



## 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, 2021
<b>Program:</b>	Diploma of Health Care
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Rhonda Ozturk
<b>Document modified:</b>	3 June 2021

### 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 teacher can be contacted via the email system on the portal.

Name	Email
Rhonda Ozturk	<a href="mailto:rhonda.ozturk@staff.griffithcollege.edu.au">rhonda.ozturk@staff.griffithcollege.edu.au</a>

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher 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/team-work and independent learning) and different evidence of learning 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 teachers 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 team 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 - 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 the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

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

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

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

#### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



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

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

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Module</b>					
1	<b>Reading Academic Articles</b>	Text Type English Help Video Introduce someone to the team Teamwork - recognising features of an academic article	Self-efficacy scale Reading academic articles WS Quantitative Research article examination	<b>Epigeum Module 1 – 5%</b>	1
2	<b>Finding Academic Sources</b>	Boolean operators video Kahoot quiz – features of an academic article Effective reading video and exercises	Qualitative research article review Recognising Primary & secondary research Boolean Operators	<b>Epigeum Module 2 – 5%</b>	1
3	<b>Academic Research</b>	Students search for an academic journal article on mental health and share findings with the class Quoting and Paraphrasing	Mixed Method article review Researching using Griffith library, Proquest & Google scholar SQ3R Reading method example	<b>Epigeum Module 3 – 5%</b>	1
4	<b>Case Study Analysis</b>	Effective team work video Team work- Reading and discussing a case study constructing recommendation paragraph	Reading an example case study Constructing a SWOT Analysis Structuring a case study recommendation paragraph Reflective Writing		1
<b>Module 2</b>					
5	<b>Oral Presentations</b>	Speaking at university English Help video Assign students to breakout teams of three to find a journal article that they will use for their oral presentation	Review of oral presentation learning experience What makes a good PowerPoint example with teacher explanation Teamwork roles- 27 roles defined	<b>Essay Outline &amp; Developed Paragraph – 20%</b>	1 & 3


6	<b>Oral Presentations</b> <b>TED Talk</b> <b>Example</b> <b>How to Starve Cancer</b>	Teamwork – critical examination of an aspect of Dr Li 's TED Talk presentation – share with class Teamwork – discussion and scoring of the two presentations Whole class discussion	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		2
<b>Module 3</b>					
7	<b>Academic Writing &amp; Plagiarism</b>	How to avoid plagiarism video True/False writing quiz Guided online search for essay articles Meth video	Examples of Plagiarism Essay Criteria Mental health stimulus article examination Structure an academic thesis statement- examples	<b>1200 Word Essay – 40%</b>	<b>1 &amp; 3</b>
8	<b>Quoting &amp; paraphrasing</b> <b>Learning Experience</b>	Kahoot – quoting and paraphrasing Summarising example and activity Synthesising example and activity	How to paraphrase & quote explanation and examples Griffith university APA 7th edition referencing tool tutorial APA long quote formation example		3
9	<b>Essay writing</b> <b>Learning Experience</b>	Identifying features of a HD essay Writing a thesis statement for an academic essay activity Constructing thesis statement proforma for students mental health essay	Writing a thesis statement examples Structuring an academic thesis statement - examples	<b>Oral Presentation – 25%</b>	2
10	<b>Using academic research articles for academic writing</b> <b>Learning Experience</b>	Teamwork – recognising parts of a research article from extracts worksheet Kahoot – Academic research article Little Albert experiment video Blue eyed/ brown eyed video	Discussion on parts of a research article: abstract, literature review, methodology and results, discussion, limitations, recommendations, funding considerations, ethical approval Ethical research discussion	<b>Oral Presentation – 25%</b>	2

Please note: the order of these activities (weeks) and topics might be changed by your teacher.

## 5. Evidence of Learning (Evidence of Learning Task Plan)



### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Epigeum Quizzes	15%	1	Week 1,2 &3
2	Essay Outline & Developed Paragraph	20%	1 & 32	5
3	1200 word essay	40%	1 & 3	Week 7
4	Oral Presentation	25%	2	Weeks 9 &10

**In order to gain a passing grade in this course, a student is required to complete and pass all epigeum modules in addition to all remaining evidence of learning tasks.**

## 5.2 Evidence of Learning Task Detail

### **Epigeum Quizzes – 15 %**

Student will learn, practice and assess their academic integrity skills.

### **Essay Outline & Developed Paragraph – 20%**

This task will allow students to demonstrate their academic writing abilities and skills. This task will be explained in the first week. It will be useful to complete this task and use the feedback for the bigger 1200 word essay. To introduce students to the basic components of essay writing – including essay structure, paragraph structure , referencing and paraphrasing.

### **1200 Word Essay 40%**

To teach students the necessary components of an academic essay which are required at university.

Evidence of Learning details: The essay will be completed by you in various stages with support and feedback from your teacher at each point in the process. The learning experiences 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

**Oral Presentation – 25%:** The oral presentation provides students with practice in planning, structuring and presenting information in an academic health context.

Evidence of Learning Task details: This is a short team presentation based on a nursing or health topic chosen by each team.

Marking criteria: Students will be provided with a marking criterion schedule in advance of the date of expected presentation date.

## 5.3 Late Submission

An evidence of learning (assessment) task 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

evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### 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 Student Portal 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 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 tasks 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 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 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 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 – 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 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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