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1. **Staff Contact Details:** Annabelle Lewer-Fletcher

   **Email:** a.lewer-fletcher@unsw.edu.au

   **Consultation times:** arranged via email

2. **Course Details**

   **Credit Points:** 6 Units of Credit:

   **Course Aims:**
   The Introduction to Global Citizenship course will introduce students to the concepts of global citizenship and what it means to be globally competent. Students will develop their global literacy (i.e. their understanding of self as a global citizen and their ability to work as part of a global community) and cultural literacy (i.e. their understanding of cultural differences and their ability to respect and value these differences in non-judgmental ways). Students will also develop an understanding of the social and economic value of inclusive, sustainable and socially responsible organisational practices through authentic assessment.

   The broad aim of this course is to develop in students’ knowledge and understanding of global perspectives, and to provide students with opportunities to engage with current literature and experts as citizens of a global world. Students will reflect on how they can take an active role as global citizens to benefit humanity as a whole.

   Cogan and Kubow (1997) describe that there are 8 characteristics that define a global citizen.

   1. Ability to look at and approach problems as a member of a global society.

   2. Ability to work with others in a cooperative way and to take responsibility for one’s roles (and) duties within society.

   3. Ability to understand, accept, appreciate, and tolerate cultural differences.

   4. Capacity to think in a critical and systemic way.

   5. Willingness to resolve conflict in a non-violent manner.

   6. Willingness to change one’s (way of life) and habits (of consumption) to protect the environment.

   7. Ability to be sensitive towards and to defend human rights.

   8. Willingness to participate in politics locally, nationally, and internationally.

   Consistent with these characteristics, the course aims to develop reflection and understanding and encourage taking an active role as global citizens to benefit themselves, their communities and humanity as a whole.
Student learning outcomes:

At the completion of this course students will be able to:

1. Define the characteristics and competencies required of you as a global citizen.
2. Identify and discuss global issues and the impact on you at both a personal and professional level at a local, national and international level.
3. Evaluate your preparedness for global citizenship.
4. Develop an action plan to address your knowledge, skills and capability needs as a global citizen.
5. Critically reflect upon your learning journey throughout the course.

Graduate Capabilities / Attributes
UNSW Graduate Capabilities and UNSW Graduate Attributes are the qualities, skills and understandings the University wants students to have developed by the completion of their degree.

The capabilities and attributes selected below are those identified as being developed via the content and learning activities in this course.

Scholars who are:

- understanding of their discipline in its interdisciplinary context
- capable of independent and collaborative enquiry
- rigorous in their analysis, critique, and reflection
- able to apply their knowledge and skills to solving problems
- ethical practitioners
- capable of effective communication
- information literate
- digitally literate

Leaders who are:

- enterprising, innovative and creative
- capable of initiating as well as embracing change
- collaborative team workers

Professionals who are:

- capable of independent, self-directed practice
- capable of lifelong learning
- capable of operating within an agreed Code of Practice
Global Citizens who are:

- capable of applying their discipline in local, national and international contexts
- culturally aware and capable of respecting diversity and acting in socially just/responsible ways
- capable of environmental responsibility

3. Diploma and Course Rationale

The Diploma of Professional Practice (DPP)

The Diploma of Professional Practice consists of 48 units of credit in professional practice and related courses. It aims to enhance students’ capabilities and skills to pursue their professional careers by preparing and providing students with formal, structured work-based opportunities. The DPP will also develop students’ ability to reflect on their experience as an individual, a professional, a global citizen and a member of the workplace.

Introduction to Global Citizenship

UNSW seeks to develop students who are responsible citizens, engaged in the democratic process and capable of effecting change in their local communities, nationally and internationally. The Introduction to Global Citizenship course will introduce students to the concepts of global citizenship and what it means to be globally competent. Students will be supported to develop their understanding of the complex and complicated concept of culture and of “self” in a cultural context to enable them to develop a sufficiently open mind and positive attitude about issues, situations, and tasks that involve diverse people and places.

Establishing adequate cultural self-awareness includes understanding cultural identities along with associated biases and worldviews and broadening perspectives and openness towards multicultural contexts. Building cross-cultural competence entails education on the meaning of culture and cultural identities, including how identities deeply impact value systems, thought processes, and behaviour. The course will develop students’ global literacy (i.e. their understanding of self as a global citizen and their ability to work as part of a global community) and cultural literacy (i.e. their understanding of cultural differences and their ability to respect and value these differences). Students will also develop an understanding of the social and economic value of inclusive, sustainable and socially responsible organisational practices.

4. Teaching Strategies and Approach to Learning

This course utilizes a blended learning and teaching environment that is taught through a flexible approach to online learning and face-to-face seminars. This cloud learning approach uses both summative and formative assessment. The Summative assessments are the 3 tasks listed on the following pages. The formative tasks are weekly and require you to post in discussion forums respond to spaces online and then use these to develop an ePortfolio for task 3. For each of the formative tasks you
will receive rich and valid feedback that can help you to generate new thoughts or reflections on the content that will be demonstrated in your portfolio at the end of the course.

5. **Key Dates and Course Schedule**

**Face-to-face Seminars:**

- 13\textsuperscript{th} December 2014 – 10am-5pm TBA
- 24\textsuperscript{th} January 2015 - 10am-5pm TBA

**Flexible Delivery:** Moodle, Online and Face-to-Face Seminars

### Course Schedule:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Location</th>
<th>Activities and talking points</th>
</tr>
</thead>
</table>
| **What do you think it means to be a ‘global citizen’?** | W1-1\textsuperscript{st} Dec 2014 | Online in Moodle and Facebook introductions | In Moodle: Listen to lectures complete the readings and write a reflection in Moodle.  
- You may well have come across the notion of 'Global Citizenship', but what does it mean?  
- Why is there currently interest in Global citizenship? |
| **Globalisation and History**            | W2-8\textsuperscript{th} Dec 2014 | Online in Moodle            | In Moodle: Listen to lectures complete the readings and write a reflection in Moodle.  
- What are the origins of global citizenship, where do the theories come from? |
| **Seminar Day 1**                        | 13\textsuperscript{th} Dec 2014 | TBA                        |➢ Introductions  
➢ Group allocations.  
➢ Global awareness test  
➢ What do the academics say about global citizenship?  
➢ What is your definition about global citizenship? |
| **Citizenship and Global Ethics**        | W3-15\textsuperscript{th} Dec 2014 | Online in Moodle            | In Moodle: Listen to lectures, complete the readings and write a reflection in Moodle.  
- What is cultural awareness?  
- What does it mean to be globally competent?  
- Are ethics universal or cultural?  
**Cultural mind-map and reflection due Saturday 27\textsuperscript{th} December by 5pm** |
| **Challenges to Global citizenship**     | W5-29\textsuperscript{th} Dec 2014 | Online in Moodle            | In Moodle: Listen to lectures complete the readings and write a reflection in Moodle.  
- What is education for global citizenship and social responsibility?  
- How do we make a Global Citizen?  
- What are the discourses, challenges, and implications for educating for global citizenship?  
- Why might someone be sceptical about global citizenship? |
### World Issues of Concern to GCs

<table>
<thead>
<tr>
<th>Date</th>
<th>Online in Moodle</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>W7- 12th Jan 2015</td>
<td></td>
<td>In Moodle: Listen to lectures complete the readings and write a reflection in Moodle.</td>
</tr>
<tr>
<td>W8- 19th Jan 2015</td>
<td></td>
<td>The United Nations issues of concern to GC include:</td>
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<tr>
<td></td>
<td></td>
<td>- Global economy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Global governance</td>
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<tr>
<td></td>
<td></td>
<td>- Global human development</td>
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<tr>
<td></td>
<td></td>
<td>- Global environment and natural resources</td>
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<td></td>
<td></td>
<td>- Peace and security</td>
</tr>
</tbody>
</table>

What are the possible benefits or negatives regarding global democracy?
How important is global peace to the notion of global citizenship?

### Seminar Day 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Online in Moodle</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th January 2015</td>
<td></td>
<td>Due: Group Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Part 1: Research Poster (10%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Part 2: 10-minute Group Presentation to Class (10%)</td>
</tr>
</tbody>
</table>

### Participation and Action as a Global Citizen in the Workplace

<table>
<thead>
<tr>
<th>Date</th>
<th>Online in Moodle</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9- 26th Jan 2015</td>
<td></td>
<td>In Moodle: Listen to lectures complete the readings and write a reflection in Moodle.</td>
</tr>
<tr>
<td>W10- 2nd Feb 2015</td>
<td></td>
<td>- What makes corporate global citizen?</td>
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<tr>
<td></td>
<td></td>
<td>- How do companies and organisations support global awareness?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What are business ethics?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due Friday 31st January. Group Project- Part 3: 4-page Report on Team Process (10%)</td>
</tr>
</tbody>
</table>

### Attendance and Participation

Please note that the expectation of time in this course is more than contact the face-to-face hours on the two seminar days. The University has expectations of a total load of 25-30 hours per unit of credit. This means that you should spend no less than 8-9 hours per week on average on class work in addition to your timetabled hours online in discussion and group activities.

An integral part of this course is engagement in online class activities. Consequently you may fail the course if you do not attend weekly online classes even if you complete all assignments. You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class.

### Assessment Summary

The ePortfolio is the major task of the course as it evidences and demonstrates the students' learning growth in global perspectives and global citizenship as leaders and professionals in the discipline. Work completed for the other assessment tasks should be incorporated within the e-Portfolio. The teaching and learning approaches utilised in this course are based on cloud learning spaces and will involve Moodle as the LMS with Prezi, Facebook (https://www.facebook.com/groups/512520225470281/) and Blogger as an ePortfolio. Other cloud spaces will be adapted and utilised as appropriate to the learning space when necessary.
### Assessment task

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Type</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural Mind Map and Reflection</td>
<td>Visual representation of cultural self-assessment (in Prezi), and 500-word reflection on this cultural mind map</td>
<td>20%</td>
<td>1,2,4</td>
<td>27th December, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Group Project</td>
<td>Part 1: Research Poster (10%)</td>
<td>30%</td>
<td>1,2</td>
<td>24th January, 2015</td>
</tr>
<tr>
<td></td>
<td>Part 2: 10-minute Group Presentation to Class (10%)</td>
<td></td>
<td></td>
<td>24th January, 2015</td>
</tr>
<tr>
<td>3. ePortfolio</td>
<td>Integrated reflective journal of learning achievement (in Blogger)</td>
<td>40%</td>
<td>1,2,3,4,5</td>
<td>7th February 2015</td>
</tr>
<tr>
<td>4. Moodle Online Discussions</td>
<td>Weekly discussion in Moodle.</td>
<td>10%</td>
<td>1,2,3,4,5</td>
<td>1st Dec 2014 - 7th Feb 2015</td>
</tr>
</tbody>
</table>

### 1. Assessment Task 1 - Cultural Mind Map & Reflection (20 marks)

Everyone has a distinctive culture. The first step in acquiring cultural capabilities is to understand your own culture, knowledge, experiences and behaviours. This task requires you:

- to self-assess your own cultural awareness,
- to prepare a visual ‘mind map’ that demonstrates your understanding of the relationship between culture, knowledge, experience and behaviour and how this happens simultaneously within yourself, and
- to transform your visual representation of your cultural self into a written critical reflection.

Your visual mind map is a personal cultural map that charts your identity and the experiences that have informed your worldview. The process of preparing this map is intended to enable you to self-assess your understanding and analysis of your cultural self. Your mind map needs to demonstrate the relationship between your culture, your knowledge, your experiences and your behaviours showing how the concepts are interconnected within yourself to shape your view of the world, your values and beliefs or what you consider normal and different (right or wrong). You are required to prepare this map using Prezi (http://prezi.com), and to prepare a 500-word critical reflection based on the personal cultural mind map you have prepared.
Assessment criteria:

Mind Map:

1. Structure: structure that provides a complete picture of your ideas.
2. Relationships: relative importance if ideas are indicated and relationships are effectively mapped.
3. Explanatory: map shows thinking about relationships between themes and ideas in the framework.
4. Communication: information is present clearly and allows for a level of understanding.

Reflection:

1. Research: The reflection shows evidence of research.
2. Written Expression: The reflection uses effective language in conveying ideas and concepts.

Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>non-linear structure that provides a very complete picture of your ideas</td>
<td>non-linear structure that provides a complete picture of your ideas</td>
<td>non-linear structure that provides a picture of your ideas</td>
<td>non-linear structure that shows some relationships between ideas</td>
<td>Inappropriate structure</td>
</tr>
<tr>
<td>Relationships</td>
<td>relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped</td>
<td>relative importance of ideas is indicated and relationships are very effectively mapped</td>
<td>relative importance of ideas is indicated; relationships are mapped</td>
<td>Relative importance is evident but not very distinctive; relations are somewhat clear but lacking</td>
<td>No differentiation between ideas; no evidence of meaningful relationships</td>
</tr>
<tr>
<td>Explanatory</td>
<td>map shows complex thinking about the meaningful relationship between ideas, themes, and the framework</td>
<td>map shows effective thinking about the meaningful relationships between ideas, themes, and the framework</td>
<td>map shows definite thinking about relationships between ideas, themes, and the framework</td>
<td>map shows some thinking about relationships between ideas, themes, and the framework</td>
<td>Thinking process is not clear</td>
</tr>
<tr>
<td>Communication</td>
<td>information is presented clearly and allows for a</td>
<td>information is presented clearly and allows for a</td>
<td>information is presented clearly and allows for a</td>
<td>information is presented and some understanding</td>
<td>Information is not clear and difficult to understand.</td>
</tr>
<tr>
<td>Research</td>
<td>high level of understanding</td>
<td>good level of understanding</td>
<td>basic level of understanding</td>
<td>can be gained</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td>-----------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Demonstrates</td>
<td>skillful use of high quality, credible relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrated a consistent use of credible and relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates no attempt to use sources in support of writing</td>
<td></td>
</tr>
<tr>
<td>Written expression</td>
<td>Punctuation and grammar are appropriate to the audience and genre and in fact enhance the style. Consistent and appropriate use of Australian English. Errors may occur but are few and do not markedly distract the reader.</td>
<td>Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for Australian English. Errors may occur but are few, while they occasionally distract the reader and effect fluency, they do not detract from comprehension.</td>
<td>Punctuation and grammar errors occur but are few, while they occasionally distract the reader and effect fluency; they do not detract from comprehension.</td>
<td>Errors occur frequently and mar the writers’ ethos and the readers’ comprehension. Reading is frequently interrupted by errors. The writer has not proof read.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Assessment Task 2 – Group Project (30 marks)**

This task is a group project undertaken in three parts: the preparation of a research poster, a presentation to the class, and a report on your own contribution as a group ‘citizen’.

**Part 1: Research poster (10 marks)**

This task requires students, working in small groups of 3-4 students, to prepare a research poster about the diverse approaches to global citizenship and inclusiveness demonstrated by a range of organisations. Groups should undertake research to build a rich picture of organisational diversity and represent this visually in the poster. Self-assessment and peer review and feedback will contribute to the assessment mark which will be allocated to the group and divided equally between members of the group.

**Part 2: Oral presentation (10 marks)**

Each group will have 20 minutes to make a presentation to the class about their research and poster. The presentation should refer to and support the poster (but should not simply reiterate the poster’s content). Each group will receive feedback on their presentation from their peers in the class. Presentations will be assessed for their clarity, inventiveness and creativity in engaging interest, and for
the appropriateness of language and presentation to an audience of fellow students, but potentially also of the organisations themselves under examination. Self-assessment and peer review and feedback will contribute to the assessment mark which will be allocated to the group and divided equally between members of the group.

Part 3: Report on Team Process (10 marks)

Each member of the group will write an individual process report presenting their own interpretation and critical analysis of how the group participated as global citizens focusing on the sorts of global and social inclusion issues and understandings that we have focused on in task 1. The process report specifically concerns the team’s collaboration process in the oral presentation and research poster development. The process report should also review what you have learned from the team experience as global citizens. The report should be a maximum of 4 pages. The team process report will be individually marked.

Assessment Criteria:

Part 1:

1) Students will be assessed on the clarity of the posters design. Things considered will include language use, format,
2) Students will be assessed on the use of appropriate research for their poster. Broad academic and reputable research to be used.

Part 2:

1) Students will be assessed on the level of engagement for their presentation. This will include clarity, inventiveness and creativity in engaging interest from fellow students
2) Students will be assessed for the appropriateness of language and presentation to an audience of fellow students.

Part 3:

1) Students will be assessed on the depth of analysis of the group participation.
2) Students will be assessed on the level of Personal reflection on global citizenship throughout their report on team process.
### Marking Rubric: Group Project

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>Information is presented clearly and allows for a high level of understanding</td>
<td>Information is presented clearly and allows for a good level of understanding</td>
<td>Information is presented clearly and allows for a basic level of understanding</td>
<td>Information is presented and some understanding can be gained</td>
<td>Information is not clear and difficult to understand.</td>
</tr>
<tr>
<td>Research</td>
<td>Demonstrates skilful use of high quality, credible relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrated a consistent use of credible and relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources in support of writing</td>
<td>Demonstrates no attempt to use sources in support of writing</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>The demonstration was imaginative and effective in conveying ideas to the audience. The group went above and beyond class expectations in creating presentation that engaged and informed the group.</td>
<td>The demonstration was imaginative and effective in conveying main ideas, but a bit unimaginative.</td>
<td>The demonstration techniques used were reasonably effective in conveying main ideas, but bit unimaginative and left terms unexplained.</td>
<td>The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated</td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td>Substantive use of information (e.g. explanations on political, economic, social, historical and geographical dimensions are complete and helpful; made connections, inferences, drew conclusions, noted convergence and divergence among resources)</td>
<td>Explanations of dimensions are complete and helpful and indicate how the dimensions interact with each other; draw conclusions, make connections and inferences</td>
<td>Explanations are complete and helpful and include little or some interaction among dimensions. Explanations are mainly complete and helpful but there is an indication of interaction among dimensions; draw some conclusions and make some inferences but miss obvious ones</td>
<td>Explanations are complete and helpful but include little or no interaction among dimensions or explanations aren’t quite as complete or helpful but there is an indication of interaction among dimensions; draw some conclusions and make some inferences but miss obvious ones</td>
<td>Incomplete and/or not helpful explanations with little or no indication of interaction among dimensions; presents others’ information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences)</td>
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<td>---</td>
</tr>
<tr>
<td>Part 3</td>
<td>Analysis of group participation</td>
<td>Clearly articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future, considering self as well as others</td>
<td>Articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future.</td>
<td>Discusses only two of the three; discusses group without discussing self; discusses self without discussing group.</td>
<td>Discusses only one of the three; discusses group without discussing self or discusses self without discussing group.</td>
</tr>
</tbody>
</table>
3. **Assessment Task 3 – ePortfolio (40 marks)**

The ePortfolio task requires you to complete a directed, reflective journal (ePortfolio) recording and reflecting on key learning and insights gained during course. You will be required to make connections between the knowledge you have been exposed to in the course, your own experiences and theoretical perspectives from published research findings.

EPortfolios support career and professional readiness while enabling transformational learning. EPortfolios enhance your learning through reflection on the learning outcomes while helping you to connect academic and personal experience together. EPortfolios provide specific examples of your learning through connecting the learning outcomes to the course summative (3 tasks awarded grades) and formative assessment (weekly tasks and online collaboration). Finally, and often of most importance to most students, ePortfolios can be shared publicly online to demonstrate your learning and professional readiness as a result of the DPP, acting as a 21st century digital resume.

This ePortfolio needs to be established in week 1 of the course, using the Blogger application, and the address posted as a URL link in Moodle and Facebook. The ePortfolio needs to be updated and worked on throughout the course and will grow throughout the 12 weeks as evidence of learning.

**Assessment criteria:**

1. **Structure/Content**
   a. The key points were clearly introduced
   b. The blog topics were clearly addressed
   c. The students used credible evidence obtained from reputable academic sources to support their arguments
   d. The students summarised the key point effectively
2. **Written Competency**
   a. The student wrote clearly and fluently
   b. The student considered the structure of their blog and used effective transitions to move from one idea to the next.

3. **General considerations**
   a. The student has attempted to relate and integrate where appropriate, ideas and issues raised in the subject.
   b. The Blog was made available to other students.
   c. The blog posts wether of an appropriate length. (250w)
   d. The student contributed to the blog on a required basis.

**Assessment Criteria Rubric - e-portfolio**

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure/Content</strong></td>
<td>Points or claims are fully explained and supported. The writer goes that extra mile to be sure the reader gets the point by providing helpful examples or details. When necessary, the writer anticipates or refutes counter arguments.</td>
<td>All important points or claims are adequately explained and supported with some extra detail.</td>
<td>Most points or claims are adequately explained and supported but with minimal detail. Some minor points may be left unexplained or unsupported.</td>
<td>Many of the parts are unexplained or unsupported or inadequately explained or supported.</td>
<td>The majority of the parts are unexplained or unsupported or inadequately explained or supported.</td>
</tr>
<tr>
<td><strong>Written Competency</strong></td>
<td>Punctuation and grammar are appropriate to the audience and genre and in fact enhance the style. Consistent and appropriate use of Australian English. Errors may occur but are few and do not markedly distract the</td>
<td>Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for Australian English. Errors may occur but are few and do not markedly distract the reader.</td>
<td>Punctuation and grammar errors may occur but are few, while they occasionally distract the reader and effect fluency, they do not detract from comprehension.</td>
<td>Punctuation and grammar errors occur and distract the reader and effect fluency; they do detract from comprehension.</td>
<td>Errors occur frequently and mar the writers ethos and the readers comprehension. Reading is frequently interrupted by errors. The writer has not proof read.</td>
</tr>
<tr>
<td>General considerations</td>
<td>The student has many original ideas and expresses them clearly. The great majority of ideas are related to global citizenship and relevant course content. The post frequency and length greatly exceeds course expectations.</td>
<td>The student expresses some original ideas. The majority of ideas are related to global citizenship and course content. The post frequency and length is slightly above average.</td>
<td>The student expresses some original ideas. The majority of ideas are related to global citizenship and course content. The post frequency and length is slightly below average.</td>
<td>The ideas expressed are not necessarily original, and are not usually connected to discussions around global citizenship and course content. The post frequency and length is well below course expectations.</td>
<td></td>
</tr>
</tbody>
</table>

4. **Assessment Task 4 – Moodle Participation (10 marks)**

With the concept of making a strong class community it is important that all students participate in all of the online discussions. Global Citizens are active within their communities and the most effective way to students to communicate actively online is through regular activity. Weekly discussion tasks will be uploaded the Moodle page and students will be required to share and discuss their responses to different articles and websites.

**Assessment Criteria:**

- a) Students will be assessed on their ability to post regularly (at least twice a week) into Moodle.
- b) Students will be assessed on their ability to take part in online discussions.
- c) Students will be assessed on the readability, reliability and appropriateness of online posts.
### Assessment Criteria Rubric - Moodle Participation

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Posting</strong></td>
<td>Activity is highly regular and student has posted relevant and adequate content</td>
<td>Activity regular and more than adequate in content</td>
<td>Activity is regular and adequate in content.</td>
<td>Activity is irregular but adequate in content</td>
<td>Activity is irregular and inadequate for the course criteria.</td>
</tr>
<tr>
<td><strong>Online Discussion</strong></td>
<td>Discussion is more than adequate. Writes 3 times a week substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers.</td>
<td>Discussion is more than adequate. Writes at least 2 substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses.</td>
<td>Discussion is adequate. Writes 1 substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses.</td>
<td>Discussion is adequate. Writes substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses.</td>
<td>Discussion is inadequate and does not meet the course criteria. Does not interact with peers in the discussion topic area.</td>
</tr>
<tr>
<td><strong>Readability, reliability and appropriateness</strong></td>
<td>Punctuation and grammar are appropriate to the audience and genre and in fact enhance the style. Consistent and appropriate use of Australian English. Information</td>
<td>Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for Australian English. Information</td>
<td>Punctuation and grammar errors may occur but are few, while they occasionally distract the reader and effect fluency, they do not detract from comprehension.</td>
<td>Punctuation and grammar errors occur and distract the reader and effect fluency; they do detract from comprehension. Some of the</td>
<td>Errors occur frequently and mar the writers ethos and the readers comprehension. Reading is frequently interrupted by errors. Often</td>
</tr>
</tbody>
</table>
8. Submission of Assessments

Submission:
Written assessment tasks must be submitted via Moodle by 5pm on the due date given above.

Late Penalty:
Late submission of a written assessment task without prior (i.e. at least 24 hours) written permission from a Course Convenor is NOT acceptable. Five per cent of the assessment value will be deducted for each 24 hour period in which an assessment task is late without written permission, e.g. for an assessment worth 40% of the overall course mark, two marks will be deducted for each 24 hour period.

Special Consideration
If you are unable to complete an assessment because of ill health or another reason beyond your control, you may be eligible for Special Consideration. The UNSW Policy and information on Special Consideration can be found at http://my.unsw.edu.au/student/atoz/SpecialConsideration.html. Application for Special Consideration must be made within three working days of the submission date of the assessment to which it refers.

9. Resources

Suggested Readings


**Additional Student Resources and Support Services**

**Student Equity and Disabilities Unit**
SEADU is committed to ensuring that every student’s experience of the University of New South Wales is free from discrimination and harassment. [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

**Student Participation Advisors**
If personal or study related matters are impacting on your academic progress contact for support and assistance with:

- Financial concerns, tenancy issues, settling in to university life, drug and alcohol concerns, access to legal referrals and much more.
- Strategies to work out how to get the best from your studies, develop better study habits, and work out ways to improve your academic performance
- Student loan applications, special consideration applications, course variation or withdrawal, grievances etc

Students can book in for an appointment by dropping into the Hub, emailing [advisors@unsw.edu.au](mailto:advisors@unsw.edu.au) or phoning the Advisor on duty on (02) 9365 9385. [http://www.thehub.unsw.edu.au](http://www.thehub.unsw.edu.au)
UNSW Careers and Employment
Careers and Employment empowers students with the skills to successfully develop their careers and links employers with students and graduates. http://www.careers.unsw.edu.au

UNSW Counselling and Psychological Services
UNSW CAPS provides a free and confidential service to all students enrolled at UNSW. A range of services are offered to assist students to make the most of their university experiences. http://www.counselling.unsw.edu.au

UNSW Learning Centre
The Learning Centre offers academic skills support to all students enrolled at UNSW. The website has information about its services and courses, including individual writing consultations, academic skills workshops, a resource library and online academic skills resources. http://www.lc.unsw.edu.au

UNSW Library Training and Search Support Services
The UNSW Library provides a range of services specifically for undergraduate students. http://www.library.unsw.edu.au/servicesfor/students.html

10. Plagiarism
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties and information to help you avoid plagiarism see http://www.lc.unsw.edu.au/plagiarism. See also the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students at http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see http://www.lc.unsw.edu.au/onlib/ref.html

11. Course evaluation and development
As this is a new course within a new program we depend on your feedback to ensure it meets the needs of students, and to facilitate continuous improvement of the teaching and learning experience. Each session feedback will be sought from students and other stakeholders about the courses offered in the Diploma of Professional Practice (DPP). UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process is one of the ways in which student evaluative feedback is gathered. Students’ feedback will be gathered at the end of the course via a course evaluation survey and standard CATEI evaluation. Student may also make any suggestions for improvement to the Course Convenors directly, or to the DPP Office, http://www.dpp.unsw.edu.au