



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1005GBS</b>
<b>Course Name:</b>	<b>Engaging Australia and the Asia Pacific</b>
<b>Trimester:</b>	<b>Trimester 1, 2023</b>
<b>Program:</b>	<b>Diploma of Business</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>David Ponton</b>
<b>Document modified:</b>	<b>21 December 2022</b>

### Course Description

The world has become increasingly interconnected as a result of increased trade, communication and cultural exchange. This interconnection, or globalisation, creates a need for you to develop intercultural, knowledge, understanding and competence. In this course you will explore Australia's place in the Asia-Pacific region with its accompanying strong cultural ties to the history of Australia's First Peoples and the Western world. You will examine the influences of the past, contemporary issues and possibilities for the future. This course is designed to commence your professional learning about the cultural protocols and knowledge required when engaging in cross-cultural relationships within Australia and across the Asia-Pacific region.

### Assumed Knowledge

There are no prerequisites for this course.

## 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
David Ponton	David.ponton@griffithcollege.edu.au

## 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 laptop or tablet (mobile phones are not suitable). 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

This course aims to give business students a clearer idea about the countries of the Asia-Pacific, including Australia and its First Peoples. In this course we want to look both inwards and outwards; understanding geography, history, culture and politics helps to inform our understanding of what is happening in the world right now and what may happen in coming years. The course has an interdisciplinary focus, which means students learn about other related disciplines and are exposed to the different majors on offer during the degree. To provide context for working in this environment this course has three main aims:

- (1) develop knowledge and skills to effectively work with Australia's First Peoples within the Asia-Pacific region
- (2) identify cultural competencies for appropriate business relationships within the Asia-Pacific region
- (3) describe strategies to enhance meaningful business relationships in Australia and the Asia-Pacific



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Critically evaluate Australia's First Peoples' histories, contemporary enterprises and trade of First Peoples across Australia and the Asia-Pacific.
2. Identify, understand and apply the cultural competencies appropriate for business relationships with Australia's First Peoples, and the Asia-Pacific region.
3. Critically analyse past and contemporary threats that impact enterprise and trade between Australia and the Asia-Pacific.
4. Describe how meaningful business relations can be enhanced in Australia and the Asia-Pacific.



## 2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓



## 3. Learning Resources

### 3.1 Required Learning Resources

Details of your Required Learning Resources are available each week in your Modules in the course site

### 3.2 Recommended Learning Resources

Details of your Recommended Learning Resources are available each week in your Modules in the course site

### 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

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

#### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
<b>Module 1: Australia/First Peoples and the Asia Pacific</b>					
1	Australia's Region – The Asia-Pacific	Ice-Breaker Introductions Conversation Starters Welcome to Country	Discussion Questions Padlet Exercises Videos	1	1,2
2	Australian Culture	Brainstorming Culture Identity Who are we? Storytelling	Discussion Questions Padlet Exercises Videos	1	1,2
3	The Impact of Government Policies on First Peoples	The Way forward The Racism Debate Knowledge of Indigenous Australians	Discussion Questions Padlet Exercises Videos	1	1,2
<b>Module 2: Sustainability and Australian Regional Trade</b>					
4	Sustainable Development in the Asia Pacific	Sustainable challenges Progress Climate change SDG's in the workplace	Discussion Questions Padlet Exercises Videos	2	3,4
5	The Evolution of Australia's Regional Trade	Trade Agreements	Discussion Questions Padlet Exercises Videos	2	3,4
<b>Module 3: The Pacific and Asia</b>					
6	Southeast Asia	Foreign Relations What is ASEAN? South China Dispute SE Asia and COVID-19	Discussion Questions Padlet Exercises Videos	2	3,4
7	Northeast Asia	Foreign Relations Contemporary Societies Review of Major Companies U.S – China Trade War	Discussion Questions Padlet Exercises Videos	2	3,4
8	The Pacific	Regionalism Locating the Pacific Poem History of Oceania	Discussion Questions Padlet Exercises Videos	2	3,4
<b>Module 4: Building Connections</b>					
9	Business, Politics and COVID-19 in the Asia Pacific	Economic Outlook Build back better Global COVID-19 Cases Vulnerable people	Discussion Questions Padlet Exercises Videos	3	3,4

10	Diplomacy, Security and Aid	Good International Citizen ANZUS Treaty Traditionalist, Seclusionist or Internationalist	Discussion Questions Padlet Exercises Videos	3	3,4
11	Culture and Cultural Identity	What is culture? Cultural dimensions Hofstede Insights Country Comparisons	Discussion Questions Padlet Exercises Videos	3	3,4
12	Connections with the Asia-Pacific	Place Marketing Future directions Destination Gold Coast Engaging Australia	Discussion Questions Padlet Exercises Videos	3	3,4



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Written Assignment - Position Statement	20%	1,2	Week 4, Day / DATE/ time
2	Written Assignment - Contemporary Issues in the Asia-Pacific Region	40%	3,4	Week 9, Day / DATE/ time
3	Written Assignment – Industry Article	40%	3,4	Week 12 Day / DATE/ time

### 5.2 Evidence of Learning Task Details

#### 1. Evidence of Learning Task 1: Position Statement (20%)

Task Type: Written Assignment

Due Date: Week 4, Day / DATE/ time

Weight: 20%, Marked out of 20

Length: 500 words

Task Description:

You are required to provide a position statement of 500 words on the question: **What is Australia's relationship to the Asia-Pacific region?**

Your statement should focus specifically on Australia's First Peoples.

This is an early assessment item that requires you to start work immediately.

Word limit: 500 words (+/-10%).(References ARE NOT included in word limit)

The aim of this exercise is to develop a short critical statement that outlines your position on the question. This requires you to develop an argument that is supported by evidence (references). Given the short length of the assignment, evidence will need to be presented in summary form.

You can consult a range of sources, including the information supplied in the first three modules, other academic books and articles, business reports and analyses, longer media articles (from news and magazine websites etc), and government reports and speeches. You do NOT need to use ALL of these types of sources in your statement.

You may also briefly discuss relevant personal experiences in your statement.

The minimum expectation would be for your assignment to contain at least four sources, but you should go beyond this minimum and achieving higher grades will require you to do so. At least one of these sources must be an academic source - refereed journal article or academic book All evidence presented must be referenced properly referenced using APA, in-text referencing system; all forms require a reference list at the end. The most important factor in referencing is to be consistent.

Criteria and Marking: Further detail will be provided in the Course Site prior to evidence of learning task due date.

Submission: via Turnitin.

## **2. Evidence of Learning Task 2: Contemporary Issues in the Asia-Pacific Region (40%)**

Task Type: Written Assignment

Due Date: Week 9, Friday

Weight: 40%, Marked out of: 40

Length: 1500 words

Task Description:

You are required to develop a 1500-word critical analysis of contemporary threats and opportunities affecting enterprise and trade between Australia and the Asia-Pacific. You may consider threats and opportunities within the Asia-Pacific as a whole, or focus on Southeast Asia, Northeast Asia, or the Pacific. Word limit: 1500 words (+/- 10%). References ARE NOT included in word limit.

A critical analysis essay means you must have an argument and provide evidence to support that argument. Writing a critical essay does not simply mean 'giving your opinion'; rather you must construct an argument based upon key sources that provide information on the threats and opportunities to enterprise and trade between Australia and the Asia-Pacific. You must then outline and explain the evidence that supports your case. You should consider counter evidence, but it must take the form of a rebuttal.

Your critical analysis should have an introduction, body and a conclusion. The body of your essay will present a number of paragraphs that support or contradict your argument. Remember you must explain why you disagree with contrary evidence.

You can consult a wide range of sources, including the information supplied in modules four through eight, academic books and articles, business reports and analyses, longer media articles (news and magazine websites etc), and government reports and speeches. You do NOT need to use all these types of sources in your statement.

The minimum expectation would be for your assignment to contain at least six sources, but you should go beyond this minimum and achieving higher grades will require you to do so. It will not be suitable for your list of six sources to all be newspaper or media articles. Your assignment must contain a minimum of two academic sources (refereed journal articles or academic books). It must also be properly referenced using APA system.

Criteria and Marking: Further detail will be provided in the Course Site prior to evidence of learning task due date.

Submission: via Turnitin.

## **3. Evidence of Learning Task 3: Industry Article (40%)**

Task Type: Written Assignment

Due Date: Week 12 **Day / DATE/ time**

Weight: 40%, Marked out of: 40

Length: 1000 words

Task Description:

You are required to develop a 1000-word research analysis of a specific Australian industry operating in the Asia-Pacific. The target audience should be the management of an enterprise or enterprises within your industry. You will outline how to overcome political, cultural and contemporary (i.e. Covid-19) challenges to business success in that industry within a specific Asia-Pacific country. You may choose any industry you like; some examples would be fashion, iron ore, wine, wheat, financial services, construction, insurance, beef etc. Categories like agriculture, mining, manufacturing, and services are too broad and you will need to look more narrowly. You will focus on the information supplied in modules nine through twelve, information gleaned from earlier modules may also be relevant.

You will need to:

1. explain how enterprise and trade in that industry could develop profitably and sustainably
2. specifically explain the political knowledge and cultural competencies required to operate effectively within your chosen country.

Word limit: 1000 words (+/-10%). References ARE NOT included in word limit

The aim of this exercise is to utilise the information contained in modules nine through twelve. You can consult a range of sources, including the information supplied in earlier course modules, business reports and analyses,

academic books and articles, longer media articles (news and magazine websites etc), and government reports and speeches. You do NOT need to use all these types of sources in your article. The minimum expectation would be for at least six sources, but you should go beyond this minimum and achieving higher grades will require you to do so. You should especially focus on country-specific market and business analyses, and academic sources. There are no minimum requirements for academic journal articles and books in this assessment item and it is up to you to choose the type of sources appropriate for your analysis. You may of course use academic sources if you think they are appropriate. All evidence presented must be referenced properly referenced using APA systems

Criteria and Marking: Further detail will be provided in the Course Site prior to evidence of learning task due date.

Submission: via Turnitin.

## **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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.