skills (clarity of expression, use of correct grammar, punctuation, spelling etc.)

Submission: You must submit your e-copy through Turnitin on the course site in Week 12.

Task 5:

Title: Final Examination

Type: Written response

Learning Outcomes evidenced: 1,2,3

Due Date: Examination Period

Weight: 35%

Format: Multiple Choice Questions, Short Answers & Case Study Analysis

Task Description: Final Exam

The final examination will cover all materials from weeks 1-12 and involve multiple choice and short answer questions and writing brief case study analysis. For example, you will be given an intercultural communication problem to solve, and your task is to determine the appropriate cultural values and competence tactics to be applied to deal successfully with the problem.

Criteria & Marking:

The full details of the final exam will be provided during the semester, especially in the revision week. The full marking criteria will be available on the course site. The exam constitutes 35% and marks will be allotted as:

- 10 marks for Multiple Choice Questions
- 10 marks for Short Answer Questions
- 15 marks for Case Study Analysis.

5.3 Late Submission

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 Course Site and made available to students through the 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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