



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>9130IBA</b>
<b>Course Name:</b>	<b>Intercultural Communications for Postgraduate Students</b>
<b>Trimester:</b>	<b>Trimester 1, 2025</b>
<b>Program:</b>	<b>Masters Qualifying Program</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Dr Liubov Skavronskaya</b>
<b>Document modified:</b>	<b>January 6 2025</b>

### 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

Students must have completed an undergraduate degree in any discipline. It is assumed that students will have a basic knowledge of writing in their disciplinary area but may not have higher level research or academic writing skills.

## 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 Liubov Skavronskaya	<a href="mailto:Liubov.Skavronskaya@griffithcollege.edu.au">Liubov.Skavronskaya@griffithcollege.edu.au</a>

## 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

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



## 2.2 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

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 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. Attendance will be recorded by your teacher for 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 learning content and learning activities 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.' You may seek assistance from your teacher by 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.

#### 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 course 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: Communication, Diversity &amp; Culture</b>					
1	Introduction & Expectations: Introduction to Intercultural Communication	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 (2010) Mind Map Yourself		1
2	Diversity & Self-Awareness	What is diversity? What is self-awareness? Walpert Case Study Reflection Summarise Week 2 Readings Submit Reflective Writing Watch Videos on Cultural Diversity & Iceberg	Readings: Varner & Beamer (2011); Shuang et al (2015) Complete Cultural Awareness Self-Assessment Diversity & Related Concepts		1, 2
3	Culture, Behaviours & Communication	What is Communication? Verbal & Non-Verbal Behaviours Summarise Week 3 Readings Watch Videos on Culture Culture Quiz Assign teams for EoL#2 Discuss EoL#1 Wk4 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		1, 2

4	Cultural Values Theory Oral Presentation Skills	Cultural Values Dimensions Summarise Week 4 Readings Hofstede's 6-Dimensions Quiz Study Presentation Template Assign teams for EoL#2	Readings: Steers, Sanchez-Runde, & Nardon (2010); Trompenaars (2010) Watch Videos & Reflect on Trompenaars' Dimensions	<b>EoL#1 Module 1 Quiz (30%)</b> due during Week 4 Learning Experience	1,2,3
<b>Module 2: Beliefs, Conflict &amp; Cultural Competence</b>					
5	World Religions & Belief Systems	Why is religion important? Summarise Week 5 Readings Complete Religion Activity Work on EoL#2 Presentation Teamwork Template	Readings: Samovar et al (2013); Young (2010) Oral Presentation Tips Watch Videos on World Religions		1,2,3
6	Cultural Intelligence (CQ) (Other Intelligences)	What is Cultural Intelligence? Summarise Week 6 Readings Watch Videos on Cultural Intelligence Work on Intercultural Activity Video	Readings: Livermore et al. (2012); Livermore & Van Dyne (2015) Ang et al. (2002) Case Study Practice 2 Livermore Activity		1,2,3
7	Leadership & Multicultural Teams	Leading Multicultural Teams What are Teams? Summarise Week 7 Readings	Readings: Adler (2020) Elphinstone (2018) Case Study Practice 4 Wisdom from Geese Activity Video		1,2,3
8	Cultural Competence Theories	Cultural competence 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		
<b>Module 3: Globalisation &amp; Multiculturalism</b>					
9	In-class team presentations	Oral Presentation Skills Thompson Writing Program  Submit EoL#2	Reflection on Presentations	<b>EoL#2 Intercultural Communication Activity (40%)</b> due during Week 9 Learning Experience	1,2,3

10	Global Transitions and Multiculturalism	What is Multiculturalism? What is Globalisation? Answer Questions on Week 10 Readings Intercultural Activity/Video Recording	Readings: Rockstuhl et al. (2011) Karandashev (2015); Shuang et al. (2015) Case Study Practice 3 Watch Videos on Human Migration and Multiculturalism		2
11	Conflict, Negotiation & Culturally Diverse Teams	Conflict & Negotiating Styles Summarise Week 11 Readings EoL#3 Assignment help Watch Conflict Negotiation Videos	Readings: Adler (2002); Guirdham (2011); Martin & Nakayama (2010) Discuss Videos on Negotiation in Cultures Cross Cultural Negotiations Stanford MBA OP sample Conflict Mgt Style Assessment Scale Oral Presentation Practice Watch Videos on Making PPT		1,2
12	Revision for Final Assignment EoL#3	Summarise Week 12 Readings Reflection on Course EoL#3 Assignment help	Readings: Gut, Wilczewski, & Gorbaniuk (2017) Recap Trimester Learning Experience Q & A Activity Reflective Writing Tips (EoL#3)		1,2
Exam Week				<b>EoL#3 Reflective Writing (30%)</b> due Tuesday 03 <sup>rd</sup> June, 5pm	1,2,3



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1.	Module 1 Quiz	30%	1	Week 4 during the Learning Experience
2.	Intercultural Communication Activity: Team Presentation	40%	2, 3	Week 9 during the Learning Experience
3.	Reflective Writing	30%	1, 2, 3	Exam Week, Tuesday 3 <sup>rd</sup> June, 5pm

## 5.2 Evidence of Learning Task Detail

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.

Please note that generative artificial intelligence (GenAI) applications are not permitted to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

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

### 1. Evidence of Learning Task 1 (EoL#1): Module Quiz (30%)

**Task Type:** Module 1 Quiz

**Due Date:** Week 4 during the Learning Experience

**Learning Outcomes evidenced:** 1

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

**Length:** 1 hour

**Format:** Multiple Choice Questions & Short Answer Questions

**Task Description:** Module 1 Quiz will cover all materials discussed in the course from weeks 1-4 and involve multiple choice and short answer questions.

**Criteria and Marking:** The full marking criteria will be available on the course site. The quiz constitutes 30% and marks will be allotted as:

- Total marks for multiple-choice questions = 20 questions \* 1 mark/question = 20 marks
- Total marks for short-answer questions = 2 questions \* 5 marks/question = 10 marks

**Submission:** Online quiz/Exam

### 2. Evidence of Learning Task 2 (EoL#2): Intercultural Communication Activity - Team Presentation (40%)

**Task Type:** Assignment - Presentation

**Due Date:** Week 9 during the Learning Experience

**Learning Outcomes evidenced:** 2,3

**Weight:** 40%, Marked out of: 40

**Length:** Variable

**Task Description:** During Week 3 and Week 4 Learning Experience you will be assigned to the team for Assessment 2. Your goal is to research and plan a 15-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 one page of supplementary evidence, such as team meeting minutes etc., to demonstrate the fair distribution of workload and responsibilities among team members. This evidence should clearly showcase individual contributions and responsibilities within the team. 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 presentation should make use of a minimum of 6 academic references.**

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**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:

- 20 marks for success of activity (choice, effectiveness, execution, engagement)
- 20 marks for written component (clarity, detail, supporting evidence)

**Submission:** Teams submit a copy of the team presentation to Turnitin before presentations begin.

**Submission:** e.g. Turnitin via the course site; online quiz/exam

### 3. Evidence of Learning Task 3 (EoL#3): Reflective Writing (30%)

**Task Type:** Assignment - Written Assignment



**Due Date:** Exam Week, Tuesday 03<sup>rd</sup> June, 5pm

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

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

**Length:** 1500 words

**Task Description:** Reflective Writing task comprises two components. The first component requires students to write a personal reflection about your current level of self-awareness and cultural intelligence using the theories and tools you have learned over the trimester. This component aims to evaluate how much you have learned about yourself, your culture, and other cultures. The second component of this task requires you to reflect on the cultural challenges you have faced since you moved to Australia and provide a list of recommendations for future MQP students on how to overcome these challenges. This component aims to assess your ability to apply the concepts and theories you have learned to practical situations and provide viable solutions to cultural challenges.

You will need to produce a **1500-word reflective response**. Use and integrate ideas from a minimum of 6 references to support the reflection. Further details will be provided on the course site. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

**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:** Submission through Turnitin on the course site.

**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 enroll.

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 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](#) (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.