



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	5902GCH
<b>Course Name:</b>	English Language & Communication for Health
<b>Trimester:</b>	Health Care Trimester - 2 2020
<b>Program:</b>	Diploma of Health Care
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Rhonda Ozturk
<b>Document modified:</b>	21 May 2020

### Course Description

The course is designed for international students or students from a non-English speaking background, to allow them to develop English language skills relevant to the academic culture of Australian universities and to function successfully in a global nursing context. It therefore involves intensive English language practice and language immersion activities, with application to a global nursing contextualised setting.

### Assumed Knowledge

There is no prerequisite for the course

### 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Rhonda Ozturk	rhonda.ozturk@staff.griffithcollege.edu.au

## 1.3 Staff Consultation

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

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

- 1.To further develop your communicative competence in spoken and written English;
- 2.To raise your awareness of how English language functions within the Australian higher education context, especially in relation to different modes of learning (cooperative/group-work and independent learning) and different assessment practices (presentation, essay, examination);
- 3.To provide explicit guidance on aspects of the Australian university culture that are required for your successful study in Health;
- 4.To ensure you are aware of your responsibility to continue to develop your English language skills throughout your Diploma program and are familiar with the various support systems in place to assist you in the development of your English language skills. The course addresses these aims through both content and teaching methods designed for NESB students. The content of the course focuses on the language and communication skills that you need to develop and practise in order to achieve success in your studies and careers. These include an intensive review of English language and discourse in the context of practical written and oral communication tasks in Health. The teaching methods have been designed to give you the opportunity to practice speaking and writing skills in a supportive learning environment and to enable you to receive individual feedback from tutors so that you improve your English communication skills in Health.

This course is open to international students



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Critically read and analyse authentic examples of global nursing issues
2. Generate a group presentation on a global nursing topic and demonstrate collaboration skills
3. Develop and apply academic writing and referencing skills necessary to construct academic essays in the global nursing context

## 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

Nil

### 3.2 Recommended Learning Resources

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). *Essential academic skills*. Oxford University Press.

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Information about your Learning

### Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### 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 MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

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





	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module</b>					
1	<b>Reading Academic Articles</b>	Self-efficacy scale Reading academic articles WS Quantitative Research article examination	Text Type English Help Video Find someone who .... Groupwork - recognising features of an academic article		1
2	<b>Finding Academic Sources</b>	Qualitative research article review Recognising Primary & secondary research Boolean Operators	Boolean operators video Kahoot quiz – features of an academic article Effective reading video and exercises		1
3	<b>Academic Research</b>	Mixed Method article review Researching using Griffith library, Proquest & Google scholar SQ3R Reading method example	Students search for an academic journal article on mental health and share findings with the class Using SQ3R reading method on an academic article		1
4	<b>Case Study Analysis</b>	Reading an example case study Constructing a SWOT Analysis Structuring a case study recommendation paragraph	Effective group work video Group work- Reading and discussing a case study constructing recommendation paragraph	Case study SWOT Analysis & Recommendation paragraph	1
<b>Module 2</b>					
5	<b>Oral Presentations</b>	Review of oral presentation lecture What makes a good PowerPoint example with teacher explanation Groupwork roles- 27 roles defined	Speaking at university English Help video Assign students to breakout groups of three to find a journal article that they will use for their oral presentation		2

6	<b>Oral Presentations</b> <b>TED Talk</b> <b>Example</b> <b>How to Starve Cancer</b>	Review of TED talk The features of a successful presentation  Good and bad presentations video  Class discussion of articles students are using for their oral presentation	Groupwork –critical examination of an aspect of Dr Li ‘s presentation – share with class Groupwork – discussion and scoring of the two presentations Whole class discussion	Oral presentation submission	2
<b>Module 3</b>					
7	<b>Academic Writing &amp; Plagiarism</b>	Examples of Plagiarism Essay Criteria Mental health stimulus article examination	How to avoid plagiarism video True/False writing quiz Guided online search for essay articles Meth video		3
8	<b>Quoting &amp; paraphrasing lecture</b>	How to paraphrase & quote explanation and examples Griffith university APA 7th edition referencing tool tutorial APA long quote formation example	Kahoot – quoting and paraphrasing Summarising example and activity Synthesising example and activity		3
9	<b>Essay writing lecture</b>	Writing a thesis statement examples Structuring an academic thesis statement examples	identifying features of a HD essay Writing a thesis statement for an academic essay activity Constructing thesis statement proforma for students menta health essay		3
10	<b>Using academic research articles for academic writing lecture</b>	Discussion on parts of a research article: abstract, literature review, methodology and results, discussion, limitations, recommendations, funding considerations, ethical approval Ethical research discussion	Groupwork – recognising parts of a research article from extracts worksheet Kahoot – Academic research article Little Albert experiment video Blue eyed/ brown eyed video	1000 word academic essay on mental health issues submission	3



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Case study SWOT analysis & recommendation paragraph	15%	1	Week 4
2	Oral Presentation	15%	2	Week 6
3	1200 word academic essay	30%	3	Week 10
4	Final Exam	40%	1, 2, 3	Exam week

### 5.2 Evidence of Learning Task Detail

**Case Study SWOT Analysis & Recommendation Paragraph:** Examining a dilemma-based case study and encouraging students to put theory to practice, encouraging critical reflection, and developing the problem-solving and decision-making skills crucial for nursing. Applying theory to practice

**Oral Presentation:** The oral presentation provides students with practice in planning, structuring and presenting information in an academic health context. Assessment details: This is a short group presentation based on one of the topics provided in class by the tutor. Marking criteria: Students will be provided with a marking criterion schedule in advance of the date of expected presentation date.

**Academic Essay** To teach students the necessary components of an academic essay which are required at university. Assessment details: The essay will be completed by you in various stages with support and feedback from your tutor at each point in the process. Both lectures and tutorials will provide you with guidance for completing each stage. Marking criteria: The essay will be marked against established criteria which will be published on the 5902GCH MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure and punctuation. Submission: Hard copy in class and online submission to Turnitin

### 5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items 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 item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.



However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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