Unit Information

CUC107 Cultural Intelligence and Capability

Credit Points: 10  Mode: Internal and external  Semester: Two, 2015

Assumed Knowledge: Preferably to have completed (or be concurrently completing) first level Common Units CUC100 or CUC106

The Unit Coordinators: Dr Sulay Jalloh - Internal
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Unit Description

Cultural Intelligence and Capability explores important issues related to living, studying and working as a professional in the diverse social and cultural environments of contemporary society. The unit examines broad interactions between culture, knowledge, experience and behaviour, and the way in which these interactions and our perceptions of culture shape our interactions at a personal, academic and professional level. It explores the notion of cultural intelligence and the need for people to be capable of identifying and analysing the complex cultural dynamics of their interpersonal, academic and professional interactions, and developing places for people to operate safely and effectively. The study program for this unit provides a structure for students to reflect upon, analyse and articulate how you respond to the complex cultural circumstances into which you are immersed as a student and as a graduate in your chosen profession.

Learning Outcomes

On completion of this unit students should be able to:

1. use a variety of media to demonstrate their understanding of themselves as multi-dimensional cultural beings in society;
2. analyse the dynamic interactions of themselves and others in a variety of cultural contexts;
3. analyse and evaluate strategies for creating culturally safe spaces in diverse social, academic and work environments;
4. identify, access, evaluate, organise and communicate information using contemporary technologies.
Teaching and Learning Strategies

We have tried to ensure that both internal and external students have a similar learning experience with opportunities to interact and discuss the ideas presented through readings and the web-site learning materials.

External Students: The Learnline site and the Web Learning Materials for Cultural Intelligence and Capabilities provide you with everything you will need to complete the Unit. All submissions of assignments need to be uploaded through Learnline Assessments > Submissions. You will need to commit to at least four hours per week to work through each week's theme which include activities and set readings. Weekly On-line classrooms and wiki groups provide optional forums for extending communication between lecturers, tutors and students about the unit.

Internal Students: The lectures and workshops in Cultural Intelligence and Capabilities operate as an integral part of the learning experience for internal students with an 80% attendance required. All sessions take place in a workshop situation and draw on materials in the Website Learning Materials. In the workshops, students address the different concepts and ideas explored in the Unit, completing activities which help to make sense of the concepts. This will also assist directly in preparing for the assessment items for submission.

Unit Coordinator and Tutors

External students will be enrolled in a group within the first week of the Semester. Internal students will need to self-enrol in a suitable time for a class. Do this by dragging your name into the self-enrol group in Learnline ‘Groups’. These temporary sign-up groups are limited to 40 students so you may need to choose another one if it is full. Each group is assigned a tutor who is your first port of call when you have any queries or problems. Your tutor will also be marking your work and providing feedback. If you are an external student, your main contact with your tutor will be via email. Tutor contact details are available from the Staff Contacts section on Learnline. The tutors will keep in touch with weekly e-mails for external students or face to face for internal students.

Be aware that some tutors work on a part-time basis so please allow a maximum of 72 hours response time for your emails or phone messages. Also, please do not expect lecturers to respond during the weekends.
**Unit Information**

**Study Plan** The table below describes the week by week plan of study for this Unit. You should refer to this regularly so you are prepared for class and know when assessments are due.

<table>
<thead>
<tr>
<th>Study Plan</th>
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<tr>
<td><strong>Week</strong></td>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>Cultural Self-Awareness</td>
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<tr>
<td>1</td>
<td>Culture</td>
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<tr>
<td>3</td>
<td>Experience</td>
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<td>4</td>
<td>Behaviour</td>
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<td>Cultural Intelligence</td>
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<td>5</td>
<td>You and Culture</td>
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<td>7</td>
<td>Culture Shock</td>
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<td>Mid-Semester Break</td>
<td>7th to 11th September</td>
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<td>Cultural Capabilities</td>
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<td>8</td>
<td>Cross-cultural Communication</td>
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<td>9</td>
<td>Cultural Judgments</td>
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<td>10</td>
<td>Cultural Empathy</td>
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<td>11</td>
<td>Creating Safe Spaces</td>
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<tr>
<td>12</td>
<td>Preparing for Assignment 4</td>
</tr>
</tbody>
</table>
Unit Information

Access to Readings and Resources There is no set text for this Unit. All the necessary readings are available as Pdf documents directed through the Web-site Learning materials.

Assessment Overview There are three items of assessment which are required to be completed for this Unit. You must submit all four assessment tasks to be considered for a passing grade in this Unit. Extended details of tasks required for the completion of the assessment items can be found through the top tab in the website learning materials. There are also instructions on preparation.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Focus</th>
<th>Value</th>
<th>Length</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Cultural Blue Print/Mind-Map Ensure your mind map includes 4 elements of culture and shows how knowledge, experiences and behaviours are related to each element. Explain how knowledge, experience and behaviour are inter-related in one of these cultural elements.</td>
<td>20%</td>
<td>Mind-map (various) Notes - 200-250 words</td>
<td>Monday week 5 17 August</td>
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<td>Assignment 2</td>
<td>Critical Reflection Write an essay to critically reflect on why cultural self-awareness is important to develop cultural intelligence. You should first define the term ‘cultural self-awareness’ and ‘cultural intelligence’. Use the readings covered and personal examples, which draw on observations and experiences to discuss how and why cultural self-awareness assists people to be more culturally intelligent.</td>
<td>35%</td>
<td>1000-1200 words</td>
<td>Monday week 8 14 September</td>
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<tr>
<td>Assignment 3</td>
<td>Safe Space Report Make evident your growing cultural capabilities by writing a report that analyses safe or unsafe spaces as depicted in a film excerpt/ video clip you have chosen.</td>
<td>45%</td>
<td>1500-1700 words</td>
<td>Monday week 12 12 October</td>
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Assessment Details All assessment items are to be submitted through Learnnline via the Submission link. Be aware of the following points when you finalise your submission:

- Once you have submitted an assignment successfully to the Learnnline site, your tutor will make contact with you if there are problems with corrupt documents.
- There is no need to email your tutor a copy of your assignment unless asked to do so, but do keep a copy of your assignment just in case there are problems.
Learnline identifies a submission date and time and it is this record which will be used to determine whether an assignment has been submitted on time.

When you are about to save the final copy of your assignment and you are ready to upload it to Learnline, name the document in the following way:

your_name_CUC107assignmentnumber e.g.: janis_byrne_CUC107assignment1.doc

Each assignment should be submitted as a single document.

Assessment 1: Mind Map with paragraph
Due date: Monday week 5
Time: This task should take about 2-3 hours
Length: Mind-map writing may vary in length but ensure it includes four elements of culture and shows how knowledge, experiences and behaviours are related to each element. You also need to provide an extended paragraph (200-250 words) explaining how knowledge, experience and behaviour are inter-related in one of your cultural elements.
Value: 20%

Introduction: In order to work effectively with others in a university or workplace setting, it is important to understand different cultural perspectives. The first step in acquiring cultural capabilities is to understand your own culture and the knowledges, experiences and behaviours that contribute to it.

Task: Construct a mind-map as a visual representation to show your understanding and analysis of your personal culture (your cultural self). You should first identify at least 4 key elements of your personal identity/culture. Next, draw up a mind-map that includes these four elements and shows how knowledge, experience and behaviour have all contributed to these elements which make up your personal culture. It should also show how these different elements that have contributed to your culture are inter-related.
When you have completed this mind-map, choose one of your cultural elements and write a paragraph of 200-250 words to explain how it shows how knowledge, experience and behaviour are linked to each other.

Assessment 2: Critical Reflection Essay
Due date: Monday week 8
Length: 1000 - 1200 words
Value: 35%

Introduction: After creating your mind-map, you will have built an understanding of how our personal culture is influenced by different things. This next assignment helps you to build your
understanding of how this awareness of influences on your personal culture can help you to be more culturally intelligent.

**Task:** Write an essay to critically reflect on how cultural self-awareness is an important component of cultural intelligence. You should first define the terms ‘cultural intelligence’ and ‘cultural self-awareness’. Use the readings covered in the first 6 weeks, and personal examples which draw on observations and experiences (such as one or two aspects you explored in your mind-map), to discuss how and why cultural self-awareness assists people to be more culturally intelligent. The relevant readings include: Spencer-Oatey (2012), Taipale (2012), Russell (2011), Quappe & Cantatore (2005) and Brislin, Worthley and Mcnab (2006), and Flanja (2009). Of course, you may include other relevant readings to support your discussion.

This assignment should be written in an essay structure, which includes an introduction, body and conclusion as well as references. As a reflective essay, we expect you to write in the first person when you are recounting examples from your experience. So you will be moving between third person when you discuss the readings and first person when you describe your experiences that illustrate the points being made in the readings. Details of how you should construct the essay are provided in the preparation section. The reading from Russel (2011) also illustrates the integration of personal reflection with the literature.

**Assessment 3: Safe Space Report**

**Due date:** Monday week 12

**Length:** 1200 - 1500 words

**Value:** 45%

**Introduction:** The creation of safe spaces requires cultural self-awareness, cultural intelligence and cultural capability. So this final assignment draws together all the learning from the Unit in a report about safe spaces. They are fundamental to operating effectively in the workplace, community and the university. Yet many spaces are not that safe for the people who use them. How is it possible to create safe spaces for people?

**Task:** Using an excerpt from a film or video of people interacting within a space, analyse the various aspects of the scenario including the physical location and interactions between actors to highlight your understanding of safe spaces. Demonstrate your growing cultural capabilities by writing a report that analyses safe or unsafe spaces as depicted in your chosen clip. You need to write an academic report using formal language to:

- analyse the chosen filmed scenario for safe or unsafe spaces;
- demonstrate your understanding of the characteristics of culturally safe or unsafe spaces by discussing those identified in the film in relation to the research literature; and
- provide recommendations/conclusions for creating or sustaining culturally safe spaces based on the scenario.
Copying & plagiarism

**IMPORTANT:** Plagiarism and collusion are very serious matters. If you are caught deliberately plagiarising in any of your assignments, you may fail the assignment and even the whole unit. You may also be penalised by the University with further disciplinary action.

Plagiarism is the presentation of someone else’s work without acknowledgement. This may happen if you copy another student’s work or if you use the words and ideas of an author of a book or article and do not correctly cite and reference it.

Collusion is getting another person to help or assist you in writing and producing the final version of an assignment/assessment without the express requirement, permission, or knowledge of the assessor (your tutor or the unit coordinators). Staff and students may use information and ideas expressed by others, but this use must be identified by appropriate referencing. (CDU Academic and Scientific Misconduct policy 3.3 v.1)

One of the focuses of the common units is to teach you to correctly cite and reference the sources that you use in your writing and in your assignments. Acknowledging other people’s ideas and written work is a key part of successful study at university, so you should make the most of this opportunity to learn as much as you can about correct methods of citing and referencing for your study area in order to avoid plagiarism. The Charles Darwin University policy on plagiarism is called the “Academic and Scientific Misconduct Policy” and can be viewed or downloaded here:


Attendance

For internal students, the expectation for attendance at tutorials is a minimum 80%.

Assignment Extensions

Time management is a key skill to learn at university and it is important you make every attempt to meet the assignment due dates so that you don’t fall behind with your study. If you do require an extension it is important to apply for one before the assignment is due. If you do not request an extension before the assignment is due then 5% a day is deducted to a minimum of a pass and there will be no opportunity for resubmission.

Resubmission

Resubmission of assignments will be offered to students where they have not met the standard for a pass. The resubmission is allowed on the proviso that you:

- Can only achieve a maximum pass grade
- Must resubmit within an agreed time frame.
Unit Information

Referencing Requirements

APA (American Psychological Association) Referencing is required for all work in this unit. No work should be submitted without an appropriate reference list and in-text referencing that correctly acknowledges the source of information and ideas used in the text of your assigned work. The CDU Library provides an overview of what is involved in APA referencing. This can be found http://libguides.cdu.edu.au/content.php?pid=100403&sid=753758

Grading:

The CDU higher education grading system will be used for conversion of marks into grades as per the Assessment Rules noted above:

<table>
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<tr>
<th>Mark</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>85-100</td>
<td>HD</td>
<td>75-84</td>
<td>D</td>
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<tr>
<td>65-74</td>
<td>C</td>
<td>50-64</td>
<td>P</td>
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<tr>
<td>0-49</td>
<td>F</td>
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Special Consideration:

Staff at Support and Equity Services can assist with the processes for special examinations, special consideration and special arrangements. http://www.cdu.edu.au/equity-services