



# WMEC101

## Intercultural Relations

MUIC Term 5 2017

*Macquarie University International College*

## Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	12
<u>Delivery and Resources</u>	14
<u>Unit Schedule</u>	17
<u>Learning and Teaching Activities</u>	19
<u>Policies and Procedures</u>	20
<u>Graduate Capabilities</u>	24
<u>Changes from Previous Offering</u>	27
<u>Course Contact Hours</u>	27
<u>Unit Specific Texts and Materials</u>	27

### Disclaimer

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## General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

A theoretical framework for the analysis of intercultural communication is considered and some of the concepts introduced in WMEC100 are revisited and reapplied. Students are introduced to Marshall McLuhan's notion of the global village and look at the importance of intercultural communication as part of the latest phase of globalisation. Lessons consider the cultural, economic and political implications of intercultural communication across university settings, in the workplace, and in the media. International media flows and media image management are explored. Approaches on how to increase social tolerance and understanding are assessed in the context of how intercultural communication may be used as a tool in conflict situations.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management

Define cultural identity and develop intercultural empathy

Identify creative ways to manage intercultural (work) situations

Assess political and social developments in the context of globalization and intercultural relations

Use discipline specific terminology to communicate concepts and ideas relevant to this unit

## General Assessment Information

### Requirements to Pass

In order to pass this unit a student must obtain a mark of 50 or more for the unit (i.e. obtain a passing grade P/ CR/ D/ HD).

For further details about grading, please refer to [Schedule 1](#) of the [Assessment Policy](#).

Students must also pass any hurdle assessments as stipulated in the Assessment Section of this Unit Guide.

### Grading

The College will award common result grades as specified in [Schedule 1](#) of the [Assessment Policy](#).

Students will receive criteria and standards for specific assessment tasks, which will be aligned with the grading descriptors given in [Schedule 1](#).

The attainment (or otherwise) of learning outcomes for a unit of study will be reported by grade and mark which will correspond to the Schedule 1 and be as outlined below.

Grade	Mark Range	Outcome	Description

HD	High Distinction	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	Distinction	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	Credit	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	Pass	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	Fail	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.
FA	Fail		Did Not Attend	Student has failed the compulsory attendance component of assessment
FH	Fail	49	Failed Hurdle	Student has obtained a raw mark over 50, yet failed all available attempts of at least one hurdle assessment (as described within Schedule 2 of the Assessment Policy).

Final Grades not receiving a mark because the student has withdrawn after the Census Date, not submitted or completed one or more components of the assessment, has been awarded a supplementary assessment or because of an unresolved matter such as allegations of academic misconduct are outlined in [Schedule 1](#).

### Where to find information about assessment

General assessment information including the number and nature of assessments, due dates and weightings has been provided in this unit guide.

Specific assessment information including assignment instructions, questions, marking criteria and rubrics as well as examples of relevant and related assessment tasks and responses will be available in the Assessment section on iLearn. For units that have final examinations, students may access past final exam papers using [MultiSearch](#).

## Student Responsibilities

As per the [Assessment Policy](#), students are responsible for their learning and are expected to:

- actively engage with assessment tasks, including carefully reading the guidance provided, understanding criteria, spending sufficient time on the task and submitting work on time;
- read, reflect and act on feedback provided;
- actively engage in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. seeking clarification or advice, negotiating learning contracts, developing grading criteria and rubrics);
- provide constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys, suggestions for future offerings, student representation on committees);
- ensure that their work is their own; and
- be familiar with University policy and College procedures and act in accordance with those policy and procedures.

## Submission of Assessment Tasks

Assessments must be submitted in accordance with instructions provided in this unit guide. Assessment tasks which have not been submitted as required will not be marked; they will be considered a non-submission and zero marks will be awarded for the task.

## Extensions & Late Submissions

Extensions will only be granted as a result of a [Disruptions to Studies](#) Notification for which special consideration has been awarded. To apply for an extension of time for submission of an assessment item, students must submit their Disruptions to Studies notification via [ask.mq.edu.au](https://ask.mq.edu.au).

Late submissions without an approved extension are possible but will be penalised at 20% per 24 hour period or thereof up to 4 days (weekend inclusive).

Example: An assignment is due at 5:00 pm on a Friday and is marked out of 100 marks.

- If a student submits at 5:02 pm on the Friday and no Disruptions to Studies or special consideration is granted, a penalty of 20% of the total marks possible (20 marks) will be deducted from their result.
- If the student submits the assignment on Sunday and no Disruptions to Studies or special consideration is granted, then a penalty of 40% (40 marks) will be deducted and so on.

- If a student submits an assessment task 5 or more days after the due date and no Disruptions to Studies or special consideration is granted, a record or submission will be made but the student will receive zero marks for the assessment task.

Where a student has been granted an extension and submits late, late penalties will be applied following the due date.

Please see “In class assessment” section for further information on in class assessments.

### **Retention of Originals**

It is the responsibility of the student to retain a copy of any work submitted. Students must produce these documents upon request. Copies should be retained until the end of the grade appeal period each term.

In the event that a student is asked to produce another copy of work submitted and is unable to do so, they may be awarded zero (0) for that particular assessment task.

Requests for original documentation will be sent to the applicant's student email address within six (6) months of notification by the student. Students must retain all original documentation for the duration of this six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

### **In Class Assessment**

Students must bring their Student ID Card to all assessment tasks, including in class assessments and produce this if requested. Students may be refused the opportunity to take an in class assessment task where unable to show their student ID card.

Where an assessment is to be held or submitted a scheduled lesson, students must be ready to submit, present or sit the assessment task at the start of the lesson, however not all assessments may commence at the beginning of the lesson. No additional time or adjustment will be made for late arriving students or students not ready to submit an assessment at the start of the lesson and late penalties may apply.

For example, if a one hour test or quiz is due to take place in a three hour lesson, the test or quiz may start at any time in the first two hours, so students must be ready to take the test at the beginning of the lesson. No additional time will be given to or adjustment made for students who arrive late. While they may still be permitted to take the test, deepening on the task, the student will have only the remaining time to complete the task. Similarly, where an assessment task is due in a given lesson, late penalties may apply to a student who submits the task at the end of the lesson, depending on submission instructions for the task.

### **Final Examinations**

The final examination period is from Thursday Week 6 until Monday of Week 7, including the weekend. This means that examinations and assessments may be held/due on the Saturday during the final examination period and students must be available to take exams and submit assessments on this day. For unit specific details please refer to the Assessment section of this unit guide.

The University will publish the [College Final Examination Timetable](#) at least 4 weeks before the commencement of the final examination period and students will be able to access their final examination schedule in Week 3 of the Term. **Final Examination Requirements**

Schedule 4 of the Assessment Policy explains what students are responsible for:

- checking the final examination timetable
- knowing the examination location (including seat number allocation) and arriving at allocated examination venue on time.
- knowing the structure and format of the examination
- adhering to the final examination timetable
- ensuring they are available for the full duration of the final examination period and supplementary examination period.

Details of the structure and format of the final examination paper will be made available to students via iLearn prior to the start of the final examination period. This detail will include:

- a copy of the examination coversheet, giving the conditions under which the examination will be held
- information on the types of questions the examination will contain, and
- an indication of the unit content the paper may examine.

Students must follow directions given by the Final Examination Supervisor.

Students will be required to present their Macquarie University Campus Card as photographic proof of identity for the duration of the final examination and may be refused the opportunity to take a final examination where unable to show their student ID card.

Students are not permitted to:

- enter a final examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- leave a final examination venue before one hour from the time of commencement (excluding any reading time) has elapsed
- leave a final examination venue during the last 15 minutes of the examination
- be readmitted to a final examination venue unless they were under approved supervision during the full period of their absence
- obtain, or attempt to obtain, assistance in undertaking or completing the final examination script
- receive, or attempt to receive, assistance in undertaking or completing the final examination script (Unless an application for reasonable adjustment has been approved)
- communicate in any way with another student once they have entered the final examination venue

## Missed assessments and examinations

The University recognises that students may experience unexpected events and circumstances that adversely affect their academic performance in assessment activities, for example illness.

In order to support students who have experienced a serious and unavoidable disruption, the University will provide affected students with an additional opportunity to demonstrate that they have met the learning outcomes of a unit. An additional opportunity provided under such circumstances is referred to as special consideration.

In order to be eligible for special consideration students must submit a Disruption to Studies Notification via [ask.mq.edu.au](https://ask.mq.edu.au) within five (5) working days of the commencement of the disruption and attach appropriate supporting evidence.

Where special consideration is granted the student will be given an additional opportunity to demonstrate that they have met the learning outcomes of a unit in the form of an alternative or supplementary assessment task or extension.

Please refer to the Disruptions to Studies section under Policies and Procedures below.

## Supplementary Tests, Supplementary Examinations and Second Attempts at a Hurdle Assessments

Where a student has been granted a supplementary test or examination as a result of a disruption to studies, they will be advised of the time, date and location for the supplementary task.

**Supplementary interim assessments** (i.e. assessments held during the term) will be held throughout the term with sittings typically taking place on these days:

- Week 3: Wednesday AND/OR Friday
- Week 5: Wednesday AND/OR Friday
- Week 6: Thursday

**The supplementary final examination** period (i.e. for formal, end of term examinations) will span from Monday Week 7 until Friday Week 1 of the subsequent teaching term. Students who have lodged a Disruptions to Studies must be available to undertake examinations during the supplementary examination period.

Where a student is eligible for **a second attempt at a hurdle assessment**, this will typically be organised during the supplementary interim/final examination periods unless stipulated otherwise in the assessment section of the unit guide.

For each assessment task affected by a disruption event, there will be a **limit of one extra assessable task or remedy applied**. If a further event affects the student's ability to partake in this assessment activity (i.e. a student cannot undertake the additional or supplementary assessment task as scheduled) the student will need to proceed with the grading of the original attempt or submit a further Disruption notification which would be assessed for a Withdrawal without Academic Penalty outcome.

Results for supplementary final examinations may not be available for up to two weeks following



the supplementary examination. Students in their final term of study who undertake supplementary final exams and students who apply for special consideration for a unit which is a prerequisite to another unit in their program should note that formal completion of their Program will not be possible until supplementary results are released and this may impact on their ability to enrol in subsequent programs of study on time.

### **Accessing your Results**

Students will be able to view their results for internal assessments via the Grades section in [iLearn](#).

Grades (e.g. HD, D, CR, P, F) for all assessment tasks will be released to students once marking has concluded. Marks for individual assessments may be released as well.

Final results for the unit will be released at 00:01 on Friday of Week 7. Students will be able to view their final result for the unit via [eStudent](#).

### **Calculating your GPA**

A Grade Point Average (GPA) is a calculation that reflects the overall grades of a student in a coursework program. Please refer to the [GPA Calculator](#).

### **Obtaining Feedback**

Teaching staff will provide students with feedback about their academic progress and performance in assessment tasks or a unit of study. Where relevant, other staff such as Senior Teachers, Program Managers and members of the Student Administration and Services Team will provide feedback and advice to students about their performance in a program of study. Feedback may be provided to individual students, a group of students or a whole class and it may be written or verbal in nature.

Some examples of feedback include:

- Teaching staff member reviewing a draft submission and giving a student advice on how to improve their work before making a final submission
- Teaching staff member telling a class that they need to improve their editing of grammar in their recently submitted assignment.
- Teaching staff member discussing progress of an individual student before census date to allow the student to decide whether they should remain enrolled in the unit.
- Online feedback via announcements or forums, an online marking rubric or various iLearn activities employed in a unit. Please note that feedback on written assessments is usually provided via Feedback Studio in iLearn.
- Written marks and comments on a marking sheet or essay.

Recorded voice comment provided in response to an essay submitted online.

- A student receiving advice that they should consider withdrawing from a unit because they have missed too many classes / too much work to be able to catch up or for other

reasons.

It is a student's responsibility to:

- Attend sessions, be present and actively engaged during times when feedback is provided in scheduled class times.
- If absent from an in-class feedback session due to unavoidable circumstances, organise an alternative time with the teacher so that they can receive their feedback
- Ensure that they have received sufficient feedback prior to their next assessment task and/or final assessment in the unit
- Act promptly on feedback provided (e.g. incorporate advice provided into their work and study habits).

If you are unsure how or when feedback has been or will be provided, or you feel that feedback provided is not sufficient, you must approach relevant teaching or administrative staff and request additional feedback in a timely manner during the term and prior to any subsequent assessment task or the final assessment task for the unit. Claims that not enough feedback has been provided are not grounds for a grade appeal, especially where a student has not made any effort to approach staff about obtaining additional feedback in a timely manner. Students may seek general feedback about performance in a unit up to 6 months following results release.

If you have any problems contacting your teacher you may seek help from administrative staff at the E3A Level 2 Reception.

### **Contacting Teaching Staff Obtaining Help**

Students may contact teaching staff at any time during the term by using the contact details provided in this guide. Students should expect a response within 1-2 business days. Teaching staff are unable to accept assessment submissions via email, all assessments must be submitted as outlined in the unit guide.

For all university related correspondence, students must use their official Macquarie University student email account which may be accessed via the [Macquarie University Student Portal](#). Inquiries from personal email accounts will not be attended to.

### **Academic Honesty**

Using the work or ideas of another person, whether intentionally or not, and presenting them as your own without clear acknowledgement of the source is called [Plagiarism](#).

Macquarie University promotes awareness of information ethics through its [Academic Honesty Policy](#). This means that:

- all academic work claimed as original must be the work of the person making the claim
- all academic collaborations of any kind must be acknowledged
- academic work must not be falsified in any way
- when the ideas of others are used, these ideas must be acknowledged appropriately.

All breaches of the [Academic Honesty Policy](#) are serious and penalties apply. Students should be aware that they may fail an assessment task, a unit or even be excluded from the University for breaching the Academic Honesty Policy.

## Turnitin

To uphold principles of Academic Honesty, Macquarie University employs online anti-plagiarism Software called [Turnitin](#). Turnitin compares electronically submitted papers to a database of academic publications, internet sources and other student papers that have been submitted to the system to identify matching text. It then produces an Originality Report which identifies text taken from other sources, and generates a similarity percentage. Teaching staff will use the report to judge whether plagiarism has occurred and whether penalties should apply for breaches of the Academic Honesty Policy.

All text based assessments must be submitted through Turnitin as per instructions provided in the unit guide. It is the student's responsibility to ensure that work is submitted correctly prior to the due date. This includes verifying that correct files have been submitted as no special consideration will be given to students who have uploaded incorrect documents. No hard copies of assessments will be accepted and only Turnitin records will be taken as records of submission.

Multiple submissions may be possible via Turnitin prior to the final due date and time of an assessment task and originality reports may be made available to students to view and check their work.

There is no set percentage which indicates whether plagiarism has occurred; all identified matching text should be reconsidered carefully. If plagiarism has occurred or is suspected and resubmission is possible prior to the due date, students are advised to edit their work before making a final submission. Help may be sought from teaching staff. Students may also access [re search resources](#) provided by the library or [Learning Skills](#).

Students should note that the system will not immediately produce the similarity score on a second or subsequent submission - it will take at least 24-36 hours for the report to be generated. This may be after the due date so students should plan any resubmissions carefully.

Please refer to these instructions on [how to submit your assignment through Turnitin](#) and access similarity reports and feedback provided by teaching staff.

Should you have questions about Turnitin or experience issues submitting through the system, you must inform your teacher immediately. If the issue is technical in nature may also lodge a [On eHelp](#) Ticket, refer to the [IT help page](#).

## Submission of Drafts through Turnitin.

In some instances students may be required to submit drafts of written work via Turnitin **prior to the due date of the assessment** task so that they can receive feedback prior to making a final submission. If the student does not make a final submission prior to the due date, their draft will be counted as the final submission or late penalties applied.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>1. Active Engagement</u>	30%	No	Wk 1, 2, 3, 4, 6
<u>2. Presentation</u>	30%	No	continuous from week 2
<u>3. Essay</u>	40%	No	Week 5, Thursday, 11:55 pm

### 1. Active Engagement

Due: **Wk 1, 2, 3, 4, 6**

Weighting: **30%**

In WMEC101, marks are awarded for active participation and preparation for classes. As part of this task, there will be five paper-based quizzes. Each quiz is worth 5% of your mark (total 25%).

Overall participation (regular attendance to classes, completion of essential readings and participation in group discussions) is worth 5%.

The quizzes will be taken in the second lesson from Week 1 to Week 6. (with the exception of week 5) Each quiz may cover any of the topics of the relevant week and will include one short answer question. The duration of each quiz will be 15 minutes.

This is an individual task. Further information and marking criteria will be available on iLearn. Feedback will be provided in class and via Gradebook.

If students miss quizzes, they should refer to the Disruption to Studies section above.

On successful completion you will be able to:

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

### 2. Presentation

Due: **continuous from week 2**

Weighting: **30%**

Each student will prepare a short presentation which leads a class discussion that explores an aspect of the weekly topic. Students will be allocated topics in class during Week 1. Each student is required to speak and run a class activity (for example, group discussion, debate, quiz etc) for 10-15 minutes. This is an individual assessment task.

To prepare a presentation students may use the weekly readings but the presentation needs to be more than a summary. Students should assume that their classmates have read the text.

A good presentation goes beyond the reading and brings in practical examples such as current affairs or a case study. Students should use their audience; find a way for them to actively participate rather than finishing their presentation with: "Any questions?"

A marking rubric will be provided on iLearn. Feedback will be provided in class and via Gradebook.

If students miss their presentation, they should refer to the Disruption to Studies section above.

On successful completion you will be able to:

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

### 3. Essay

Due: **Week 5, Thursday, 11:55 pm**

Weighting: **40%**

Students will choose one essay topic from the three essay topics provided on iLearn and write a critical essay (1500 words) on the topic. Students should include some of the theories discussed in this unit and relevant examples of the field of Intercultural Relations. Essays should present a critical argument, be fully referenced and have in-text citations.

Students must submit a draft of their essay in Turnitin in Week 5 Lesson 1 so that they can receive feedback from the teaching staff and their peers. Students must submit the final version of their essays via Turnitin on the iLearn page by Week 5, Thursday, 11:55 pm. Please note, re-submissions in Turnitin are only allowed until the deadline. After this time, students will not be able to make changes to their Turnitin submission.

This is an individual task. Further information and a marking rubric will be available on iLearn. Feedback will be provided via Grademark on Friday, Week 7.

Please refer to late submission criteria above.

On successful completion you will be able to:

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

## Delivery and Resources

### Term Dates & College Calendar

Details of key dates during the term can be found on the [Important Dates](#) calendar.

### Enrolment and Timetables

General timetable information is available via Macquarie University's [Timetable page](#).

Students will be able to enrol in units and register for classes via [eStudent](#) and also view their personal timetable. It is the student's responsibility to ensure that classes they have registered for do not clash.

Students are only permitted to attend classes in which they have registered via eStudent, unless they have written approval from the Students Services and Administration Manager. To seek approval, students must email [muic@mq.edu.au](mailto:muic@mq.edu.au) or speak to a member of the Student Services and Administration Team at E3A Level 2 Reception. Approval will only be granted in exceptional circumstances.

The last day to enrol in units is Tuesday of Week 1. Swapping groups is not possible after the enrolment period has concluded. The last day to enrol and register into classes is Tuesday of Week 1 and this must be finalised by the student in [eStudent](#) by the end of the day.

### Attendance Requirements – All Students

All students are expected to attend 100% of scheduled class time.

Attendance will be monitored in each lesson & students will be able to see their current attendance percentage to date and potential attendance percentage for each unit they have enrolled in via [iLearn](#).

- **Current attendance Percentage** will reflect the percentage of classes a student has

attended so far (based only on the lessons held to date).

- **Potential Attendance Percentage** will reflect the percentage of classes a student can potentially attend by the end of the term, taking into consideration lessons attended and assuming the student also attends all future lessons scheduled (based only on the total number of lessons in the Term).

Where a student is present for a part of a lesson (for example arrives late, leaves early, leaves the class frequently or for lengthy periods, engages in inappropriate or unrelated activities or does not participate actively in the majority of the lesson) the teacher reserves the right to mark a student absent for that part of the lesson.

In cases of unavoidable non-attendance due to illness or circumstances beyond their control, students should lodge a [Disruption to Studies](#) Notification via [ask.mq.edu.au](mailto:ask.mq.edu.au) within 5 working days and supply relevant supporting documentation, even if they have not missed a formal assessment task. This will ensure that appropriate records of unavoidable absences can be kept.

### **Public Holidays and Make-up Lessons**

If any scheduled class falls on a public holiday a make-up lesson may be scheduled on an alternate day, usually on a Saturday or a weekday at a time when students do not have other classes scheduled.

Students should note that they must attend a scheduled make-up class as this forms an integral part of the curriculum. Attendance will be taken for any scheduled make-up lessons. Where a make-up lesson is scheduled, students will be informed in class and via iLearn, usually in the first week of Term and the week prior to the make-up lesson. Students should check their iLearn announcements and student email for details.

If appropriate, teaching staff may instead organise an online make-up lesson requiring students to complete additional activities outside of class. Students will be informed of any such arrangements in class and/or via iLearn.

### **Technology Used and Required**

- Access to internet (Available on Campus using Macquarie [OneNet](#) and in designated E3A Self-Access Computer Laboratories)
- [iLab](#) - iLab is Macquarie University's personal computer laboratory on the Internet, enabling students to use the Microsoft Windows applications they require to do their university work from anywhere, anytime, on anything.
- Access to [iLearn](#)
- Access to Macquarie University [Library catalogue](#) ([MultiSearch](#))
- Access to Microsoft Office Suite (available in E3A Self-Access Computer Laboratories and via [iLab](#))

### **iLearn**



[iLearn](#) is Macquarie's online learning management system and a principal teaching and learning resource which will be used throughout the term. Students must access iLearn at least 3 times per week to access important information including:

- Announcements and News Forums - Teaching staff will communicate to the class using iLearn announcements. Announcements may also be emailed to students' Macquarie University email address but students should check the News Forum regularly.
- Attendance – current and potential attendance percentage for the Term.
- Unit Guide and staff contact details
- Set unit readings available through [MultiSearch](#) (library).
- Lesson materials and recordings where available
- Learning and teaching activities and resources, questions and solutions
- Assessment instructions, questions, marking criteria and sample tasks
- Assessment submission links such as Turnitin
- Links to support materials and services available at the University
- Evaluation Surveys for the unit

For any resource related iLearn questions contact your teacher. For any technical or support issues using iLearn, please contact the IT helpdesk (Ph. 02 9850 4357) or lodge a ticket using [OneHelp](#).

### **Useful Study Resources**

[StudyWise](#) is an iLearn resource created by Learning Skills, which is specifically designed to help you to manage your studies, strengthen your study techniques, write effective assignments and improve your English language proficiency. Once you enrol in StudyWISE, you can access it from your iLearn course list under the category "Student Support".

[InfoWise](#) will help you improve your research skills by teaching you how to use MultiSearch, decode citations, identifying key search terms and use advanced search techniques.

[Lib Guides](#) provide students with links to electronic sources and websites that are good starting points for research in different fields or disciplines.

[MultiSearch](#) will connect you to Macquarie University Library and allow you to search library resources, databases, unit readings and past exam papers

[Academic Language and Learning Workshops](#) are designed to help you with Study Skills, Assignment Writing, Referencing and Academic Language.

[Research resources](#) provide information about:

- [Researching for your assignments](#)
- How to [manage your references](#)
- [Referencing style guides](#)
- [Subject and research guides](#)



**Numeracy Support** is provided by the **Numeracy Centre**. Students who can attend these support classes on a drop in basis as required.

**Your Tutor** is a one-to-one personal study support service which may be made available via Week 0 in your iLearn unit. If available, you may use this service to get online study help and/or feedback on your assignment within 24 hours. If you are unsure whether this service is available in your unit or how to use this service, please check with your teacher.

## Unit Schedule

<i>Week/ Lesson</i>	<i>Topic/ Content Covered</i>	<i>Required Reading</i>	<i>Associated Tasks</i>	<i>Assessment Task/ Public Holidays</i>
1.1	<p><b>Introduction to the unit and its assessments</b></p> <p><b>Globalisation</b> Globalisation has drawn people together in complex systems, created competition for resources as well as offered amazing opportunities to traverse the world. Does an assessment of Intercultural relations help make sense of global interconnectedness? How do we negotiate the complexities of cross cultural contact?</p>			
1.2	<p><b>Culture</b></p> <p>The theoretical field of intercultural relations began as an attempt to ensure contact was positive and constructive. How much does culture influence the way we see the world?</p>	<p>Reading: Chapter 1, Definitions of Culture</p> <p>Reading: Chapter 1, Intercultural Praxis in the Context of Globalisation</p>	<p>In groups, we will attempt to make a culture collage and think about what culture is.</p>	<b>Quiz 1</b>
2.1	<p>Rethinking the concept of <b>globalisation</b>: what does globalisation mean for individuals and nation states?</p> <p>As McLuhan explicates in his notion of the global village, there is a trend for the homogenisation of lifestyles, cities, goods and even the arts across the world. Yet billions of people continue to lead traditional lives in villages and isolated communities. Working with these people requires a real ability to negotiate deep cultural challenges.</p>	<p>Reading: chapter 2: Understanding the Context of Globalization</p> <p>Reading: chapter 2: Intercultural Dimensions of Economic, Political and Cultural Globalization</p>	<p>We will further discuss the notion of globalization and the notion of the global village.</p>	<b>Presentation (choose to speak about one of the intercultural dimensions of globalization).</b>

<b>Week/ Lesson</b>	<b>Topic/ Content Covered</b>	<b>Required Reading</b>	<b>Associated Tasks</b>	<b>Assessment Task/ Public Holidays</b>
2.2	<p><b>Identity</b></p> <p>Examining values, <b>identity</b> and perceptions of different people is the starting point for understanding between cultures. We will explore different kinds of identity.</p> <p>Pre-Census Feedback</p>	Reading: Chapter 4	We will discuss the notion of identity and how our identities influence intercultural communication.	<p><b>Presentation (Cultural Space and Identity)</b></p> <p><b>Quiz 2</b></p>
3.1	<p><b>Social class</b></p> <p>Class plays a major role in shaping public spheres and therefore cross-cultural relations. On the other hand, social class is somewhat taboo in modern western societies and has been replaced by the notion of equal opportunity and classless societies – is there a connection between culture and class at all?</p>	Reading: Chapter 3, From Race to Class and chapter 5 Class Differences in Intercultural Relationships	We will explore what role taste plays when communication with people of other cultural backgrounds.	<b>Presentation (how class may be constructed through communication or choose a topic around class in interpersonal relationships)</b>
3.2	<p><b>Race and Ethnicity</b></p> <p>We will explore the notions of race and ethnicity. How do the media influence our perceptions of <b>race and ethnicity</b> and how do perceptions of race/ethnicity shape the way we communicate across cultures?</p>	Reading: Chapter 3	We will look at examples of representations of race and ethnicity.	<p><b>Presentation (Race in the context of globalization)</b></p> <p><b>Quiz 3</b></p>
4.1	<p><b>Gender</b></p> <p>What does it mean to be a man, what does it mean to be a woman? The answer to this question may be different across cultures, so what implications does <b>gender</b> have in workplaces, everyday life and communication?</p>	Reading: Chapter 3	We will look at examples or representations of gender in the media.	<b>Presentation (marking gender difference through communication or gender and power imbalance)</b>
4.2	<p><b>Religion</b></p> <p>Is there a clash of civilizations as Huntington predicted? We will explore the role of <b>religion</b> in different parts of the world and identify how intercultural relations are affected by religious beliefs. To understand the role of religion in so called secular societies, it is useful to look at how law and politics are intertwined with religion.</p>	Reading: Chapter 9: Religious Fundamentalism	We will further explore what role religion plays in international relations and look at current examples	<p><b>Presentation (talk about religion and power, secularism and politics or religion and law )</b></p> <p><b>Quiz 4</b></p>

<b>Week/ Lesson</b>	<b>Topic/ Content Covered</b>	<b>Required Reading</b>	<b>Associated Tasks</b>	<b>Assessment Task/ Public Holidays</b>
5.1	<b>Nationalism and belonging</b>  Nationalism is one of the most important devices for creating a sense of belonging, yet the forces of globalisation and international communication have acted to undermine this powerful emotional concept.	Reading: Chapter 10, Challenges and Possibilities for Global Citizenship	We will look at the way our nationality influences us on our way to becoming global citizens.	<b>Presentation (present on the concept of belonging, social justice and citizenship or student to student empowerment for change)</b>
5.2	<b>Cultural Transition</b>  Travel and living in new conditions typically leave people feeling disoriented and uncertain as familiar conditions are challenged by new ways of doing things. Culture shock is the classic sign of intercultural stress – but is cultural transition a negative experience?	Reading: Chapter 6, Crossing Borders	From our own experience, we will explore what culture shock looks like and how you can reduce it?	<b>Presentation (choose to present on migration, refugees, or intercultural adaptation)</b>  <b>Essay Due on Thursday Week 5, 11.55 pm</b>
6.1	<b>Power</b>  Hard power is usually associated with military power and the ability to physically force a party to do something while <b>soft</b> power represents the ability to exert pressure without physical threat.	Reading: Chapter 8: The Culture of Capitalism and the Business of Intercultural Communication	We will look at different forms of power and examples of soft power in international relations.  We will look at our own approach to conflict resolutions and how it is culturally shaped.	<b>Presentation (work on the role of power in intercultural communication, the power of consumerism, or media power)</b>
6.2	<b>Conflict</b>  Differences, not necessarily cultural differences, often lead to conflict. Conflict styles differ culturally and from one person to another. Learning about different approaches towards conflict resolution is useful in personal life, in the workplace and even in cross- cultural conflict situations.  In our last session we will recap the unit and its content. We will also look into how <b>taboos</b> and <b>ethics</b> are important for intercultural communications and relations	Reading: Chapter 9: Negotiating Intercultural Conflict and Social Justice	We will do some games and exercises on the topics of taboo and ethics	<b>Presentation (present on conflict styles, reasons and factors for intercultural conflict, or conflict resolution strategies)</b>  <b>Quiz 5</b>

## Learning and Teaching Activities

### Lessons

Lessons will include a mixture of learning and teaching activities. New content and topics will be presented in lessons, and students will be given problems, practice questions and other

interactive activities to apply the knowledge and the skills gained in the lesson. Students will be required to take notes, complete set class tasks and engage in discussion and individual and group activities. In class, specific time may be dedicated to work on assessment tasks and students will be given guidance and feedback to complete these. Certain lessons may be dedicated to independent research and reading related to the unit whether in the classroom or a computer lab.

## Active Participation

Students will be required to not only attend but also actively participate in lessons. Active participation entails: - active engagement in class activities - contribution to class discussions by asking and answering questions - coming to class prepared and having completed required pre-readings and activities - completion of set class and homework activities - collaboration with other students - adhering to Macquarie University Student Codes of Conduct

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Academic Honesty

Using the work or ideas of another person, whether intentionally or not, and presenting them as your own without clear acknowledgement of the source is called [Plagiarism](#).

Macquarie University promotes awareness of information ethics through its [Academic Honesty Policy](#). This means that:

- all academic work claimed as original must be the work of the person making the claim
- all academic collaborations of any kind must be acknowledged
- academic work must not be falsified in any way
- when the ideas of others are used, these ideas must be acknowledged appropriately.

All breaches of the [Academic Honesty Policy](#) are serious and [penalties](#) apply. Students should be aware that they may fail an assessment task, a unit or even be excluded from the University for breaching the Academic Honesty Policy.

### Assessment Policy

Students should familiarise themselves with their responsibilities under the [Assessment Policy](#), and notably [Schedule 4](#) (Final Examination Requirements).

### Disruptions to studies

The [Disruption to Studies Policy](#) applies only to *serious and unavoidable* disruptions that arise after a study period has commenced. Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support may be sought through [Campus Wellbeing](#) and [Support Services](#).

To be eligible for Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](#) system. A Disruption to Studies notification must be supported by documentary [evidence](#).

Students should note that in cases of medical disruptions they must see a professional authority as outlined in the [Disruptions to Studies Supporting Evidence Schedule](#) and present a [Professional Authority Form](#). The PAF is the preferred form of evidence for medical/psychological /mental health disruptions. However, health documents that clearly indicate the duration and specific nature of impact on studies will also be considered as evidence. Overseas students may use their OSHC insurance for the purpose of seeing a registered healthcare professional.

In submitting a [Disruption to Studies Notification](#), a student is acknowledging that they may be required to undertake additional work. The time and date, deadline or format of any required extra assessable work as a result of a disruption to studies notification is not negotiable and in submitting a disruption to studies notification, a student is agreeing to make themselves available to complete any extra work as required. This means that as a result of special consideration being awarded, a student may be required to complete a different type of assessment for example an exam instead of a presentation or vice versa.

Macquarie University operates under a 'Fit to Sit' model. This means that in sitting an exam and/or in-class test or otherwise submitting an assessment, a student declares themselves fit to do

so. Therefore, if a student is feeling unfit to sit the exam or test, or otherwise submit the assessment (as the case may be), they should not do so. If a student sits an exam or test, or otherwise submits an assessment, knowing that they are unfit to do so, they will not be granted Special Consideration.

It is the responsibility of the student to determine whether they are fit to sit an examination or test or otherwise submit an assessment, or whether a Disruption to Studies claim should be submitted for non-participation.

The student will retain all original documentation submitted regarding the disruption, and must understand that this may be requested by the University at any time. In this event, students will be provided 10 business days to submit the original documentation.

Please refer to the [Disruption to Studies Policy](#) for further details.

### **Final Examination Script Viewings**

A student may request to view their final examination script once results have been released but scripts remain the property of Macquarie University.

Students should view their final examination paper prior to submitting a grade appeal, if this is relevant to their case. The viewing will be conducted in a secure location under supervision.

To request a final examination script viewing, please email: [muic@mq.edu.au](mailto:muic@mq.edu.au) and write 'script viewing' in the subject heading.

Scripts may be reviewed for up to 6 months following the results release date for the relevant Term.

### **Grade Appeals**

A student who has been awarded a final grade for a unit has the right to appeal that grade as outlined in the [Grade Appeal Policy](#). Grade appeals apply to the final mark and grade a student receives for a unit of study. They do not apply to results received for individual assessment tasks.

Grade appeals must be submitted via [ask.mq.edu.au](mailto:ask.mq.edu.au) within 20 working days from the published result date for the relevant unit. Before submitting a Grade Appeal, please ensure that you read the [Grade Appeal Policy](#) and note valid grounds for appeals.

Students are expected to seek feedback on individual assessment tasks prior to the award of a final grade. Students also have the right to request generic feedback from the teaching staff on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

### **Course Progression**

The College closely monitors students' academic progress as per the [Progression Policy](#) for Programs delivered by Macquarie University International College.

To maintain Satisfactory Academic Progress, a student must successfully complete (pass) 50% or more of their enrolled units in a Term of study. To successfully complete a unit, students must



obtain a passing grade and meet any other requirements to pass listed in the unit guide.

Students who fail to make Satisfactory Academic Progress will be classified as "at risk" and will be notified in writing. At-risk students may be required to undergo academic counselling, undertake certain initiatives or have conditions placed upon their enrolment to help them make satisfactory progress.

Students must also pass 50% or more of the units in 2 or more terms in order to meet Minimum Rate of Progress (MRP) requirements. A student is deemed not to be making Minimum Rate of Progress if they fail more than 50% of their enrolled units in two consecutive Terms of study, or if they have failed more than 50% of their units after studying two or more terms.

Any domestic student who has been identified as not meeting Minimum Rate of Progress requirements will be issued with an Intention to Exclude letter and may subsequently be excluded from the program.

Any international student who has been identified as not meeting MRP will be subject to exclusion from the program and be issued with an Intention to Report letter and may subsequently be reported to the Department of Immigration and Border Protection (DIBP) for not meeting visa requirements. International students must comply with the [Progression Policy](#) of the College in order to meet the conditions of their visa.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Identify creative ways to manage intercultural (work) situations

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

#### Learning outcomes

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

### Assessment tasks

- 1. Active Engagement
- 2. Presentation
- 3. Essay



## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

### Assessment tasks

- 1. Active Engagement
- 3. Essay

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

## Assessment tasks

- 1. Active Engagement
- 2. Presentation
- 3. Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Explain basic knowledge of intercultural communication theory; key issues and concepts: culture, global village, power, interpersonal and intergroup communication, conflict and conflict management
- Define cultural identity and develop intercultural empathy
- Identify creative ways to manage intercultural (work) situations
- Assess political and social developments in the context of globalization and intercultural relations
- Use discipline specific terminology to communicate concepts and ideas relevant to this unit

## Assessment tasks

- 1. Active Engagement
- 2. Presentation
- 3. Essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- Define cultural identity and develop intercultural empathy

## Assessment task

- 2. Presentation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcomes

- Define cultural identity and develop intercultural empathy
- Identify creative ways to manage intercultural (work) situations

## Changes from Previous Offering

Quiz 5 is now scheduled in week 6.

## Course Contact Hours

Weekly face to face contact for this unit will be 6 hours (36 hours per term).

There will be 2 lessons per week consisting of 2 x 3 hour lessons.

## Unit Specific Texts and Materials

The following texts have been prescribed for this unit.

Sorrells, Kathryn 2016. *Intercultural Communication, Globalization and Social Justice*. 2n edition, Sage. (ISBN 9781452292755).

Texts will be available for purchase from the [Co-Op Bookshop](#) located in the Campus Hub Building C10A, Level One, Phone: 8986 4000.

All students should ensure that they have access to the prescribed text(s) from the start of the Term as failure to do so could jeopardise their academic progress in this unit.

Other editions or formats of the above resource(s) may be acceptable, but students must consult teaching staff prior to purchasing these.