Unit Outline

COMS1003 Culture to Cultures
Semester 1, 2021

Unit study package code:	COMS1003
Mode of study:	Internal
Tuition pattern summary:	This unit does not have a fieldwork component.
Credit Value:	25.0
Pre-requisite units:	Nil
Co-requisite units:	Nil
Anti-requisite units:	Nil
Result type:	Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

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Syllabus

This unit investigates the complexity of culture and our engagement with other cultures and culturally diverse thinking and perspectives. It will particularly explore Indigenous cultures, histories, knowledge, perspectives and values. Students will reflect on their cultural background and identity, as well as their engagement with cultural diversity. The unit also explores the relationship between media and culture, critically analysing media representations that inform our ideas about particular topics, other cultures and people. We examine the effects and consequences of representation by analysing the ideological role played by global media, and how this connects with power.

Introduction

The focus of Culture to Cultures is around culture, media, and communication. For all of us, they are dynamic and important aspects of contemporary life - they shape our lives as individuals as well as our collective understandings of the world. A critical understanding of culture, media, and communication is also crucial for careers in communications, media, creative arts, design, marketing and advertising, PR, and many others. These three concepts intersect and interact in different ways – something we'll explore this semester.

Our approach will adopt a critical intercultural communication perspective and use its theories to think about topics around culture, communication and representation, like identity, the construction of difference, the nation, colonisation, globalisation, new media, and multiculturalism. Our intellectual roots also draw from critical media studies and cultural studies.

In the unit, we'll be investigating our engagement with other cultures and culturally diverse thinking and perspectives. We encourage you to examine yourself – to consider your cultural background and identity, to talk through any ideas in the unit you find difficult or uncomfortable, to be critical of your beliefs and assumptions, and aware of the things that cause changes to your views or thinking.

The media plays an important role in social and cultural constructions of identities, cultures, minority groups, the 'Other' and a range of other issues. Media representations can influence our perceptions of other cultures, countries, groups and peoples, and can be seen to reproduce (or even shape) culture. The unit examines the ideological role played by global media in producing and disseminating representations, identities, stereotypes, etc. As Stuart Hall puts it, we are interested in the "effects and consequences of representation – its 'politics'... how language and representation produce meaning, but how the knowledge which a particular discourse produces connects with power, regulates conduct, makes up or constrains identities and subjectivities, and defines the way certain things are represented, thought about, practised and studied" (1997, p.6).

Culture to Cultures recognises the value and significance of Indigenous cultures and peoples. As part of Curtin University's commitment to Indigenous education and culture, and developing cultural competencies in the University's staff and students, the unit explores Indigenous knowledges, perspectives and values. Engaging in Indigenous cultural competency helps to foster ongoing relationships between Indigenous and non-Indigenous peoples that is mutually beneficial. It also helps 'close the gap' between Indigenous and non-Indigenous Australians, and promotes an environment where Indigenous perspectives are valued, and encourages people to value diversity by accepting and respecting differences (http://libguides.library.curtin.edu.au/c.php?g=202416&p=1332594).

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Unit Learning Outcomes

All graduates of Curtin University achieve a set of six Graduate Capabilities during their course of study. These inform an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and capabilities which employers would value in a professional setting. Each unit in your course addresses the Graduate Capabilities through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes notify you of what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your knowledge of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of learning processes in each unit.

	On successful completion of this unit students can:	Graduate Capabilities addressed
1	Effectively apply key concepts and theories around intercultural communication and media studies to analyse texts and media representations	☑ 💡 🌐 👪
2	Critically reflect on development of cultural capabilities and application and learning around concepts and theories of the unit	💡 🌐 👪
3	Develop capabilities to engage respectfully with First Peoples and people of all cultures, and demonstrate respect for Indigenous perspectives and all cultures in their community and professional practice	💡 🌐 👪
4	Critically analyse representations of Indigenous peoples in the media in order to understand the histories of Indigenous people and their representation	☑ 💡 🌐 👪
5	Effectively apply concepts and theories around cultural essentialism/non-essentialism to contemporary issues, social category systems and identities	☑ 💡 🌐 👪

Curtin's Graduate Capabilities

☑	Apply discipline knowledge, principles and concepts	💡	Innovative, creative and entrepreneurial	🖥	Effective communicators with digital competency
🌐	Globally engaged and responsive	👪	Culturally competent to engage respectfully with local First Peoples and other diverse cultures	ⓘ	Industry connected and career capable

Find out more about Curtin's Graduate Capabilities at the Curtin Learning and Teaching website: clt.curtin.edu.au

Learning Activities

Weekly Learning Activities

Your activities for each week in this unit consist of attending/listening to lectures and participating in discussions with other students in tutorials (for Internal students) or on the Blackboard Discussion Board and in Collaborate sessions (for Online students). A vital part of your learning in the unit and engagement with your peers occurs in lectures and tutorials, so please make the effort to attend as many as possible, to do the weekly readings, and contribute to discussions.

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In the "Study Area" of Culture to Cultures' Blackboard, you will find detailed information about each weekly topic. Clicking on the title of each topic will link to information about that topic, including the weekly learning objectives, focus questions, and required readings/ viewings.

Unit Philosophy

In alignment with Curtin University's Reconciliation Action Plan (which you will be reading in the first week of this unit), Culture to Cultures is a partnership with the Centre for Aboriginal Studies. To model and encourage ongoing and respectful relationships between Indigenous and non-Indigenous people, and an environment where Indigenous perspectives are valued, Culture to Cultures is co-taught by Indigenous and non-Indigenous staff from the Centre for Aboriginal Studies and Faculty of Humanities. We believe this will allow you to gain valuable insights into the topics covered in the unit, and expand your appreciation of different perspectives, knowledges and ways of doing things.

Culture to Cultures utilises a collaborative learning approach. You will be working together in a collegial way with staff and other students as we learn more about the issues discussed in the unit and consider, debate, and evaluate our ideas. What we develop in discussion and interaction with others is the courage to engage in exchange knowing that we have critically examined our ideas, can present them in a clear and strong way, and negotiate differences of thought and opinion. There are tensions and difficult ideas and events in the material we discuss, and as we create a learning community it is important to be aware of any positions or words that might make some students feel unacknowledged, alienated, excluded, or objectified. We value diversity, and accept and respect differences. We encourage you to be bold in engaging in debate and the critical exchange of ideas, as well as to think about how to best engage in debate with others in order to assist other students to learn, think critically, and deal with differences of thought and opinion.

We encourage you to do your own research into the ideas and topics we discuss each week, explore some of the further readings, or just keep up to date on the latest media stories. Those of us teaching the unit are also accountable to you to do the same.

Blackboard

Please make sure you check Blackboard regularly for Announcements, weekly tasks and readings viewings (in the "Study Guide"), Discussion Boards, lecture information and to access other resources to help you in the unit.

Learning Resources
Essential texts

The required textbook(s) for this unit are:

- **Required and recommended readings and viewings for the unit are available on Blackboard (under each topic in the Study Area, or through the Reading List).**

  Holliday, A., Kullman, J., & Hyde, M. (2016). *Intercultural communication: An advanced resource book*. London: Routledge. Available to buy in the Bookshop, or available electronically through the Library catalogue.

  Intercultural Communication is not a textbook that you will read from start to finish. Because the book is divided into three sections - first defining the concepts, then extending our understanding of those concepts, and finally relating these to our personal circumstances and experiences - we jump around in the book as we progress throughout the semester.

  (ISBN/ISSN: 978-0415489423)

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Other resources

Further readings and viewings are available on Blackboard.

Assessment

Assessment policy exemptions

- There are no exemptions to the assessment policy

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?*	Assessment Extensions Considered?*
1	Case Study	25%	**Week:** Week 5 **Day:** Friday 2 April **Time:** 11.59pm	1,5	Yes	Yes
2	Media Analysis	40%	**Week:** Week 10 **Day:** Friday 7 May **Time:** 11.59pm	1,3,4	Yes	Yes
3	Reflection	35%	**Week:** Week 14 (Study Break) **Day:** Friday 4 June **Time:** 11.59pm	2,3,4,5	Yes	Yes

*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

Detailed information on assessment tasks

1. Case Study

This assessment is a chance for you to become comfortable with the overarching concepts of the unit around a topic that is relevant to you. Although we focus on culture and interculturality in Culture to Cultures, our main concepts pervade many aspects of social life and this assessment allows you to explore that.

1. Creative work

Produce a creative work around a topic that allows you to engage with ONE or TWO of the concepts explored in the first 4 weeks of Culture to Cultures (eg: essentialism and non-essentialism, stereotyping, othering, culturism).

Topic

The topic you choose is up to you. Some suggestions include a creative work around gender, sexuality, race, ethnicity, immigration, multiculturalism, language group/s, cultural appropriation, environmental issues.

Medium

Your project could take the form of an art work, short story, blog post, vlog, script, storyboard, news article, comic, press release, policy paper, an advert, poster, an educational resource or activity for children for use at schools or at a community event etc. If you need guidance about whether your medium might be

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appropriate, please speak to your tutor or unit coordinator.

2. Analysis

Along with your creative piece, you will submit an 800 word analysis (including references) of how your project has engaged with the concepts explored in the first 4 weeks of Culture to Cultures (eg: essentialism and non-essentialism, stereotyping, othering, culturism). You will need to refer to the textbook and ONE other SCHOLARLY/ACADEMIC source (a peer-reviewed journal article or book written by an expert in the field). More info on what scholarly sources are can be found here: https://libguides.library.curtin.edu.au/c.php?g=839870&p=6002260 You would have also explored what constitutes a scholarly text and how to find them in Academic and Professional Communications.

Keep in mind:

- You do not need to explore every concept - choose 1 or 2
- If your creative work is text-based (a short story or news article, for example) please keep the word limit to 700 words
- If your creative work is not text-based and you are unsure of how long to spend on it, we recommend the same time it would take you to write a 700 word piece
- Your work will need to be submitted through Blackboard, or a link provided to access it online
- Your creative work and analysis will need to be submitted as ONE document
- Your creative work should keep in mind the philosophy of the unit in terms of cultural sensitivity, inclusive language and content

Cultural Protocols

Use relevant cultural protocols, such as appropriate terminology, acknowledgement of country, inclusion of appropriate culturally sensitive warnings, for eg: see:

https://www.actcoss.org.au/sites/default/files/public/publications/gulanga-good-practice-guide-preferences-terminology-referring-to-aboriginal-torres-strait-islander-peoples.pdf

https://www.reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf

https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country

https://www.narragunnawali.org.au/about/terminology-guide

http://www.australiacouncil.gov.au/symphony/extension/richtext_redactor/getfile/?name=bed1086ea0f531a7fa0ce11804002e5d.pdf

http://www1.aiatsis.gov.au/SensitivityNotice.asp

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Marking Criteria:

The Marking Rubric for this assessment is available on Blackboard, click on "Assessment info and submission points" in the navigation menu of Blackboard, and then click on the link to this assessment titled: "Assessment 1: Case Study."

Your assignment will be marked according to the extent to which it:

- Responds to the task (addresses both parts of the assessment, keeps to the word limit etc.)
- Produces a creative work that relates to the concepts and allows for them to be explored in sufficient depth
- An effective analysis which critically applies concepts and theories to your creative work
- Utilises appropriate and relevant scholarly research to support analysis
- Includes relevant protocols, demonstrates understanding of cultural respect in line with the unit's philosophy, uses respectful and inclusive language
- Demonstrates relevant academic skills: academic standards of English language, accurate and completeness of referencing (APA 7th Ed.), structure, clarity of expression, grammar and spelling, argument and analysis, appropriate formatting and presentation (eg: 12 point font; appropriate font, line spacing and margins; page numbers etc.)

YOU WILL NOT BE MARKED ON HOW 'GOOD' WE THINK YOUR CREATIVE WORK IS (eg: composition, plot structure, lighting, literary devices).

Marking Allocation: Your tutor is allocated 20 minutes to mark this assessment.

Marks and Feedback: marks for this assessment will be available 2-3 weeks after the due date according to University policy. You will receive feedback in the form of detailed comments and a rubric.

Submission:

Assessments must be submitted via the relevant Turnitin submission points in Blackboard.

Each assessment has one submission point and you may submit a draft assessment to this point prior to the due date to receive a preliminary Turnitin report. The last submission made to this point prior to the due date will be deemed the FINAL submission and marked. Previous submissions will not be marked.

If you are submitting your FINAL assessment after the due date, please contact the Unit Coordinator for further instructions.

2. Media Analysis

In this assessment we explore Indigenous media, analysing particular texts as well as the context in which they have been produced.

You will write an 1,800 word essay (including references) critically analysing TWO to THREE Australian Indigenous produced media representations (eg: a news or magazine article, a film/TV show, advert, comic, blog post, Podcast episode, YouTube video etc.). Your analysis will also consider how these texts are given meaning in the context in which they are produced.

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There are two aspects to this assessment:

Text

In analysing the particular texts, you should incorporate discussion of the theoretical concepts discussed in the first 5 weeks of the unit.

Context

You should also analyse the representations in relation to relevant context. Media is not produced in a cultural, social, political and historical vacuum. Our discussions around colonisation; Indigenous historical perspectives; reconciliation, recognition, treaty; identity and multiculturalism will help you with this part of the assessment.

We don't expect these two aspects of the assessment to have equal weighting in your essay. Depending on the mediarepresentations you choose, you may explore one in more detail. The important thing is that your assessment has an argument and an analysis, and not descriptive account of particular texts or the context in which they have been produced.

Your analysis should refer to the textbook and TWO to THREE other scholarly sources.

Cultural Protocols

Use relevant cultural protocols, such as appropriate terminology, acknowledgement of country, inclusion of appropriate culturally sensitive warnings, for eg: see:

https://www.actcoss.org.au/sites/default/files/public/publications/gulanga-good-practice-guide-preferences-terminology-referring-to-aboriginal-torres-strait-islander-peoples.pdf

https://www.reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf

https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country

https://www.narragunnawali.org.au/about/terminology-guide

http://www.australiacouncil.gov.au/symphony/extension/richtext_redactor/getfile/?name=bed1086ea0f531a7fa0ce11804002e5d.pdf

http://www1.aiatsis.gov.au/SensitivityNotice.asp

Marking Criteria:

The Marking Rubric for this assessment is available on Blackboard, click on "Assessment info and submission points" in the navigation menu of Blackboard, and then click on the link to this assessment titled: "Assessment 1: Media Analysis."

Your assignment will be marked according to the extent to which it:

- Responds to the task (answers the question including analysing the required numner of media representations, keeps to the word limit etc.)

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- Demonstrates an effective argument and analysis which critically applies concepts and theories
- Uses appropriate and relevant supporting research, synthesises scholarly and media research
- Includes relevant protocols, demonstrates understanding of cultural respect in line with the unit's philosophy, uses respectful and inclusive language
- Demonstrates relevant academic skills: academic standards of English language, accurate and completeness of referencing (APA 7th Ed.), structure, clarity of expression, grammar and spelling, argument and analysis, appropriate formatting and presentation (eg: 12 point font; appropriate font, line spacing and margins; page numbers etc.)

Marking Allocation: Your tutor is allocated 25 minutes to mark this assessment.

Marks and Feedback: marks for this assessment will be available 2-3 weeks after the due date according to University policy. You will receive feedback in the form of detailed comments and a rubric.

Submission:

Assessments must be submitted via the relevant Turnitin submission points in Blackboard.

Each assessment has one submission point and you may submit a draft assessment to this point prior to the due date to receive a preliminary Turnitin report. The last submission made to this point prior to the due date will be deemed the FINAL submission and marked. Previous submissions will not be marked.

If you are submitting your FINAL assessment after the due date, please contact the Unit Coordinator for further instructions.

3. **Reflection**

In the Reflection you will answer a number of short answer questions (available on Blackboard: "Assessment info and submission points" > "Assessment 3: Reflection"), asking you to reflect on your experience of the unit, the development of your intercultural capabilities, engagement with other cultures, culturally diverse thinking perspectives etc.

How to write reflectively

Reflective writing is a personal response and a way of thinking to explore your learning. It is a subjective assessment, so we encourage you to use the first person (personal pronouns) in your writing. Your responses don't have to be in essay format, but your writing style should be logical and critical (keep colloquial language to a minimum). This assessment is not asking you to summarise unit content, it's meant to be personal – about your experiences and thinking. You do not necessarily need to reference for this assessment, but please do so if you refer to any ideas or quotes from other sources. It should integrate theory and practice, and identifies learning outcomes of your reading/experience.

In the unit Academic and Professional Communication you will have completed 10 weeks of progressive reflective exercises and conversations. You can also find more information about reflective writing on the Learning Centre's website: http://studyskills.curtin.edu.au/better-writing/reflective-writing/.

We encourage you to complete the Marking Rubric for this assessment yourself, and attach it to your assessment when you submit. This is not for marks, nor will you be penalized for not doing this, but as the unit encourages you to think critically and reflectively, this self-assessment will help you better understand the requirements of the assignment and the potential marks you will receive. Once your marked assessment and feedback is returned, you can compare your self-assessment of your Reflection with that of the

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teaching staff in the unit.

Cultural Protocols

Use relevant cultural protocols, such as appropriate terminology, acknowledgement of country, inclusion of appropriate culturally sensitive warnings, for eg: see:

https://www.actcoss.org.au/sites/default/files/public/publications/gulanga-good-practice-guide-preferences-terminology-referring-to-aboriginal-torres-strait-islander-peoples.pdf

https://www.reconciliation.org.au/wp-content/uploads/2017/11/Welcome-to-and-Acknowledgement-of-Country.pdf

https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country

https://www.narragunnawali.org.au/about/terminology-guide

http://www.australiacouncil.gov.au/symphony/extension/richtext_redactor/getfile/?name=bed1086ea0f531a7fa0ce11804002e5d.pdf

http://www1.aiatsis.gov.au/SensitivityNotice.asp

Marking Criteria:

The Marking Rubric for this assessment is available on Blackboard, click on "Assessment info and submission points" in the navigation menu of Blackboard, and then click on the link to this assessment titled: "Assessment 3: Critical Reflections."

This assignment will be marked according to the extent to which it:

- Presents evidence of reflection (evaluation and analysis rather than just description) in engagement with the unit
- Presents evidence of reflection (evaluation and analysis rather than just description) in engagement with development of intercultural capabilities
- Presents evidence of reflection (evaluation and analysis rather than just description) in development of own learning of intercultural concepts and theories using the readings
- Includes relevant protocols, demonstrates understanding of cultural respect in line with the unit's philosophy, uses respectful and inclusive language
- Demonstrates writing skills (including grammar, sentence structure, overall structure). This assessment does not need to be in essay format, but writing style should be clear and logical. You are encoraged to use the first person
- Demonstrates links between theory and practice
- Demonstrates appropriate formatting and presentation

Marking Allocation: Your tutor is allocated 15 minutes to mark this assessment.

Marks and Feedback: marks for this assessment will be available 2-3 weeks after the due date according to University policy.

Submission:

Assessments must be submitted via the relevant Turnitin submission points in Blackboard.

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Each assessment has one submission point and you may submit a draft assessment to this point prior to the due date to receive a preliminary Turnitin report. The last submission made to this point prior to the due date will be deemed the FINAL submission and marked. Previous submissions will not be marked.

If you are submitting your FINAL assessment after the due date, please contact the Unit Coordinator for further instructions.

Pass requirements

There are two requirements to achieve a 'pass' grade in the unit:

- An overall mark of 50% across the different assessments in the unit.
- Students are required to submit **all** assignments.

Failure to submit one assignment will result in a 'Fail-Incomplete' grade for the unit, irrespective of the mark achieved.

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Assessment Moderation

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that students work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/findapolicy/

Pre-marking moderation

- Staff assessing student work in this unit are provided with the assessment rubric/marking guide in advance of the marking task for the purpose of pre marking moderation
- Assessment task details and marking criteria are provided to students in the unit outline or prior to the assessment task
- The Unit Coordinator is available to assessors to provide clarification and/or guidance if required during the assessment or marking process.

Intra-marking / Post-marking moderation

- Where multiple staff are involved in the assessment of student work, the Unit Coordinator reviews the outputs of those markers early in the marking process.

Late assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

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Assessment extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at https://students.curtin.edu.au/essentials/forms-documents/forms/ and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation:
   a. Australian Campuses: via the online form
   b. Offshore campuses: to the School representative nominated below
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

Where an application for an assessment extension is permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at https://students.curtin.edu.au/essentials/forms-documents/forms/ and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension is NOT permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

All assessment extensions must be submitted via the online form:
 https://students.connect.curtin.edu.au/app/assessment_extension.

For any other enquiries please contact Curtin Connect via the Student Enquiry Webform

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https://students.connect.curtin.edu.au/app/ask or by phone on 1300 222 888.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Further assessment

Further assessments, if granted by the Board of Examiners, will be held between 07/07/2021 and 04/08/2021 . Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from AccessAbility Services.

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP please provide it to the Unit Coordinator in week 1 of each study period.

Referencing style

The referencing style for this unit is APA 7th Ed.

More information can be found on this style from the Library web site:
http://libguides.library.curtin.edu.au/referencing.

Privacy

As part of a learning or assessment activity, or class participation, your image or voice may be recorded or transmitted by equipment and systems operated by Curtin University. Transmission may be to other venues on campus or to others both in Australia and overseas.

Your image or voice may also be recorded by students on personal equipment for individual or group study or assessment purposes. Such recordings may not be reproduced or uploaded to a publicly accessible web environment. If you wish to make such recordings for study purposes as a courtesy you should always seek the permission of those who are impacted by the recording.

Recording of classes or course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than personal study for the enrolled students in the unit. Breach of this may subject a student to disciplinary action under Statute No 10 – Student Disciplinary Statute.

If you wish to discuss this please talk to your Unit Coordinator.

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Copyright

The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Academic Integrity

Curtin's Student Charter, Academic Integrity Program (AIP), and core Values guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the Student Essentials Website or the Academic Integrity tab in Blackboard.

Academic Integrity Warnings

An Academic Integrity Warning may be issued to a New-to-Curtin student if they have inadequately acknowledged sources or collaborated inappropriately. The Management of Academic Integrity Warnings for New to Curtin Students Procedures provide further information and explain who is considered to be New-to-Curtin.

Academic Misconduct

Students with an academic breach that do not meet the New-to-Curtin criteria will be managed through the misconduct process. Academic Misconduct means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of data or other content, and Academic Misconduct Other, such as falsifying medical certificates for extension. More details can be found on the Student Essentials Website or on the Academic Integrity Website.

Staff members are required to report suspected misconduct and an inquiry may take place. If misconduct is determined it will result in penalties, which may include a warning, a reduced or nil grade, a requirement to repeat the assessment, an annulled grade (ANN) or termination from the course. Some penalties may impact on future enrolment.

Academic work under inquiry will not be graded until the process has concluded. If your work is the subject of an inquiry you will be notified by email and Official Communication with an opportunity to respond. Appropriate support will be provided. For more information refer to Statute No.10 Student Discipline and Academic Misconduct Rules.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

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Additional information
Use of the Blackboard App

A Blackboard App is available to download from Google Play or the Apple App Store. Please note that the App does not support all Blackboard functions and external links such as Reading Lists and iLectures cannot be accessed. To view iLectures on a mobile device, use the Echo360 App, which can also be downloaded from Google Play or the Apple App Store. Reading Lists should be accessed via web based Blackboard, e.g. Chrome or Firefox.

Please ensure you are always using the latest version of the app for best results as updates are frequently applied. Please also note that Curtin University is not responsible for the Blackboard app and any feedback you have should be made on the app directly.

Curtin Official Communication Channel and Oasis

Students are responsible for checking the Official Communication Channel (OCC) via Oasis regularly (at least once per week). Important communications such as assessment extension application outcomes will always be sent via the OCC. Your OCC inbox is accessible via Curtin Student OASIS.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all of the above is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.
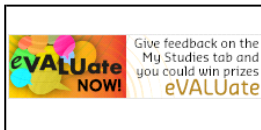
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant caring responsibilities, pregnancy, religious practices, living in a remote location,or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact the appropriate service below. It is important to note that the staff of the University may not be able to meet your needs if they are not informed of your individual circumstances, so please get in touch with the appropriate service if you require assistance.

To discuss your needs in relation to:

- Disability or medical conditions, contact AccessAbility Services: https://students.curtin.edu.au/personal-support/disability/
- Elite athletes, contact Elite Athlete Coordinator: https://stadium.curtin.edu.au/sport/academy/elite-athlete-program/
- All other grounds, contact the Student Wellbeing Advisory Service: https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/

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Recent unit changes

Students are encouraged to provide unit feedback through *eVALUate*, Curtin's online student feedback system. For more information about *eVALUate*, please refer to evaluate.curtin.edu.au/info/.

Give feedback on the My Studies tab and you could win prizes eVALUate NOW! eVALUate	To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can *eVALUate* this unit.

Recent changes to this unit include:

We thank former students and teaching staff for the valuable feedback and positive comments about the unit.

Culture to Cultures has, in collaboration with CAS staff, expanded its embedding of Aboriginal and Torres Strait Islander knowledges and perspectives in the unit content. There have been changes and updates to assessments, the weekly topics, and readings.

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Program calendar
FAQs

Where can I find the unit outline?

On Culture to Cultures' Blackboard. Check out the "Unit Information" link (under the heading "ALL ABOUT THIS UNIT") on the menu on the left hand side of your screen.

Where do I find what I'm supposed to do and read/view each week? It's not in the unit outline.

You can find all this information on Blackboard. Go to the "Study Area" link (under the heading "LEARNING RESOURCES") on the left hand menu.

Clicking on the link for the week will take you to a page that lists the learning objectives and focus questions for that week, required readings and viewings, as well as additional resources. You are not required to read and view the additional resources, they are here in case you want to check out a topic in a little more detail, or feel like they may help with an assignment.

I don't know/can't remember my tutors names.

Look under the "Contacts" are of Blackboard – link is on the left hand menu.

When is the next assessment due?

Our favourite question :) Please check the unit outline for due dates. We'll also remind you on the Announcements on Blackboard (which also get sent to your Curtin email).

I don't know if I submitted one of my assessments.

Make sure you get a digital receipt with a submission ID. This will probably be emailed to you too. We will need proof of the receipt if you contact us saying you did submit your assessment, but it doesn't appear on Grade Centre.

I can't submit my assessment and it's due tonight! It keeps saying it's still uploading after 40 minutes!

Check your browser. Chrome is the preferred browser for Blackboard and Turnitin.

Email your tutor your assignment as soon as you can so we know you had it done by the deadline. Then try submitting it through Blackboard again in the next couple of days, so it goes through Turnitin and there's a record of your submission.

Can I submit my assignment early?

Of course :)

How do I find the marks for my assignment?

Please go to "My Grades" on Blackboard to find your mark.

I can't see the feedback on my assignment.

Tutors can give you feedback on your assignment in a couple of different ways. Your tutors will have explained to you where to find this in one of your tutorials, or on the discussion board if you're doing the unit online.

You can access your feedback and rubric by going into the 'Assignment Submission' link ('Assessments' - > 'Assignment x' - > 'Name of assessment' > view/complete).

Some tutors have used Turnitin Feedback Studio. A guide can be found here: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio/13_Viewing_Instructor_Feedback

Note that if your browser has a pop-up blocker active, you may need to add Turnitin to its exception in order to view the rubric.

On the right hand side of your Turnitin submission you will find a column of icons. The feedback summary contains your comments and the rubric shows how we assessed your assignment. You can find a more comprehensive guide here: http://clt.curtin.edu.au/local/docs/turnitin/Turnitin%20Student%20Feedback.pdf

If you're still not sure – just ask :) That's what we are here for.

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My Turnitin originality report has a really high index (percentage). Should I be concerned that my tutor will think I've plagiarised?

Not necessarily. Direct quotations, citations, or bibliography areas of the paper are not automatically excluded. Check each match, rather than worrying too much about the index.

I submitted the wrong assignment/ forgot to include my reference list/ want to change my document.

Up until the due date and time, you can submit multiple times. Just remember that your latest one will save over previous submissions.

I have a medical condition/disability and might need extensions or particular requirements relating to classes.

Under the "Student Support Resources" link in the Culture to Cultures Blackboard you will find information about the Curtin Access Plan (also here: https://students.curtin.edu.au/personal-support/disability/help/access-plan/). Doing one of these at the start of semester and sharing it with your unit coordinator and tutor will help us work together to figure out how we can support you through the unit. You only need to disclose the information you're comfortable with.

A link on the Reading List isn't working.

Please let us know so we can fix whatever the problem is.

Why does the unit still show on my Blackboard dashboard up for me now I've done it? There are too many units Blackboards on my dashboard and I don't want to see ones I did last semester/ year.

We have this problem too. Sorry! Units are going to be available to you for up to 2 years. You can organise your dashboard to hide or minimise the older units showing.

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Week	Begin Date	Topic	Assessment Due
	22 February	Orientation Week	
1	1 March	Culture, communication, and representation	
2	8 March	Essentialism and non-essentialism	
3	15 March	Essentialism, stereotyping, prejudice and othering	
4	22 March	Analysing media representations	
5	29 March (Fri 2 Apr public holiday)	Colonisation and essentialism: Impact, loss, and identity	Case Study Friday 2 April
6	5 April (5 & 6 Apr public holiday)	**Tuition Free Week**	
7	12 April	Language and kinship	
8	19 April	Indigenous historical perspectives: Location and relocation of Aboriginal peoples	
9	26 April (26 Apr public holiday)	Where to from here: Reconciliation, recognition, treaty	
10	3 May	Australian identity and multiculturalism	Media Analysis Friday 7 May
11	10 May	"Some of my best friends are…": Social categorisation, identity, and cultural membership	
12	17 May	Globalisation, new media, and cultural appropriation	
13	24 May	Reflecting on our engagement with cultural diversity	
14	31 May	**Study Week**	Reflection Friday 4 June

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