



1. General Course Information

1.1 Course Details

Course Code:	FND103
Course Name:	Intercultural Studies
Trimester:	Trimester 2, 2024
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Shane Trinne
Document modified:	28/04/2024

Course Description

This course provides students with an introduction Australian history, what life is like in Australia today in terms of culture, politics and economical factors. As well as to learn about where Australia is headed in the future. The course helps students to learn socio-cultural themes in Australia and uses critical thinking methods to get students to reflect upon their own culture. Students will learn how to communicate with different cultures and work with a diverse range of students with various skills and abilities.

Assumed Knowledge

There is no assumed knowledge 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
Shane Trinne	Shane.trinne@griffithcollege.edu.au
Felicity Armstrong	Felicity.armstrong@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.

Your teacher is contactable on the above email from 9 am to 5pm from Monday to Friday.

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

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 and understand Australian history in terms of Indigenous traditions as well as the impact of British Colonization of Australia.
2. Explain and compare the Australian political system and cultural diversity of Australia to their own cultures.
3. Discuss the future of Australia through a sustainable perspective and the future of cultural diversity across the world.



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

All learning resources are available on the course site.

3.2 Recommended Learning Resources

N/A

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

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning. This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Learning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the After Class (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 **Classwork** (Learning Experiences) which underpin the learnings in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the Before and After Class outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' This time is critical for you to use, to seek assistance from your teacher. You must book these consultation sessions as part of your weekly learning to assist you to succeed in your studies.

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 **Before Class** (Learning Content), **Classwork** (Learning Experiences), After Class (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content and vocabulary to be covered and therefore will be able to actively participate in the session. After Class (Learning Activities) are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment** (Evidence of Learning Tasks) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course content 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 course learning material and completing the homework 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%. You will be notified should your attendance fall below this, and required to enter into a Return to Study Plan. Students are required to be engaged in their learning and to maintain a GPA equal or greater than 3.5 to not be at risk of exclusion. [please see Griffith College Policy Library - [Program Progression Policy](#) — section 2.3 and 2.4 for more information on progress to avoid probation

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.

Expected Course Workload

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
4	6	10

*Total time spent per week in Direct Class Contact time

**Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)

Academic Communication Skills 1 (FND101) & Academic Communication Skills 2 (FND102)

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
5	5	10






* Total time spent per week in Direct Class Contact time

**Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)



4. Weekly Guide: Before Class (Learning Content), Classwork (Learning Experiences) and Homework (Learning Activities) and Assessment (Evidence of Learning)

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

Week	Before Class (Learning Content)	Classwork (Learning Experiences)	Homework (Learning Activities)	Assessment (Evidence of Learning)	Learning Outcome
					
1	<p>Before class: Online vocabulary activities</p> <p>In class topics: How do we learn?</p>	<ul style="list-style-type: none"> • Ice-breaker • Learning mindset • Reflective learning quiz 	Preparation for week 2 on Australian flora and fauna.		
Module 1: The Past - First Peoples and Australian History					
2	<p>Before class: Online vocabulary activities</p> <p>In class topics: Australian Continent: Wildlife/Bush and Land</p>	<ul style="list-style-type: none"> • Virtual bushwalk • Climate activity sheet • Knowledge Poll 	Padlet review of knowledge learned in class on native flora and fauna.		1
3	<p>Before class: Online vocabulary activities</p> <p>In class topics: First Peoples history</p>	<ul style="list-style-type: none"> • Indigenous guest speaker • First Peoples history • team activity on Indigenous traditions. 	Practice exam question. Historical timeline worksheet.		1
4	<p>Before class: Online vocabulary activities</p> <p>In class topics: History of Migration to Australia</p>	<ul style="list-style-type: none"> • Colonization • History of Migration • Practice Exam 	Revision exam sheet		1,2
5	Mid trimester exam			Mid-Trimester Exam -long answers, closed book - 30%	1,2

Module 2: The Present - Australia Today					
6	<p>Before class: Online vocabulary activities</p> <p>In class topics: Australia's economical and political situations</p>	<ul style="list-style-type: none"> • Build upon students current knowledge on politics & economics in Australia. • video on the Australian Economy • Teamwork to compare Australia's economy to other countries. 	<p>Practice online quiz.</p> <p>Review online worksheet for this week's topic.</p>		2
7	<p>Before class: Online vocabulary activities</p> <p>In class topics: Australian culture</p>	<ul style="list-style-type: none"> • Australian cultural values and norms. • Australian slang and traditional music • Practice VEVO exam. 	<p>Opinion based worksheet on Australian culture.</p> <p>Exam Revision sheet.</p>		2,3
8	<p>VEVO Exam (oral exam with your teacher only)</p>			<p>Oral Exam (VEVO) - 6 minute interviews with teacher 30%</p>	1,2,3
Module 3: The Future- Sustainability, Cultural Diversity and Australia in the world					
9	<p>Before class: Online vocabulary activities</p> <p>In class topics: Cultural Diversity, migrants and refugees in Australia</p>	<ul style="list-style-type: none"> • Culture Shock • Census Data • Cultural Diversity and Inclusion vocabulary • Migrants vs refugees • Team activity on refugees (worksheet) 	<p>Reflection activity on cultural shock</p> <p>Sustainable Development Goals Video</p>		3
10	<p>Before class: Online vocabulary activities</p> <p>In class topics: Australian environmental issues</p>	<ul style="list-style-type: none"> • Climate Change activity sheet • Reflection activity on individual carbon footprint • Sustainability and consumption • Sustainable Development Goals 	<p>Collaborative reflection activity on carbon footprint emissions and solutions.</p> <p>Climate change video and questions</p>		3
11	<p>Before class: Online vocabulary activities</p> <p>In class topics: The future of Australia</p>	<ul style="list-style-type: none"> • Legatum Prosperity Index • Where is Australia headed? 	<p>Activity sheet</p>		3
12	<p>Before class: Online vocabulary activities</p> <p>In class topics: Revision of Module 3</p>	<ul style="list-style-type: none"> • Student Presentations - Revision of Module 3 topics • Practice Exam 	<p>Exam revision sheet</p>		3
13	<p>Final Exam</p>			<p>Final exam - long answers, closed book - 40%</p>	2, 3



5. Assessment (Evidence of Learning)

5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	Weighting	Learning Outcome	Due Date
1	Mid-Trimester Exam	30%	1 & 2	Week 5
2	Oral Exam (VEVO)	30%	1&2&3	Week 8
3	Final Exam	40%	2&3	Exam Week

5.2 Assessment Task Detail (Evidence of Learning)

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Mid-Trimester Exam (30%)

Task Type: Exam

Due Date: Week 5, date to be confirmed on course site

Weight: 30%, marks out of 30

Length: 2 hours

Task Description: The mid-trimester exam will cover topics presented in class from weeks 2 to 4. By completing the long answer question mid-trimester exam, you will be provided with an opportunity to demonstrate achievement of learning outcomes 1

Criteria and Marking: Ability to explain and understand Australian history in terms of Indigenous traditions as well as the impact of British Colonization of Australia.

Submission: Paper-based exam

2. Evidence of Learning Task 2: VEVO Oral Exam (30%)

Task Type: Oral Exam

Due Date: Week 8, date to be confirmed on course site

Weight: 30%, Marks out of 30

Task Description: 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.

Criteria and Marking: Students are assessed on their ability to explain and compare the Australian political system and cultural diversity of Australia to their own cultures.

Submission: Answer questions verbally to the teacher

3. Evidence of Learning Task 3: Final Exam (40%)

Task Type: Exam

Due Date: Exam Week, date to be confirmed on course site

Weight: 40%, marks out of 40

Length: 2 hours

Task Description: The final exam will cover topics presented from weeks 9 - 12 and will assess learning outcome 3. The final exam will require long answers very similar to the mid-term exam format.

Criteria and Marking: Students are assessed on their ability to discuss the future of Australia through a sustainable perspective and the future of cultural diversity across the world.

Submission: Paper-based 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 Assessment Tasks.

5.3 Late Submission

An Assessment 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 Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each calendar day that the task is late. Assessment 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 Assessments (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 Assessment Tasks

1. Marks awarded for in-trimester assessment tasks, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final assessment 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 assessment** tasks including the final exam will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of assessment 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 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 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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