



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>9130IBA</b>
<b>Course Name:</b>	<b>Intercultural Communications and Issues</b>
<b>Trimester:</b>	<b>Trimester 2, 2022</b>
<b>Program:</b>	Masters Qualifying Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Francis Ackah
<b>Document modified:</b>	20 May 2022

### 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 teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Francis Ackah	francis.ackah@staff.griffithcollege.edu.

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

### Attendance

You are expected to actively engage in all learning experiences 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.

### 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### 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 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%, students are engaged in their learning 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 teachers. 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 Experiences and Learning Activities

### 4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
<b>Module 1: Communication, Diversity &amp; Culture</b>					
1	Introduction & Expectations: Introduction to Intercultural Communication	Learning Experience Knowing You Expectations & Values What is Intercultural Communication? Watch Videos on Intercultural Communication Do Intercultural Communication Activity Research Sample Reflection Watch Videos on Reflection	Icebreaker Activity: Share Self-recorded Introduction (About Me) Video Read Course Outline Explore Course Site Goals Statement Readings: Hybels & Weaver (2015); Martin & Nakayama (2015) Reflective Writing Task 1 Mind Map Yourself	Tasks 1,5	1
2	Diversity & Self-Awareness	Learning Experience Walpert Case Study Reflection Summarise Week 2 Readings Submit Reflective Writing 1 Watch Videos on Cultural Diversity & Iceberg	Readings: Varner & Beamer (2011); Shuang et al (2015) Complete Cultural Awareness Self-Assessment Diversity & Related Concepts	Tasks 2,4,5	1,2
3	Culture, Behaviours & Communication	Learning Experience What is Communication? Verbal & Non-Verbal Behaviours Summarise Week 3 Readings Watch Videos on Culture Culture Quiz	Readings: Hofstede (2011); Lustig & Koester (2010); Shuang et al (2015) Form Presentation Teams & Allocate Topics* Watch Creating PPT Videos Read Article on 8 Successful Habits of Intercultural Communicators	Tasks 2,4,5	1,2

4	Cultural Values Theory Oral Presentation Skills	Learning Experience Summarise Week 4 Readings What are Cultural Values Dimensions? Hofstede's 6-D Quiz Study Presentation Template	Readings: Steers, Sanchez-Runde, & Nardon (2010); Trompenaars (2010) Watch Videos & Reflect on Trompenaars' Dimensions	Tasks 3, 4, 5	1,2,3
<b>Module 2: Beliefs, Conflict &amp; Cultural Competence</b>					
5	World Religions & Belief Systems	Learning Experience Summarise Week 5 Readings Complete Religion Activity Work on Task 2 Presentation Teamwork Template	Readings: Samovar et al (2013); Young (2010) Oral Presentation Tips Watch Videos on World Religions Possible Topics Template for Task 2	Tasks 4,5	2
6	In-Class Team Presentations	Learning Experience Oral Presentation Skills Thompson Writing Program Reflection on Presentation Submit Task 2	Oral Presentation Practice Watch Videos on Making PPT	Tasks 2-5	1,2,3
7	Conflict, Negotiation & Culturally Diverse Teams	Learning Experience Summarise Week 7 Readings Conflict & Negotiating Styles Team Selection & Meeting for Task 3 Conflict Quiz Watch Conflict Negotiation Videos	Readings: Adler (2002); Guirdham (2011); Martin & Nakayama (2011) Discuss Videos on Negotiation in Cultures Cross Cultural Negotiations Stanford MBA OP sample Conflict Mgt Style Assessment Scale	Tasks 2-5	1,2
8	Cultural Competence Theories	Learning Experience Summarise Week 8 Readings Research & Prepare an Intercultural Activity/Video Recording Answer Reading Questions on Cultural Competence Cultural Competence Quiz	Readings: Matsumoto & Hwang (2013); Leung et al., (2014); Elphinstone (2018) Case Study Practice 1 Read DAE-PowerPoint Watch Cultural Competence Videos Cultural Competence Assessment Scale	Tasks 2-5	1,2,3
<b>Module 3: Globalisation &amp; Multiculturalism</b>					
9	Cultural Intelligence (CQ) (Other Intelligences)	Learning Experience What is Cultural Intelligence? Summarise Week 9 Readings Watch Videos on Cultural Intelligence Intercultural Activity Video Submit Task 3	Readings: Livermore et al. (2012); Livermore & Van Dyne (2015) Ang et al. (2002) Case Study Practice 2 Livermore Activity	Tasks 2-5	2

10	Global Transitions and Multiculturalism	Learning Experience Answer Questions on Week 10 Readings Intercultural Activity Submit Task 3 What is Multiculturalism? What is Globalisation?	Readings: Rockstuhl et al. (2011) Karandashev (2015); Shuang et al. (2015) Case Study Practice 3 Watch Videos on Human Migration and Multiculturalism	Tasks 2-5	2
11	Leadership & Multicultural Teams	Learning Experience Summarise Week 11 Readings Intercultural Activity/Video Recording Leading Multicultural Teams Work on Task 4	Readings: Adler (2002) Elphinstone (2018) Case Study Practice 4 Wisdom from Geese Activity Video	Tasks 2-5	1,2
12	Revision for Final Exam	Learning Experience Summarise Week 12 Readings Reflection on Course Submit Task 4 (Reflective Writing 2)	Readings: Gut, Wilczewski, & Gorbaniuk (2017) Recap Trimester Learning Experience Discuss Sample Exam Case Study Practice 5 Q & A Activity	Tasks 1-5	1,2,3



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Reflective Writing 1	5%	1,2	Week 2
2	Team Presentation/Research Paper	30%	1,2,3	Week 6
3	Intercultural Communication Activity/Design a Poster/Record Video	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

### 1. Evidence of Learning Task 1: Reflective Writing 1 (5%)

**Task Type:** Assignment—Written Assignment

**Learning Outcomes evidenced:** 1, 2

**Due Date:** Week 2 (Friday, 15 July 2022)

**Weight:** 5%, Marked out of: 5

**Length: (if applicable) 500 words**

**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 and achieve in this course. Why is this course relevant to you as a learner from a different background? **Use and integrate ideas from a minimum of 4 references to support the reflection. 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 and 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.

### 2. Evidence of Learning Task 2: Team Presentation 1 /Research Paper (30%)

**Task Type:** Assignment—Presentation

**Learning Outcomes evidenced:** 2,3

**Due Date:** Week 6 (Friday, 19 August 2022)

**Weight:** 30%, Marked out of: 30

**Length: (if applicable) approx. 20 Minutes**

**Task Description:** For this task, you need to work with a small team of 3-5 students from different cultural and/or linguistic backgrounds 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 a minimum of 6 key 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 and Marking:** Specific marking criteria will be provided in class and on the course site.

**Submission:** Presentation (PowerPoint slides or videos) will be submitted with Turnitin via course site as directed by course tutor.

### 3. Evidence of Learning Task 3: Intercultural Communication Activity- Team Presentation 2 (20%)

**Task Type:** Assignment—Presentation

**Due Date:** Week 10 (Friday 16 September 2022)

**Learning Outcomes evidenced:** 2,3

**Weight:** 20%, Marked out of: 20

**Length: (if applicable) Variable**

**Task Description:** During the Week 7 Learning Experience you will be assigned to the same team for Assessment 2. Your goal is to research and plan a 10 minute, interactive, team building exercise that can improve intercultural communication. You and your team 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 team 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 team leader will submit a copy of the prepared activity by email to the Online Facilitator before the actual presentation. After the team presentations, each student will then submit a copy of the presentation to Turnitin

**Criteria and 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:** Team lead the activity and submit a copy of team presentation to Online Facilitator by email before presentation. Each student will also send a final copy of presentation with justification as directed by course tutor to Turnitin via course site in week 10.

#### 4. Evidence of Learning Task 4: Reflective Writing 2 (10%)

**Task Type:** Assignment—Written Assignment

**Due Date:** Week 12 (Monday 26 September 2022)

**Learning Outcomes evidenced:** 1, 2

**Weight:** 10%, Marked out of: 10

**Length: (if applicable)** 850 words

**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. Use and integrate ideas from a minimum of 4 references to support your reflection. 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 and 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 to Turnitin via the course site in Week 12.

#### 5. Evidence of Learning Task 5: Final Examination (35%)

**Task Type:** Examination

**Due Date:** Examination Period (Tuesday 4 October 2022)

**Learning Outcomes evidenced:** 1,2,3

**Weight:** 35%, Marked out of: 35

**Length: (if applicable)** 2hrs 45mins

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

**Task Description:** 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 and 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.

**Submission:** Online quiz/Exam

In order to pass this Course, students must:

**A. Attempt all assessment items**

**B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

### 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning 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 Evidence of Learning Tasks.

## Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task 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 Digital Campus. 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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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