



3700A - CROSS-CULTURAL COMMUNICATION

Term: Fall 2018– Winter 2019

Instructor: Virginia Taylor

Contact: Virginia.taylor@carleton.ca

Virtual Office Hours: by email

Course Delivery: cuLearn

Calendar Description: 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 BIB 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

Participation (total 10%)

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. You are encouraged to become part of an active learning community. Participation includes a creative introduction, active contribution in discussion forums, and dialogue in online chat forums.

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 (25%)

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 on language learning, while also exploring verbal and non-verbal communication with assignments.

Communication Excerpts: 5% / Verbal Communication: 10% / Non-verbal Communication: 10%

Local Engagement Project (30%)

A critical element of this course – the local engagement project – requires to ‘look out’ and explore your local community and interact with ‘others’ to gain a deeper understanding of the local culture and language. In the fall, 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 at least 6 separate 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.

Final Reflection (15%)

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.

Course Requirements	Grading
Participation	10%
Mini-Assignments	20%
Communication	25%
Local Engagement Project	30%
Final Reflection	15%
TOTAL	100%

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 3700A 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). 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; 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	Introductions	September	<ul style="list-style-type: none"> Review Course Outline; familiarize yourself with the course requirements and structure. Introduction to cuPortfolio Complete introduction 	<ul style="list-style-type: none"> Introduction
2	The Sojourn Experience	September	<ul style="list-style-type: none"> Online lecture and readings 	<ul style="list-style-type: none"> Discussion Forum Mini-Assignment 1 Set up cuPortfolio
3	Cultural Identity	October	<ul style="list-style-type: none"> Online lecture and readings 	<ul style="list-style-type: none"> Mini-Assignment 2
4/5	Communication 1	October	<ul style="list-style-type: none"> Online lecture and readings 	<ul style="list-style-type: none"> Discussion Forum Communication 1 Activities CuPortfolio Submission 1
6/7	Communication 2	November	<ul style="list-style-type: none"> Online lecture and readings 	<ul style="list-style-type: none"> Communication 2 Activities Live Chat cuPortfolio Submission 3
8	Introduction to Local Engagement Project	February	<ul style="list-style-type: none"> Online lecture and readings CuPortfolio 	<ul style="list-style-type: none"> Local Engagement Project Activities cuPortfolio Submission 4
9, 10, 11	Local Engagement Project Continues	March	<ul style="list-style-type: none"> Online lecture and readings 	<ul style="list-style-type: none"> Local Engagement Project Activities Live Chat (Presentation) CuPortfolio Submission 5
12	Final Reflections	April	<ul style="list-style-type: none"> Online lecture and readings 	<ul style="list-style-type: none"> Critical Self- Reflections

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 course/team means:

- Posting an introduction
- Joining in the discussions forums 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
- Participating in live chats and actively engaging with others while also creating a professional presentation.

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

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 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)

Survivors of Sexual Violence

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

For Religious Obligations

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Accommodation for Student Activities

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 <https://carleton.ca/registrar/academic-integrity/>.

Assistance for Students:

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Student Academic Success Centre (SASC): 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

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.

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/>