

Printed: 07 December 2022, 03:52AM

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1506LHS
COURSE TITLE	Communication and Culture
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 1 2022
MODE	Blended
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

This course provides students with foundational skills and knowledge of communications theory and practice, including a range of interpersonal, group and mass communication theories as well as a range of written, oral and non-verbal communication skills.

Assumed Background:

This is an entry-level course that assumes incoming students have had some experience with the basics of both spoken and written communication in the classroom setting.

1.2 Course Introduction

The course offers insights into the 'hows and whys' of communication. We look at the communication process itself (the construction and reception of 'messages'), the different ways we communicate (from face-to-face conversations to social media posts), and the various media formats that allow us to connect with others in the 21st century. Most importantly, this course allows students to imagine how communication concepts and skills may be used effectively both throughout their university years and, also, once they embark on their own, unique career paths. Whether or not students are already thinking ahead to post-university professions, this course will nonetheless assist them in becoming more effective communicators with benefits that will extend far beyond their years at university.

After Week 1's introductory lecture and tutorial, the course is divided into three topical units:

UNIT 1: Communication Basics

Weeks 2 through 4 provide an overview of what communication is, how critical thinking informs communication, the importance of making a good argument, and the realities of communication barriers such as communication anxiety.

UNIT 2: Mediated and Visual Communication

During weeks 5 through 8 we will examine the history of communication media (from the printing press to the Internet), the contemporary dominance of social media, the power of advertising, and how visual signs and symbols convey information to others.

UNIT 3: Communication in Context

This final unit, weeks 9 through 12, will consider how communication can be both challenging and rewarding in interpersonal and professional contexts. We will look at intercultural communication, how organizational structures make an impact on communication in the workplace, and how communication within groups requires different skills and sensibilities. To conclude the trimester, we think about how communication will continue to inform and guide your university studies.

Previous Student Feedback

Communication and Culture is well-liked by our students because it takes a seemingly 'ordinary' or taken-for-granted topic of study and makes it lively, fresh, and engaging. The convenor and teaching team are committed to making this 'learning community' a fun one! Here are some recent student comments:

'I personally loved the learning by discussing the content of the week. I found that I learned and retained the

information a lot easier through the discussions. Furthermore, I also feel like it helped me to learn other people's opinions, and it broadened my own values and ideas.'

'Overall this course was well run, as one of the first courses I have done I believe it has benefited me greatly. the information provided was set out well in both the online lectures and the tutorials.'

'It covered a range of important topics and helped us develop a range of skills that are super applicable to the workforce.'

'I liked that this course was very practical. The topics you learnt in class were applicable to real-life situations which I thought was good. I also liked the last assessment "Communication on the Job" as it was directly applicable to my future career which was useful. '

There is certainly always room for improvement with each offering of the course. We value constructive feedback from our students.

'layout of the course page in blackboard could be improved to assist in finding the weekly information with greater ease.'

'The high reward for attendance is good however making it count a lot on participation in a large group discussion can be challenging for some people who have problems communicating in large groups.'

'the powerpoints for the lecturettes need to be accessible as standalone documents without the voice overs.'

1.3 Course Staff

Primary Convenor **Dr Mish Singh**

EMAIL mish.singh@griffith.edu.au

CONSULTATION Please email the convenor for consultation times.

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

Please make sure to select a tutorial you will be able to attend regularly, as the Guided Discussion assessment requires your participation. You will also get much more out of the course through discussing concepts with your classmates.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

However there are no lectures offered with this course.

1.6 Technical Specifications

This course does not feature live tutorials, but instead offers a curated set of mini lectures and videos to view before your on-campus tutorial every week.

All of these materials will be available online via Learning@Griffith course site and will be organized chronologically from Weeks 1 through 12 in the Course Content section of the site. This simply means you will need access to a reliable computer in order to view this content.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Being an active, aware, and effective communicator is extremely useful both inside and outside the classroom. This course aims to establish, if not advance, a set of knowledge and skills in communication. The 'fundamentals' of communication as included in this course are: critical thinking skills, oral communication, and written communication.

Today's employers continue to rank excellent communication skills as the number one attribute they look for when hiring new recruits. With this in mind, it is important to consider some of the following questions when you think about your current level of 'communication competence':

- *Would you consider yourself a good communicator? Why?*
- *Do you feel more comfortable texting your peers than speaking face-to-face with your university lecturers or potential employers?*

- Do you understand what *critical thinking* is and how such thinking informs how you communicate with others?
 Fundamentals of Communication will inspire you to think about such questions and ask you to consider how being a successful communicator will pave the way for rewarding experiences at both university and in your post-university, future profession.
 The content and assessment items for this course-- which include the demonstration of developing oral and written communication skills-- are intended to prepare students for not only the other first-year courses (such as Academic Writing), but for second- and third-year courses across all majors.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify and analyse the role communication plays in culture; both at university and beyond.
- 2 Demonstrate interpersonal skills based in verbal and non-verbal communication.
- 3 Apply critical thinking to the analysis of a media message and support with evidence.
- 4 Deconstruct professional communication skills required to inform career choices.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Culturally capable when working with First Australians		•	
Effective in culturally diverse and international environments	•	•	

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Academic Integrity Tutorial: This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

[Student Computing](#): The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

3.5 Other Learning Resources & Information

PLEASE NOTE: YOU ONLY NEED TO PURCHASE THE (ONE) TEXTBOOK: *Communicating for Success* (third edition preferred).

All readings other than the textbook are available digitally via Learning@Griffith (found in your Reading List). There is also a library copy of the textbook linked to your reading list. However, it is recommended that you purchase the textbook since library access is limited to a handful of users at a time.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
14 Mar 22 - 18 Mar 22	<p>Week 1 - Introduction (Online Content): There are no live lectures for this course. Instead, you will view a series of short prerecorded lectures - what I call 'lecturette' alongside a curated selection of video clips. This material is found on our Learning@Griffith course site under 'Course Content'. Please view this online content and take notes prior to the weekly tutorials. While you do not need to view all the weekly content in one sitting, the total time it should take you to review the material is approximately one hour.</p> <p>This week's content provides an overview of the course and what to expect throughout the trimester.</p>	1, 2
14 Mar 22 - 18 Mar 22	<p>Week 1 - Introductory Tutorial (Tutorial): We will introduce ourselves to each other and then review the 'Guided Discussion' assessment item. The other assessment items will be discussed during weeks 3 (Media Message Analysis) and 7 (Communication on the Job).</p>	1, 2
21 Mar 22 - 25 Mar 22	<p>Week 2 - The Communication Process (Online Content): We will examine the basic components of the communication process. This week's content will provide a foundation for all subsequent weeks' topics.</p>	1, 2
21 Mar 22 - 25 Mar 22	<p>Week 2 - The Communication Process (Tutorial): HOUR 1: We will discuss the key components of the communication process as presented in the reading and lecture; HOUR 2: There will be a fun & engaging small group activity.</p>	1, 2
28 Mar 22 - 1 Apr 22	<p>Week 3 - Communication Barriers (Online Content): This week we will look at what gets in the way of communicating well with others and what might be done about it. Special attention will be paid why different types of exchanges (interpersonal, mediated, etc.) can cause anxiety among communicators.</p>	1, 2
28 Mar 22 - 1 Apr 22	<p>Week 3 - Communication Barriers (Tutorial): HOUR 1: We will discuss the very real issue of communication anxiety. HOUR 2: Careful review of the Media Message Analysis Assessment item + Friendly group exercise that addresses communication anxiety issues.</p>	1, 2, 3
4 Apr 22 - 8 Apr 22	<p>Week 4 - Critical Thinking and Argument (Online Content): This week's lecture content examines why critical thinking and crafting good arguments are both essential for good communication.</p>	1, 2
4 Apr 22 - 8 Apr 22	<p>Week 4 - Critical Thinking and Argument (Tutorial): HOUR 1: The discussion will unpack critical thinking and argument - why are both these things important to communication?; HOUR 2: Small group exercise around critical thinking and argument.</p> <p>Please note that the mid-trimester vacation break runs next week, 11-18 April.</p>	1, 2
18 Apr 22 - 22 Apr 22	<p>Week 5 - Media and Their Histories (Online Content): The timeline, development, and cultural impact of communication media are examined this week. How have different technologies (from the printing press to the internet) shaped the way we both communicate and understand the world?</p>	1, 2
18 Apr 22 - 22 Apr 22	<p>Week 5 - Media and Their Histories (Tutorial): HOUR 1: We will discuss the importance of media's various roles in communication past & present; HOUR 2: Exercise in preparation for the Media Message Analysis assignment.</p>	1, 2, 3
25 Apr 22 - 29 Apr 22	<p>Week 6 - Advertising as Communication (Online Content): Advertising is both pervasive and powerful in contemporary society. We examine the persuasive techniques which inform and/or comprise this mode of communication.</p>	1, 2
25 Apr 22 - 29 Apr 22	<p>Week 6: Advertising as Communication (Tutorial): HOUR 1: Discussion of Advertising; HOUR 2: Group activity around Advertising</p>	1, 2
2 May 22 - 6 May 22	<p>Week 7: Social Media (Online Content): This week examines the history of social media (which is a longer history than you might think!).</p>	1, 2
2 May 22 - 6 May 22	<p>Week 7 - Social Media (Tutorial): Hour 1: Our discussion and activities will consider the impact of social media upon our everyday, interpersonal communication; Hour 2: Review Communication on the Job Assessment</p>	1, 2, 4

Week Commencing	Activity	Learning Outcomes
9 May 22 - 13 May 22	Week 8 - Visual/Nonverbal Communication (Online Content): It is not just the spoken or written word that allows us to communicate. Signs, symbols, and physical gestures also play active roles in how we communicate with others.	1, 2
9 May 22 - 13 May 22	Week 8 - Visual/Nonverbal Communication (Tutorial): HOUR 1: Discussion around Visual/Nonverbal communication; HOUR 2: Small or large group activity (TBA) around nonverbal communication.	1, 2
16 May 22 - 20 May 22	Week 9 - Intercultural Communication (Online Content): Successful communication in 21st-century, multicultural Australia requires sensitivity and awareness of customs and perspectives that may be different from those we have ourselves.	1, 2
16 May 22 - 20 May 22	Week 9 - Intercultural Communication (Tutorial): HOUR 1: Discussion of intercultural communication; HOUR 2: Small group activity that speaks to this week's topic.	1, 2
23 May 22 - 27 May 22	Week 10 - Professional Communication (Online Content): Thinking through communication in professional settings is especially important for today's university students. We look at how 'professional' or 'organizational' communication is a big part of everyday life post-university.	1, 2
23 May 22 - 27 May 22	Week 10 - Professional Communication (Tutorial): HOUR 1: Our discussion will look at the organizational structures that influence professional communication; HOUR 2: Group activity.	1, 2
30 May 22 - 3 Jun 22	Week 11 - Group and Team Communication (Online Content): This may be considered as 'Part Two' to last week's topic. Working in groups and still managing to communicate effectively is an important skill to learn at both the university level and during the span of one's career.	1, 2
30 May 22 - 3 Jun 22	Week 11- Group and Team Communication (Tutorial): Hour 1: Our discussion will consider why teamwork and conflict resolution are aspects of good communication; Hour 2: A very appropriate GROUP activity.	1, 2
6 Jun 22 - 10 Jun 22	Week 12 - Communicating at Uni + Beyond (Online Content): This week we take stock of all the ways that communication shapes our experiences and understanding of university life. How do we perceive the 'communication environment' of tertiary education and how might the content of this course, Communication and Culture, guide you in your future studies?	1, 2
6 Jun 22 - 10 Jun 22	Week 12 - Wrap Up Tutorial (Tutorial): This is our final opportunity to discuss and consider how communication impacts university study and future professional lives. We invite you to bring your 'best of' moments of the course to discuss with the tutor and your classmates.	1, 2

4.2 Other Teaching and Learning Activities Information

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

If a tutorial is scheduled on a public holiday (or is cancelled for any unexpected reason), this class will normally not be repeated. Your convenor will let you know how this time and work will be made up.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Guided discussion with peers Tutorial Discussion	21 Mar 22 - 10 Jun 22	30%	100 marks (Must submit)	1, 2	
Assignment - Research-based Assignment Media Message Analysis	6 May 22 23:59	40%	100 marks (Must submit)	1, 3	
Assignment - Written Assignment Communication on the Job	4 Jun 22 23:59	30%	100 marks (Must submit)	4	

5.2 Assessment Detail

Title: Tutorial Discussion

Type: Guided discussion with peers

Learning Outcomes Assessed: 1, 2

Due Date:

21 Mar 22 - 10 Jun 22

Weight: 30%

Marked out of: 100

Task Description:

'Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours'. - John Locke (1632-1704)

What the Enlightenment philosopher John Locke said so long ago remains absolutely true today. While assigned texts and weekly lecture content will provide you with information, a better understanding of the course's ideas will only be gained by actually thinking and talking through these materials in a more in-depth way. Luckily, at Griffith you are greatly helped in this process via guided discussions in your Communication and Culture tutorials. After all, attending university is not just about reading and writing on your own at home -- nor is it only about completing assessment -- It is an INTERACTIVE experience that asks you to be involved and engage in dialogue with your tutor and fellow students. Being a university student means you are part of a 'learning community.' The tutorials exemplify this cultural aspect of higher education.

Throughout the trimester, **the first hour of the tutorial** will be dedicated to a large group discussion. In order to best participate, students will need to complete the week's readings and look at all lecture content online. You will be provided discussion questions for every week's tutorial on the Learning@Griffith site that help structure our tutorial conversations. Overall, *you will want to prepare notes based on the readings so you can refer to the text when making comments in class.* This will communicate to both the tutor and your classmates that you have done the reading and are prepared to discuss that week's topic.

These tutor-led conversations will ask you to engage with and respond to issues and questions presented in the assigned weekly readings and online mini lectures ('lecturettes'). The discussions are intended to foster a deeper understanding of the course content and to demonstrate the weekly topics' relevance to everyday experiences as communicators in various environments and situations.

Alongside the weekly group discussion, which takes place during the **first hour** of the tutorial, the **second hour** will provide another set of either large or small group activities relevant to the week's topic. There are a few exceptions:

Week 1: Review of Guided Discussion assessment.

Week 3: Review of the Media Message Analysis assessment.

Week 4: Review of Academic Integrity for Written Assignments

Week 7: Review of the Communication on the Job assessment.

Criteria & Marking:

Due to the interactive and 'live' nature of any discussion, your weekly involvement in tutorials will determine how well you do with this assessment.

Clearly, if you are being asked to contribute comments and questions that are relevant to the weekly readings and lectures, it will be difficult for tutors to evaluate your engagement without regular participation. As a practical benefit to you, our discussions provide a safe and supportive venue where you will be able to share and test out ideas while also sharpening your verbal and non-verbal communication skills.

You will be evaluated on your contributions during weeks 2 through 12.

While weekly tutorials will provide you multiple opportunities to participate in discussion, the **QUALITY** of your participation during the entire trimester also will be evaluated as follows:

Outstanding (aiming for a 7-level grade): You clearly engage with the ideas presented in both the readings **and** lecture content. This is demonstrated by: Making **weekly** comments and/or responding to questions posed by the tutor or classmates with reference to content in the lectures & readings; showing leadership among the tutorial students by driving the discussion forward with engaging questions and ideas and/or sharing **additional sources** (YouTube clips, magazine articles, etc.) relevant to that week's topic. You actively engage in related activities during HOUR 2 of tutorial.

Excellent (aiming for a 6-level grade): You clearly engage in the ideas presented in both the readings **and** lecture content. This is demonstrated by: **Often** making comments and/or responding to questions posed by the tutor or classmates that make overt references to the lecture and reading. You regularly demonstrate a dedicated level of engagement with Hour 2's activities.

Good (aiming for a 5-level grade): You **usually** engage with the ideas presented in the readings and lecture content, but it is not necessarily the case for every tutorial you attend. In most cases, the comments are relevant but do not always make reference to content from the lecture and readings. This is demonstrated by: Making comments and/or responding to questions posed by the tutor or classmates **semi-regularly** and contributing to in-tutorial exercises.

4 quality (a passing grade is ok!): You demonstrate a **basic level of engagement** during the tutorials. This is demonstrated by: Only **occasionally** providing input during tutorial discussions; comments and/or questions may not show that you have read the assigned readings or looked at lecture content (i.e., someone not enrolled in the course could say the same things); your

participation in any post-discussion activity is only semi-regular and/or at a minimal level.

3-1 quality (failing): You **rarely (or never) contribute** to discussion and show a low level of engagement or interest in the subject matter or course. There is no evidence given that you have read the assigned texts or attended lecture. You do not participate in any post-discussion activities or exercises.

IMPORTANT: While posting on our online discussion board is an option **to make up for missed tutorials** due to illness or other legitimate reasons, **the discussion board is not to be used as a default method of participation.** This assessment item is designed to strengthen your **verbal communication skills**, so your mark is primarily based on verbal communication during these guided discussions.

Please note: All students will receive progress report from their tutors between Weeks 6 and 7 of the trimester. Students will have the opportunity to improve upon their in-tutorial discussion marks based on this feedback.

Submission: In Person at the School Department. Students are marked via commentary during tutorial or on the online discussion board if they are not able to attend tutorial for the reasons noted above. Please see your tutor with any questions.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- contains a mandatory pass component

Title: Media Message Analysis

Type: Assignment - Research-based Assignment

Learning Outcomes Assessed: 1, 3

Due Date:

6 May 22 23:59

Weight: 40%

Marked out of: 100

Task Description:

The contemporary world is constantly communicating ideas to us through different forms of technology. Some communication scholars may call such messages 'media texts' or a 'media artefacts.' For the purposes of the course, and for simplicity, we are calling these forms of communication 'media messages'.

As one of the course goals is to make you more aware of what effective communication looks like within everyday culture, this assessment item asks you to critically think through a media message of *your choice*.

Media messages can be (but are not limited to): specific books, popular songs and albums, TV series, films, advertisements, famous photographs, news stories, podcast series or Internet memes. Some examples of media messages that students have chosen in the past include George Orwell's novel *1984*, the film *Black Panther*, the 'Carry On' meme, the Beatles' album *Sgt. Pepper's Lonely Hearts Club Band*, and Apple's 'Think Different' advertising campaign. The possibilities are nearly endless and you will have the freedom to choose a media message of special interest to you.

Once you have chosen your media message, and researched it, you will write a 1000-word paper that includes the following:

- 1) **Describe** what media message you are examining (i.e., a song, a speech, a news story, a TV show, a meme?) What medium (or 'communication technology') is used to convey the message?
- 2) **Share** details of when and how it first appeared in cultural life. When were people first aware of this media message? Is this a historically significant message or one that is currently important?
- 3) **Think** about this message in terms of the following questions: 1) Who was involved with creating the message?; 2) What idea or ideas does this message convey? and 3) How has the message been received (for example, based on your research, what do various sources say about it)?
- 4) **Use your critical thinking skills** to argue why this has been an important media message in our culture, whether in the past or in the present. How or why is this a powerful message? Why should we care about it?

The description here is merely a **brief overview** of the assessment. A more detailed Assignment Brief will be available on the course site from the start of the trimester.

Points 1, 2 & 4 will require that you do some research to inform your paper (See the assessment brief and marking rubric on Learning@Griffith for details). Points 3 & 4 also will allow you to use terms and ideas that you will have learned from the readings and lectures during weeks 2-6.

We will review this assessment item during Week 3's tutorial.

Criteria & Marking:

Generally, the assessment item will be evaluated in the following way:

- **Organization of ideas.** Can the reader follow what you are saying (or is it confusing)?
- **Content,** i.e., does the written piece address the general aims outlined above as well as those specified in the more detailed assignment brief? Is it original? In other words, does it demonstrate your own thinking through what this media message could mean?
- **Analysis:** Are critical thinking and sound argumentation used to communicate a key point/observation/discovery about this media message?
- **References:** Sources help support the argument you are making about this media message. All references are cited in the body of the paper and also in a separate 'Works Cited' page as standard. Harvard or APA citation styles are used correctly. Both quotes and paraphrased ideas are referenced in-text (see note below).

NB: Your paper will be run through Turnitin, which will catch any copied text from other sources. Always make sure to write in your own words. If you are using other people's words to help support **your** writing, you need to put those words into quotes and provide an in-text citation to show where you have found this information.

A marking rubric also will be made available on Learning@Griffith, so you can see exactly how you will be marked for this work.

Submission: Text Matching Tool - Turnitin. The Media Message Analysis paper will be due no later than 11:59 pm on the Friday of Week 7 (6 May 2022). Please upload it through Turnitin via Learning@Griffith.

This assessment item:

- is a school based activity
 - is an individual activity
 - does not include a self assessment activity
 - does not have a resubmission provision
 - contains a mandatory pass component
-

Title: Communication on the Job**Type:** Assignment - Written Assignment**Learning Outcomes Assessed:** 4**Due Date:**

4 Jun 22 23:59

Weight: 30%**Marked out of:** 100**Task Description:**

This final assessment piece, which will be a 1500-word written assignment, will ask you to think ahead and imagine how particular aspects of and/or skills in communication would play important roles in your post-university career.

To be more specific, this final assessment item will have you: 1) Propose an imagined career post-university and 2) analyse how and why three core concepts and/or skills learned during the semester (any from weeks 2 -11) would be relevant to that career.

For instance, if you are someone who is thinking about working in government, you might choose to refer to terms and ideas from 'Critical Thinking and Argument', 'Professional Communication', and 'Intercultural Communication.' Applying these ideas to a potential future career will demonstrate what you have learned from these weeks' topics and how you can connect those ideas to an imagined future job.

This project will require you to do some research on the type of job you are writing about (as will be discussed in further detail in tutorial and which will be outlined in the assignment brief).

A non-exhaustive list of BA-relevant careers will also be provided, as some of you will not have thought this far ahead.

Important: You are required to reference assigned readings from the trimester to pass the assignment. Citing only researched sources may show initiative in terms of research, but it will not demonstrate your knowledge of course ideas and terms from the trimester.

We have found this assignment to be a useful exercise because it asks you to reflect on how communication skills might play out in various types of jobs. It also allows you to connect more personally and directly with the course content. Finally, this assignment allows you to think about what level of communication you would feel most comfortable with 'on-the-job.' For instance, are you someone who wants to work more independently and quietly and focus on written and digital communication? Or, are you an outgoing person who thrives on giving presentations and lots of face-to-face communication? The 'communication environments' of particular jobs are important things to consider when thinking about a post-university career.

This writing assignment will be composed of three main sections:

1) **INTRODUCTION:** A description of the career itself and an overview of what aspects of communication are used in this career (i.e., what you will be discussing in the body of the paper). This is also where you want to reflect on why this type of work and 'communication environment' are appealing to you.

2) **BODY:** This will have three sections that each address a topic of communication discussed this trimester. You will describe how you think each component or skill in communication plays a role in this career.

3) **CONCLUSION:** Wrap up with some final thoughts about how this profession utilizes communication and why that aspect of the job would be appealing to you.

NB: In-text citations to sources should be made throughout the paper -- as with any research paper. Please also remember to include a reference list at the end of your paper. It is required that you reference the textbook and/or any other digital readings (from the course reading list) that are relevant to the weekly topics you have selected to write about.

We will review the assessment item more carefully in Hour 2 of Week 7's tutorial.

The assignment must be uploaded to Turnitin by 11:59 pm on the Wednesday of Week 12 (4 June 2022).

Criteria & Marking:

A specific marking rubric sheet will be available on Learning@Griffith for you to review.

We will review the rubric as a kind of 'checklist' during week 7's tutorial, but feel free to have a look at it earlier in the trimester.

More generally, this written assignment will be evaluated based on the following:

1) Organization of ideas (clear introduction, main points, conclusion).

2) The use of relevant references (assigned and independently sourced) to communicate your main points in the body of the essay.

3) Correct use of grammar and spelling.

4) A clear emphasis on three key aspects of communication and how they would be relevant to an imagined, future career.

As with the Media Message Analysis, there will be an assignment brief available on Learning@Griffith that will provide more detail on this assessment. We will review this assessment during Week 7's tutorial.

IMPORTANT: Please note you will fail the assignment if you do not reference any course readings.

Submission: Text Matching Tool - Turnitin. Other. This written assignment will be uploaded via Turnitin on Learning@Griffith by 11:59 pm, Wednesday, 4 June (Wednesday of Week 12).

This assessment item:

- is a school based activity
 - is an individual activity
 - does not include a self assessment activity
 - does not have a resubmission provision
 - contains a mandatory pass component
-

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).
- This course contains mandatory pass components.

Mandatory pass component

To be eligible to pass this course, students must:

1. achieve an overall pass mark for this course
2. submit all assessment tasks

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Our tutorials are interactive and require your full attention and participation. If, for some reason, you have to leave tutorial early, please let your tutor know ahead of time - either in an email sent prior to the tutorial or at the start of that tutorial. You would do the same if you needed to leave work early, so please treat your tutorial hours as you would scheduled working hours.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify and analyse the role communication plays in culture; both at university and beyond.
- 2 Demonstrate interpersonal skills based in verbal and non-verbal communication.
- 3 Apply critical thinking to the analysis of a media message and support with evidence.
- 4 Deconstruct professional communication skills required to inform career choices.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Week 1 - Introductory Tutorial (Tutorial)	●	●		
Week 1 - Introduction (Online Content)	●	●		
Week 2 - The Communication Process (Online Content)	●	●		
Week 2 - The Communication Process (Tutorial)	●	●		
Week 3 - Communication Barriers (Tutorial)	●	●	●	
Week 3 - Communication Barriers (Online Content)	●	●		
Week 4 - Critical Thinking and Argument (Tutorial)	●	●		
Week 4 - Critical Thinking and Argument (Online Content)	●	●		
Week 5 - Media and Their Histories (Tutorial)	●	●	●	
Week 5 - Media and Their Histories (Online Content)	●	●		
Week 6 - Advertising as Communication (Online Content)	●	●		

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Week 6: Advertising as Communication (Tutorial)	●	●		
Week 7 - Social Media (Tutorial)	●	●		●
Week 7: Social Media (Online Content)	●	●		
Week 8 - Visual/Nonverbal Communication (Online Content)	●	●		
Week 8 - Visual/Nonverbal Communication (Tutorial)	●	●		
Week 9 - Intercultural Communication (Online Content)	●	●		
Week 9 - Intercultural Communication (Tutorial)	●	●		
Week 10 - Professional Communication (Online Content)	●	●		
Week 10 - Professional Communication (Tutorial)	●	●		
Week 11 - Group and Team Communication (Online Content)	●	●		
Week 11- Group and Team Communication (Tutorial)	●	●		
Week 12 - Communicating at Uni + Beyond (Online Content)	●	●		
Week 12 - Wrap Up Tutorial (Tutorial)	●	●		
ASSESSMENT TASKS				
Tutorial Discussion	●	●		
Media Message Analysis	●		●	
Communication on the Job				●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement			
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators			
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial			
Socially responsible and engaged in their communities			
Culturally capable when working with First Australians			
Culturally capable when working with First Australians		•	
Effective in culturally diverse and international environments	•	•	
Effective in culturally diverse and international environments			