



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	FND103
<b>Course Name:</b>	<b>Intercultural Studies</b>
<b>Trimester:</b>	Trimester 1, 2021
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Inez Chai
<b>Document modified:</b>	20 January 2021

### 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 teacher can be contacted via the email system on the portal.

Name	Email
Inez Chai	Inez.chai@griffithcollege.edu.au

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Course Site.

**Your teacher is available from 9 am to 5pm from Monday to Thursday – use the email address above to contact her.**

## 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 what is Australia now based on Australia's past history. Students will explore the rich First Peoples heritage that has shaped Australian culture. Then they will connect the current economic, political and cultural states of Australia with the different world influences. Finally, they will discuss the future of Australia through a sustainable perspective and the future of cultural diversity across the world.

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 course students will be equipped to navigate through the diverse Australian systems effectively. They will be able to participate 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 systems and diversity in present day Australia.
3. Compare relevant cultural concepts and apply to the future in Australia and around 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
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

- All learning resources are available on the course site.

### 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teacher's 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 teacher 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 teacher. 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 teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher 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 
1	How do we learn?	<ul style="list-style-type: none"> <li>• Ice-breaker</li> <li>• Learning mindset</li> <li>• Reflective learning quiz</li> </ul>	Preparation for week 2 on Australian flora and fauna.		
<b>Module 1: The Past - First Peoples and Australian History</b>					
2	Australian Continent: Wildlife/Bush and Land	<ul style="list-style-type: none"> <li>• Virtual bushwalk</li> <li>• Climate activity sheet</li> <li>• Knowledge Poll</li> </ul>	Padlet review of knowledge learned in class on native flora and fauna.		1
3	First Peoples history	<ul style="list-style-type: none"> <li>• Indigenous guest speaker</li> <li>• First Peoples history team activity on Indigenous traditions.</li> </ul>	Practice exam question. Historical timeline worksheet.		1
4	History of Migration to Australia	<ul style="list-style-type: none"> <li>• Colonization</li> <li>• History of Migration</li> <li>• Practice Exam</li> </ul>	Revision exam sheet	Practice Exam – NOT graded	1
5	Mid term exam			Online – long answers, open book - 30%	1

<b>Module 2: The Present - Australia Today</b>					
<b>6</b>	Australia' economical and political situations	<ul style="list-style-type: none"> <li>Build upon students current knowledge on politics &amp; economics in Australia.</li> <li>video on the Australian Economy</li> <li>Teamwork to compare Australia's economy to other countries.</li> </ul>	Practice online quiz. Review online worksheet for this week's topic.		2
<b>7</b>	Australian culture	<ul style="list-style-type: none"> <li>Australian cultural values and norms.</li> <li>Australian slang and traditional music</li> <li>Practice VEVO exam.</li> </ul>	Opinion based worksheet on Australian culture. Exam Revision sheet.		2
<b>8</b>	VEVO Exam (oral exam with your teacher only)			6 minutes interview with teacher only on week 7 and 8– 30%	2
<b>Module 3: The Future- Sustainability, Cultural Diversity and Australia in the world</b>					
<b>9</b>	Cultural Diversity, migrants and refugees in Australia	<ul style="list-style-type: none"> <li>Cultural Diversity vocabulary</li> <li>migrants vs refugees</li> <li>team activity on refugees (worksheet)</li> </ul>	Video on religion with online worksheet Reflection activity on cultural shock Sustainable development padlet wall exercise.		3
<b>10</b>	Australian environmental issues	<ul style="list-style-type: none"> <li>Climate Change activity sheet</li> <li>Reflection activity on individual carbon footprint</li> </ul>	Collaborative reflection activity on carbon footprint emissions and solutions.		3
<b>11</b>	<b>The future of Australia &amp; final exam revision</b>	<ul style="list-style-type: none"> <li>Exploration of world map and coming issues.</li> <li>review last weeks content</li> <li>guest speaker - student counsellor for exam preparation</li> </ul>	Individual revision sheet practice exam		<b>3</b>
<b>12</b>	Final Exam			Final exam online, long answers, open book - 40%	3



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

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

### 5.2 Evidence of Learning Task Detail

There are 3 tasks 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 (30%)

The mid-trimester exam will cover topics presented in class from weeks 2 to 4. By completing the online, open 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 (30%)

In this exam, you will talk with your teacher for 6 minutes where you will show your depth of understanding. You will be given, one week before, a list of topics and questions to prepare for the exam. In this exchange, you will be asked to give your opinion on science and facts seen in class on week 7 and 8 as well as using critical thinking. This exam covers the learning outcome 2.

#### 3. Final Exam (40%)

The final exam will cover topics presented from weeks 9 - 11 and will assess learning outcome 3. The online final exam will be an open book and essay like (long answers) very similar to the mid-term exam format.

### 5.3 Late Submission

An evidence of learning (assessment) task 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 task by 5% of the maximum mark applicable for the assessment task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 task, 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 tasks in this course (marks for this task 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 tasks 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 tasks 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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