



## 3700B - CROSS-CULTURAL COMMUNICATION

<b>Term:</b>	Winter – Fall 2018
<b>Instructor:</b>	Virginia Taylor
<b>Contact:</b>	Virginia.taylor@carleton.ca
<b>Virtual Office Hours:</b>	by email
<b>Course Delivery:</b>	cuLearn
<b>Calendar Description:</b>	Cross-cultural Communication (0.5 credits)

Principles of communication across cultural boundaries are applied to both interpersonal and commercial interactions. Critical incidents and commentary are analyzed. Students submit periodic reports, evaluated by the instructor at Carleton.

**Prerequisite(s):** restricted to Business students who are participating in an academic exchange of at least one semester.

---

### COURSE DESCRIPTION

This course supports the development of intercultural competencies for students enrolled in the Bachelor of International Business program. The course is offered entirely online over a period of 8 months. During the year, you will be engaged in individual and group activities that will allow you to learn more about intercultural communication and practice a way of thinking, acting and being while living and studying in a diverse community.

More specifically, the learning objectives of the course are:

- Develop intercultural competence through a process of critical, reflective thinking and action;
- Explore the influence of culture through the examination of everyday activities and interactions with others;
- Explore how experiences shape cultural identity;
- Develop effective communication skills through interaction with others in the host country and through group work; and
- Gain a deep appreciation for the local culture through contact with others, observation and interactions.

---

### COURSE DESIGN

While living and studying abroad, you will have the opportunity to interact in a broad range of activities, both formal and informal, that provide you with the unique opportunity to examine culture from the inside out. This experience also provides you with an opportunity to engage in critical, reflective thinking

and action as you navigate through complex and challenging interactions with others. This course is designed to provide you with the necessary framework to support the learning objectives and to provide you with an opportunity to interact with other BIBers as you complete a range of learning activities in an online learning environment.

The key assumption driving the design of this course is that the development of intercultural understanding comes from awareness of self and 'others', through experience and critical reflection. To this end, we will focus on the following:

- Sharing experiences: time will be spent sharing observations and experiences across the different cultural environments so that we might all benefit from the interactions. It is expected that everyone will contribute to the dialogues with the understanding that some topics may relate more or less to your personal experience.
- Interaction with others: activities and assignments are designed to foster interaction with 'others', to encourage you to practice your language skills and to listen to 'others' so that you might understand the situation from an insider's perspective. This can be demanding for some of you as you transition into a new culture; hence, the activities at the beginning of the course allow you to spend more time observing without direct contact.
- Creating a learning community: to be effective interculturalists, we must be open to new ideas, experiences and points of view. We must examine issues using a different frame of reference. We must be willing to listen. We must be willing to take risks and yes, make mistakes and then learn from these mistakes. This will require a supportive learning environment that is characterized by mutual respect, curiosity and engagement.

Over the course of the next eight months, you will have a chance to participate in a variety of learning activities including discussions, independent and group activities, online lectures, and personal reflection. It is expected that you will review the requirements for each unit in a timely manner (as close to the release date and time as possible), review the course materials, come to the discussion groups prepared to interact, and above all, ask questions if you are confused. Given that the course is offered over an 8 month period, there will be occasions where there is no scheduled unit in order to provide you with additional time to explore, observe, and interact in your host culture.

---

## REQUIRED READING

All readings are available through cuLEARN. Students are required to review these before completing activities/assignments.

---

## COURSE REQUIREMENTS

---

### *Discussions (5%)*

This course provides an excellent opportunity for you to stay connected with one another and share ideas, experiences, and thoughts about the year abroad and the content for the course. There will be a series of discussion forums where you will be required to participate and contribute.

---

#### *Mini- Assignments (total 20%)*

As the course gets underway, you will be exploring issues related to adaptation, adjustment and cultural identity. You are required to complete two mini-assignments (papers) that bring together your response to required readings, personal experience and interactions with others in your respective host culture.

---

#### *Communication (20%)*

One of the central objectives of this course is to support language acquisition while also exploring intercultural communication. You will be required to complete a series of recordings and reflections as you explore your own language development. As well, you will be exploring verbal and non-verbal communication through field work and reflections.

---

#### *Local Engagement Project (25%)*

A critical element of this course is that you will be exploring your local community and interacting with 'others' to gain a deeper understanding of the local culture and language. Commencing early in the course, you will be asked to identify one location (neighborhood/community) where you can spend time engaging with members of the community. You will be required to visit this location on multiple occasions throughout the duration of the course for extended periods of time. The work that arises from the local engagement project will be displayed in a personal electronic portfolio (cuPortfolio) created at the beginning of the course. Your portfolio will allow you to collect multiple artifacts directly related to the project including narrative texts, visuals, observations, interviews, reflections and more. You will be making contributions to the portfolio throughout the year. Note: there will be staggered submission dates throughout the year where your cuPortfolio will be locked for grading and then released for ongoing collection of artifacts.

---

#### *Group Project (20%)*

In October 2018, you will be required to complete a project with other students in a virtual team environment. As a group, you will be examining one topic while individuals will be drawing on personal experiences in their host country.

---

#### *Final Reflection (10%)*

Critical self-reflection is an important element in the development of intercultural competence. The final assignment allows you to reflect on your experiences, new insights and your work in this course as you bring closure to your year abroad. This final requirement will require you to respond to a series of questions and post the response in a chosen format to your cuPortfolio.

<b>Course Requirements</b>	<b>Grading</b>
Discussions	5%
Mini-Assignments	20%
Communication	20%
Local Engagement Project	25%
Group Project	20%
Final Reflection	10%
<b>TOTAL</b>	<b>100%</b>

---

## GRADING

Completion of all course components is required and the final grade will be stated as a letter grade (see Additional Information section).

Students can access information about their grades on any assignment throughout the year by accessing the grade book on the BUSI 3700B course page in cuLEARN.

\*\*\* students are required to keep a hard copy of any assignment submitted online. There may be occasions where the assignment is not received by the Instructor due to technical problems.

\*\*\* students are responsible for following the calendar and submitting assignments on time. As this is a course offered across many time zones, EST (Ottawa time) will be used as a reference point. This means that assignments will be accepted up to midnight EST on the scheduled date.

\*\*\* cuLearn provides confirmation of assignment submissions, but it is the final responsibility of the student to ensure that the instructor has received the assignment.

---

## LATE ASSIGNMENTS

Late assignments will be marked down by a letter grade (e.g. B to B-) for each day the assignment is late, unless approved notice of issue is sent to Instructor 48 hours prior to due date or supporting documentation is provided (i.e. a medical note). Assignments submitted late must still be handed in within 6 days of the due date, failing which they will receive a grade of F.

---

## TECHNOLOGY

Students will have access to all course materials and assignments through cuLEARN ([www.carleton.ca](http://www.carleton.ca)). Should you need support with cuLEARN, you should review information on the Carleton website: Student Support for cuLEARN. (<http://carleton.ca/culearnsupport/students/>)

Any unresolved questions can be answered by Carleton's Computing Services (CCS) [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca); Tel: 613-520-3700.

## COURSE SCHEDULE

This is a 12-week course (0.5 credits) offered over an 8-month period. The course schedule includes a label for a 'week' (1, 2, etc.) to allow you to understand the respective workload; however, each unit will be open online for more than a 'week' to allow all students across many universities and locations to complete work while also balancing course work and respective holidays in country.

WEEK #	TOPIC	CALENDAR PERIOD	GENERAL INFORMATION	COURSE REQUIREMENTS
1	<b>Introductions</b>	<b>March</b>	<ul style="list-style-type: none"> <li>Review Course Outline; familiarize yourself with the course requirements and structure.</li> <li>Meet others in the course</li> </ul>	<ul style="list-style-type: none"> <li>Introduction</li> </ul>
2	<b>The Sojourn Experience</b>	<b>March</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Forum</li> <li>Mini-Assignment 1</li> </ul>
3	<b>Cultural Identity</b>	<b>March</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Mini-Assignment 2</li> </ul>
4	<b>Communication 1</b>	<b>April</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Forum</li> <li>Communication 1 Activities</li> <li>CuPortfolio Submission</li> </ul>
5	<b>Communication 2</b>	<b>April</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> </ul>	<ul style="list-style-type: none"> <li>Communication 2 Activities</li> </ul>
6	<b>Introduction to Local Engagement Project</b>	<b>May</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> <li>CuPortfolio</li> </ul>	<ul style="list-style-type: none"> <li>Local Engagement Project Activity</li> </ul>
7 & 8:	<b>Local Engagement Project Continues</b>	<b>September</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> </ul>	<ul style="list-style-type: none"> <li>Local Engagement Project Activities</li> </ul>
9, 10 & 11	<b>Group Project</b>	<b>October</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> </ul>	<ul style="list-style-type: none"> <li>Group Project</li> </ul>
12	<b>Final Reflections</b>	<b>November</b>	<ul style="list-style-type: none"> <li>Online lecture and readings</li> </ul>	<ul style="list-style-type: none"> <li>Critical Self-Reflections</li> </ul>

The work will ideally correspond with your experiences as a sojourner including transition in and out of the host culture, adjustment to new experiences, and interaction with others.

Students should check the dates on cuLearn for all units, review the academic dates for their host university, and notify the instructor immediately of any conflicts with the schedule.

---

## PARTICIPATION

This course supports interaction between BIB students during the year abroad. You will be assigned to a team that will foster interactive discussions on topics explored within the course, provide comments on cuPortfolio and complete a virtual team project. Each member's contribution to the team is vital.

Participation in the /team means:

- Joining in the discussions as scheduled - *on line* and *on task*.
- Offering a question, a response, information or opinion in a timely manner that helps others to explore the situations and issues presented.
- Listening carefully to other students, eliciting the opinions and knowledge of other students, and helping each person feel comfortable as they contribute.
- Accepting responsibility for tasks in a shared working environment; may include some leadership responsibilities.

While students may be working in pre-determined teams, every effort will be made to ensure students have a chance to talk across cultures and share information and experiences throughout the year.

Please note: you may find the information about group work on the Spratt website useful.

---

## ADDITIONAL INFORMATION

---

### *Course Sharing Websites*

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

---

### *Grading*

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100    B+ = 77-79    C+ = 67-69    D+ = 57-59

A = 85-89    B = 73-76    C = 63-66    D = 53-56

A - = 80-84    B - = 70-72    C - = 60-62    D - = 50-52

F = Below 50

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

---

### *Academic Regulations, Accommodations, Plagiarism, Etc.*

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

---

### *Requests for Academic Accommodations*

#### **Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

---

### *For Religious Obligations*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

---

### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

---

### *Academic Integrity*

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or

collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://carleton.ca/studentaffairs/academic-integrity>.

---

*Assistance for Students:*

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.

Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>