

# Unit Information

## CUC107 Cultural Intelligence and Capability

**Credit Points:** 10    **Modes:** Internal and External    **Semester** Two, 2016

### The Unit Coordinators:

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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 they respond to the complex cultural circumstances into which they are immersed as a student and as a graduate in their 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; and
5. work constructively in a group to achieve a positive outcome.
- 6.

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## 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 further forums for extending communication between lecturers, tutors and students about the unit. It can be expected that these forums, together with the time needed to complete the assessment items, will take another six hours per week, adding up to a total of ten hours per week required to successively fulfil the requirements of 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 that help to make sense of the concepts. This will also assist directly in preparing for the assessment items for submission. Workshops run for three hours, once per week. It can be expected that working through the set readings at home and completing the unit assessment will take up an additional seven hours per week, adding up to a total of ten hours per week required to successfully fulfil the requirements of the unit.

## 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 selecting Learning Groups (& wiki) in the left-hand panel in Learnline and following the information prompts from there. These sign-up groups are limited to 50 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 at least 72 hours response time for your emails or phone messages. Also, please do not expect lecturers or tutors to respond during the weekends.

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

Study Plan			
Week	Focus	Reading	Assessments
<b>Cultural Self-Awareness</b>			
1	Culture	<a href="#">Spencer-Oatey (2012, pp. 1– 2; 16-17)</a>	
2	Knowledge	<a href="#">Taipale (2012, pp.173-178)</a>	
3	Experience	<a href="#">Russell (2011, pp. 29-35)</a>	<b>Assess 1A: Cultural Reflection Due: Mon 1 Aug</b>
4	Behaviour	<a href="#">Spencer-Oatey (2012, pp. 1– 2; 16-17)</a>	
<b>Cultural Intelligence</b>			
5	You and Culture	<a href="#">Quappe and Cantatore (2005)</a>	<b>Assess 1B: Cultural Mind map Due: Mon 15 Aug</b>
6	Cultural Difference	<a href="#">Brislin, Worthley &amp; Macnab (2006)</a>	
7	Culture Shock	<a href="#">Flanja (2009)</a>	
<b>Mid-Semester Break: 5 – 9 Sept, 2016</b>			
8	Cross-cultural Communication		
<b>Cultural Capabilities</b>			
9	Cultural Judgments	<a href="#">Holley &amp; Steiner (2005)</a>	<b>Assess 2: Critical Reflection Due: Mon 19 Sept</b>
10	Cultural Empathy	<a href="#">Bruhn (2005)</a>	
11	Creating Safe Spaces	<a href="#">Holley &amp; Steiner (2005)</a>	
12	Preparing for Assignment 3		
13	Submit Assignment 3		<b>Assess 3: Creating Safe Spaces Due: Mon 17 Oct</b>

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**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. Readings are also available on Learnline under the **Readings and Weekly Guide** link on the left-hand panel.

**Assessment Overview** There are three items of assessment—the first of which will be submitted in two parts, 1A in Week 3 and 1 B in Week 5. You must submit all three assessments 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 detailed instructions on preparation included in the website.**

Assessment Item	Focus	Value	Length	Due Date
<b>Assignment 1A</b>	<p><b>Cultural Reflection Journal Entry</b></p> <p>Reflecting on your life, write an on-line journal entry (200 - 250 words) about how you see yourself as a cultural Being. You might like to think about your personal culture and how things like habits and customs, objects, activities, beliefs and rituals, places and people, have influenced and shaped you to be the person that you are today.</p>	5%	200-259 words	Monday Week 3 1 Aug
<b>Assignment 1B</b>	<p><b>Cultural Blue Print/Mind-Map</b></p> <p>Create a visual mind map, which will include <u>four</u> elements of your personal culture. Show how knowledge, experiences and behaviours are related to each element.</p>	10%	1 A4 page (Pdf)	Monday Week 5 15 Aug
<b>Assignment 2</b>	<p><b>Critical Reflection</b></p> <p>Write an essay to critically reflect on why cultural self-awareness is important to develop 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.</p>	40%	1000-1200 words	Monday Week 9 19 Sept
<b>Assignment 3</b>	<p><b>Creating Safe Spaces</b></p> <p>Make evident your growing cultural capabilities by writing a report that analyses safe or unsafe spaces as depicted in the media clip that you have chosen.</p>	45%	1500-1700 words	Monday Week 13 17 Oct

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**Assessment Details** All assessment items are to be submitted through Learnline via the Submission link. Be aware of the following points when you finalise your submission:

- Once you have submitted an assignment successfully to the Learnline 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 that 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 1A: Cultural Reflection Journal Entry

Due date	Monday Week 3
Time:	This task should take about 1-2 hours
Length:	200-250 words
Value:	5%

**Introduction:** The first step in thinking about culture is thinking about ourselves as cultural Beings. This assignment is the first part of a two-part assignment involving self-reflection. It requires writing a short reflective piece of writing in an 'online journal' space, about what cultural elements have been important in making you the person that you are today.

**Task:** After working your way through the Week 1 workshop, activities and readings, and reflecting on your life, write a paragraph (200 - 250 words) about how you see yourself as a cultural Being. You might like to think about your personal culture and how things like habits and customs, objects, activities, beliefs and rituals, places and people, have influenced and shaped you to be the person (cultural Being) that you are today.

**Submission:** Journal submission is via the Assessment Submission link in Learnline. This link will take you to a journal link. Select the journal link which will then take you to a journal space or box in which you can write your entry. Remember to include your name and student number in your entry. Please note that this task is kept private, so that only your lecturers can see your entry.

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## Assessment 1B: Mind Map with paragraph

Due date	Monday Week 5
Time:	This task should take about 4-5 hours
Length:	1 A4 page (pdf format)
Value:	10%

**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 four key elements that make up your personal identity/culture. Next, draw up a mind-map that includes these four elements. The mind map will also show how the aspects of knowledge, experience and behaviour have all contributed to each of these elements. Provide a 'key' for the three different aspects of each of your four elements (knowledge, experience and behaviour) by clear colour coding or particular shapes. Be sure to differentiate clearly between knowledge, experience and behaviour.

## Assessment 2: Critical Reflection Essay

Due date	Monday Week 9
Length:	1000 - 1200 words
Value:	40%

**Introduction:** After creating your mind-map, you will have built an understanding of how our personal culture is influenced. 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 self-awareness' and 'cultural intelligence'. 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. Use at least four readings covered in the first 8 weeks. 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. Using these readings, describe your experiences (you may use some of the aspects that you explored in your mind map if you wish) that illustrate the points being made in the readings.

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

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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 of Assessment 2. The reading from Russell (2011) also illustrates the integration of personal reflection with the literature.

## **Assessment 3: Creating Safe Spaces**

Due date: Monday Week 13  
Length: 1500 - 1700 words  
Value: 45%

**Introduction:** It has been argued that safe spaces are fundamental to operating effectively in the workplace, community and the university. Cultural self-awareness, cultural intelligence and cultural capability are all required for creating safe spaces. So, successfully completing this task will require that you draw together all of the learning from the unit to show how it is possible to create safe spaces for people. This assessment requires that you use the template provided to write a report on creating safe spaces.

**Task:** Using an excerpt from a media clip 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 and unsafe spaces. Your analysis should be written in report format using formal academic language to:

- analyse the chosen clip for safe or unsafe spaces;
- demonstrate your understanding of the characteristics of culturally safe or unsafe spaces by discussing those spaces identified in the media clip;
- based on the scenario shown in your media clip, provide recommendations for creating or sustaining culturally safe spaces; and
- support discussion and recommendations with research literature.

Your research literature should be drawn from the readings we have provided during the Semester, as well as at least two other readings you have found through your own research. In total, you need at least six references including reference details for the film.

Your report should use the template provided in the Web Learnline Materials.

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## 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:

[www.cdu.edu.au/governance/doclibrary/pro-092.pdf](http://www.cdu.edu.au/governance/doclibrary/pro-092.pdf)

## Attendance

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

External students are expected to either attend the online Collaborate workshops, or in the case where this is not possible, access the recording of the workshop.

## 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.

## 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:

- Will only achieve a maximum pass grade (50%)
- Must resubmit within an agreed time frame.



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## 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](http://libguides.cdu.edu.au/content.php?pid=100403&sid=753758) 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:

Mark	Grade
85-100	HD
75-84	D
65-74	C
50-64	P
0-49	F

## 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>