

COURSE OUTLINE		
<b>TERM:</b> Fall 2018	<b>COURSE NO:</b> CMNS 355	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Intercultural Communication	
<b>OFFICE:</b> LOCAL: <b>E-MAIL:</b>	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 03
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

**COURSE FORMAT:**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

**COURSE PREREQUISITES**

45 credits of 100-level or higher coursework

**CALENDAR DESCRIPTION:** This course examines communication in intercultural contexts, and explores how communication is affected by divergent value systems, differing levels of technological adaptation, and unequal power configurations. We will focus on how style and word choice affect the ways that audiences in different cultures respond to arguments, and the rhetorical strategies for collaborative problem-solving to bridge cultural differences.

**COURSE NOTE:**

CMNS 355 is an approved Self and Society course for Cap Core requirements.

**REQUIRED TEXTS AND/OR RESOURCES:** REQUIRED - Weekly reading will be available on Moodle.

**COURSE STUDENT LEARNING OUTCOMES:**

**On successful completion of this course, students will be able to do the following:**

1. Understand the interconnected and complex role of communication in intercultural exchange;
2. Recognize one's own positionality in discussions of culture and power and have a clearer understanding of the experience of those with different cultural backgrounds and histories.
3. Participate in intercultural praxis through activities involving (1) inquiry, (2) framing, (3) positioning, (4) dialogue, (5) reflection, and (6) action.

**Students who complete this Self and Society course will be able to do the following:**

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies

2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society
3. Analyze the impact of colonialism and racism on Indigenous peoples.
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change
5. Generate strategies for reconciling Indigenous and Canadian relations
6. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures

**COURSE CONTENT:**

<b>Week #</b>	<b>Weekly Topic</b>
<b>Week 1</b>	<b>Introduction: Intercultural Communication and Global, Community and Interpersonal Challenges and Solutions</b>
<b>Week 2</b>	<b>Opening the Conversation: The Impact of Culture on Discrimination and Understanding Race and Ethnicity</b>
<b>Week 3</b>	<b>Understanding the Context of Globalization: History, Economy, Politics and Policy on Intercultural Relationships</b>
<b>Week 4</b>	<b>Globalizing Body Politics: Embodied Verbal and Nonverbal Communication</b>
<b>Week 5</b>	<b>(Dis)Placing Culture and Cultural Space: Locations of Individual and Collective Communication and Power</b>
<b>Week 6</b>	<b>Crossing Borders: Migration and Intercultural Adaptation</b>
<b>Week 7</b>	<b>Jamming Media and Popular Culture: Analyzing Messages About Diverse Cultures</b>
<b>Week 8</b>	<b>Privileging Relationships: Intercultural Communication in Interpersonal Context</b>
<b>Week 9</b>	<b>The Culture of Capitalism and the Business of Intercultural Communication</b>
<b>Week 10</b>	<b>Negotiating Intercultural Conflict and Social Justice: Strategies for Addressing Indigenous and Canadian Relations</b>
<b>Week 11</b>	<b>Engaging Intercultural Communication for Social Justice: Challenges and Possibilities</b>
<b>Week 12</b>	<b>Community Prospectus Presentations</b>
<b>Week 13</b>	<b>Community Prospectus Presentations</b>
<b>Week 14</b>	<b>Final Exam Period</b>
<b>Week 15</b>	<b>Final Exam Period</b>

**EVALUATION PROFILE:**

Discussion Participation and Professionalism	5%
In-class reflection/Five Min. Write on key concepts	(10x1%) 10%
“I and Thou” Journal	
- Week 1-5	20%
- Week 6-10	20%
Book Review	10%
Project –Migration Snapshot	30%
Project Presentation	5%
<b>Total</b>	<b>100%</b>

***In-class Reflection/ Five Minute Write***

You will be asked to provide a short, unscheduled, in-class written reflection on daily lecture content. The purpose of this informal writing exercise is to help you summarize information, focus on the lecture, apply the content to your life, and to give you practice and confidence writing. It will also provide incentive for you to tackle the course readings in advance. This assignment will assess your knowledge of Cap Core Learning Outcomes #2, #4, and #6.

***“I and Thou” Journal***

This is your opportunity to apply and reflect on the course content and how it relates to your personal experience. You will find a set of questions posted each week on Moodle. Your responses should always acknowledge and reflect your own framing and positionality – your position of power in relation to the categories of race, gender, class, nationality, ability and other differences we share. It should also make specific reference to key terms and readings. This assignment will assess your knowledge of Cap Core Learning Outcomes # 1, #2, #3, #4, #5, and #6.

***Book Review***

For this assignment you will select a book, either fiction or nonfiction, that you believe will inform you about the experience your family (or others) had in their migration. You will be graded on your ability to connect themes and ideas from the course from the book, and identify how it might inform your own migration and/or your migration snapshot assignment. This assignment will assess your knowledge of Cap Core Learning Outcomes #1, #2, #4 and #6.

***Project – Migration Snapshot***

You will be asked to identify a family member or branch of your family (adoptive or birth family) who experienced a significant move, or migration or who were impacted by the migration of others (as is the case for Indigenous peoples). This assignment will help you explore how historical, economic, political and cultural forces have shaped your family and your personal sense of cultural identity. These forces play out at interpersonal (micro), community (meso) and global (macro) levels. And you

may find many gaps in information. What questions or issues have not been discussed or explored as part of your family or general history? This assignment will assess your knowledge of Cap Core Learning Outcomes #1, #3, #4, #5, and #6.

### **Project Presentation**

This is your opportunity to share your “Aha” moments from your migration snapshot project. What did you learn about your family and the experience of migration in general? What will change for you going forward? How does your story help you see the need for social justice for everyone?

### **Discussion Participation and Professionalism**

As you interact with your fellow students in discussions, you will be asked to practice exceptional communication skills. These will be identified on the participation rubric provided to you the first day of class and will be reviewed several times throughout the term.

### **GRADING PROFILE**

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

### **Incomplete Grades:**

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

### **Late Assignments:**

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

### **Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance:** Students are expected to attend all classes and associated activities.

### **English Usage:**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

**Electronic Devices:** Students may use electronic devices during class for note-taking only.

### **On-line Communication:**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication

between Capilano University and students is delivered to students' Capilano University email addresses only.

## UNIVERSITY OPERATIONAL DETAILS

### Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

### Capilano University Security: download the [CapU Mobile Safety App](#)

### Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

### Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure.

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.