Course name: Intercultural Communication and Leadership
Course number: (GI) COMM 3301 CIEE
Programs offering course: Summer Online
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Summer 2020

Course Description

In this class, students will develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively as well as in other intercultural contexts. Students will explore various topics in intercultural communication in the context of the study abroad experience and will practice intercultural learning processes to apply when working across difference in a wide variety of online contexts.

Students will increase their own cultural self-awareness, relate culture-specific knowledge to intercultural communication theories and research methods, strengthen their ability to recognize and bridge cultural gaps, and develop intercultural leadership skills to help them become more effective in an interdependent world. Students will be assessed via assignments and activities that include: reflective writing, collaborative discussions, individual presentations, analysis of readings, and participation.

Learning Objectives

By completing this course, students will:

- Increase their own self-awareness, particularly their cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories and their relevance to their own experience in the host culture(s).
• Increase their ability to recognize and bridge cultural gaps.
• Develop an intercultural leadership practice that helps them translate their culture-specific and culture-general knowledge into moment-to-moment competence.

Course Prerequisites

None, apart from an open mind and a sincere interest in developing intercultural competence which will involve a deep level of self-reflection.

Methods of Instruction

Learning will involve online exercises, active reflection, discussion, readings, online lectures, and exposure to varied multimedia inputs that help students engage in the local culture on a deeper level.

Assessment and Final Grade

Grading will be based on the following:

1. Fieldwork Assignments (3): 20%
2. Critical Analysis Papers (3): 20%
3. Homework (IDI, exercises, readings, etc.): 25%
4. Final Digital Storytelling project: 20%
5. Participation: 15%

Course Requirements

Intercultural Development Inventory (IDI) Pre and Post-Assessment
The IDI is an online assessment tool that measures our intercultural development. It contains 50 questions and takes about 20 minutes to complete. All ICL students take the IDI at the beginning and the end of the
course. The student’s final grade will not be based on the results of the IDI, but they must complete it twice in order to pass the course. The instructor will provide students with the login information. The results allow CIEE to analyze the effectiveness of the ICL curriculum and measure the overall intercultural learning of our students. If you are interested in receiving your scores, please let your instructor know so that you can schedule a 60-minute individual debrief with an IDI Qualified Administrator.

Intercultural Development Inventory (IDI) Pre and Post-Assessment

Time on task: 1 hour and 20 minutes

Critical Analysis Papers

Students will be required to complete three Critical Analysis Papers. These short analytical writings provide students with the opportunity to reflect upon the class material and to critically analyze and apply materials from class and the readings to their experiences in the culture experience. Critical Analysis Papers should be 650-750 words each, 1.5 spaced, with 12pt Times New Roman font. Students must cite at least 3 academic sources that contextualize some aspect of intercultural communication in the context of the culture to be analyzed for each paper. Additional details for each topic can be found on the Canvas assignment page. Due dates for each paper are listed in the schedule.

Topics for Each Critical Analysis Paper:
1. Culture in Context
2. Self-Awareness
3. Intercultural Growth

Time on task: 20 hours

Fieldwork Assignments
As part of this course, students will understand the purpose and appropriate methods used to engage in independent fieldwork which will include participant observation, interviewing, and ethnographic writing. As part of the fieldwork component, students are required to identify a Cultural Partner from the same or different location. 

Submission due dates for each one are listed in the schedule. They will be graded on the depth of reflection and application of course concepts to students’ personal experiences. Each assignment should be 500-600 words.

**Fieldwork Assignment #1**: Spend at least 60 minutes observing a new public space for you. It can be at a local café or a park, visiting a market, shopping in a store, or any high traffic area in your city. Take extensive field notes and comment on your initial response to the new environment/culture. What do you see, hear, feel, smell? What similarities and differences do you observe between what you expected and the experience itself? How did you feel as you participated in this activity? What surprised you? What insights did you gain? The language should be very descriptive and precise to help you articulate what you are observing.

**Fieldwork Assignment #2**: Complete the Personal Values activity with your Cultural Partner and take field notes immediately after. Based on your notes, reflect on insights you learned about your Cultural Partner’s values. In what ways are they similar or different to the cultural dimensions with which the dominant culture typically identifies? In what ways are they similar or different to your own cultural values to which you subscribe?

**Fieldwork Assignment #3**: Interview your Cultural Partner about the concept of leadership. What does it mean to be a leader? What are leadership skills? Who does your Cultural Partner consider to be a leader and why? Based on your detailed field notes, provide a critical and reflective analysis.

Time on task: 15 hours
Homework

Homework will include assigned online readings and activities to complete offline. Students are responsible for completing homework assignments and asking for clarification when needed via canvas messaging.

Time on task: 20 hours

Final Digital Storytelling Project and Script

As a final capstone for this course, students will create their own Digital Story. Digital Storytelling involves short (three- to five-minute) first-person stories embedded with images, videos, and any other visual means. Students will choose one of the four key learning areas of the course (self-awareness, cultural literacy, cultural bridging, and intercultural leadership) and apply this specific theme to their own narrative of the study abroad experience. Combining images and audio, students will create a using iMovie (Apple), Apple Clips, Microsoft Photos, Shotcut (all free to download), or another video editing app. As part of the project, students will submit their script during Week 5.

Time on task: 10 hours

Regarding late submissions of coursework/assignments

As per the CIEE Participant Contract, late submissions of coursework / assignments during the course of the term of study are not accepted. Truly exceptional circumstances causing a student to request special consideration to submit an assignment late must be approved by the Center Director / Academic Director—individual professors do not have the authority to grant exceptions.

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate
engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

**Technology Requirements**

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

**Attendance Expectations:** In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.
Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

Weekly Schedule

Week 1 Culture & Ethnographic Fieldwork

Class 1.1 Introduction: defining culture, Brave Spaces, and foundations of ethnographic fieldwork.

Students will be introduced to some of the types of activities and discussions in which they will be asked to engage, review the syllabus while also reflecting on the local educational culture, and establish a set of class expectations and rules that will help create the type of atmosphere needed to facilitate their learning.

Students will also engage in online discussion addressing the question: 1. What elements are the most relevant to define culture?

Homework: "I am activity"

Time on task: 3 hours

Class 1.2 Perception and Suspending Judgment

The class will start with an interactive lecturette that draws on the Bennett reading, further explains the focus and goals of the course, and discusses the topic of perception. Following this, we will introduce a method for suspending judgment so students become more aware of how they are perceiving the host culture and how they might do so in a more interculturally competent way.
Due: Complete Intercultural Development Inventory Pre-Assessment


Students will also engage in online discussion: React to an image to discuss the differences between prejudice, judgement and discrimination.

Time on task: 4 hours

Who am I in the context of this experience?

Class 1.3 How do I learn? Discussion of Digital Stories

In this class, students will learn about the experiential learning cycle and how this can help make the most out of their time exploring cultures. Students will do an activity in which they explore their preferred learning styles and discuss online how to adapt other styles in order to maximize their ability to make sense out of their time abroad. Lastly, students will examine concepts and the impact of Digital Storytelling while exploring the appropriate digital tools to use in preparation for the final project.

Instructor will provide individua feedback to each student on their subjects chosen

Due: Fieldwork Assignment #1


Time on task: 4.5 hours
Class 1.4  Identity in Context

This class enables students to think critically about their own identities and how certain aspects of their identity configuration may influence and/or be influenced by their experience when learning about different cultures. The instructor will be facilitating an identity activity, then there will be an online discussion on the “intensity factors” identified in the Paige reading and which of these are having the biggest effect on the students’ experiences. We will also discuss online the Personal Values activity associated with Fieldwork Assignment #2.


Time on task: 4 hours

Week 2  Exploring Key Concepts

Class 2.1  Dimensionalizing Cultures – Cultural Value Patterns

Students continue to reflect on the concept of culture and how it applies to their experience. An important part of this lesson involves increasing students’ cultural self-awareness. Whether they were born and raised in the United States or have only been a resident there for a short time, students can benefit from reflecting on prominent values in the U.S. and considering how residents of the host culture might view the U.S. and/or U.S. Americans.
Secondly, students are introduced to cultural dimensions, a framework commonly used to conceptualize the differences and similarities between cultures. These ideologies are used to compare how people in various cultures tend to approach particular concepts (such as time and power distance). We adopt a critical approach to dimensionalizing cultures as these patterns are not meant to categorize or label individuals but as a way to understand and organize cultural patterns/tendencies and relative relations. We will emphasize that cultural patterns can help students identify some areas to investigate when learning about an unfamiliar place, never to serve as the basis of assumptions about individual people.


Time on task: 6 hours

Critical Intercultural Communication

Class 2.2 Class Culture Specific: Understanding the host country

Today's class is dedicated to analyzing and discussing culture-specific material of the host country with regard to the cultural value patterns discussed in the previous class. Following that, students will spend the majority of this class engaged in an activity that helps them apply the frameworks they have learned to better understand the local culture.
Due: Critical Analysis Paper #1

2-3 culture-specific readings (TBD by instructor)

Time on task: 3 hours

Class 2.3 Class Cultural Engagement Activity

These are opportunities to take the learning outside the classroom to help students understand what they’ve been learning. As part of the activity, students will participate in a pre-brief and a reflection session in order to directly apply course concepts. The instructor will provide specific details about this activity, which will be prefaced with a pre-brief and concluded with a reflection session.

Time on task: 3 hours

Class 2.4 Culture & Communication

Today’s class is explores the intersection of communication and culture. Specifically, this class examines certain communication patterns used in different cultures and the relationship between language and culture. Through interactive exercises and discussion on the assigned readings, students will identify and apply different communication styles.

Due: Fieldwork Assignment #2


Time on task: 3.5 hours

**Week 3  Intercultural Leadership in the Age of Globalization**

**Class 3.1  Stereotypes, Power, and Privilege**

Through online discussion, participating in activities related to stereotypes and cultural generalizations, as well as watching “The Danger of a Single Story,” this class examines the perpetuation and reinforcement of stereotypes, prejudice, and discrimination.

**Due: Critical Analysis Paper #2**


Culture-specific reading (TBD by instructor)

Time on task: 3.5 hours

**Class 3.2  Conceptualizing Intercultural Competence**

We’ve focused on developing frameworks to better understand cultural difference and similarity. The rest of the course will connect this knowledge as means developing an intercultural leadership practice. That is, students will integrate what they’ve learned about self-awareness and cultural literacy into how to behave in interculturally competent ways.


Time on task: 5 hours

Class 3.3 Introduction to Personal Leadership

This class introduces students to strategies for practicing intercultural competence. Through discussion and activities, students gain a deeper understanding of the principles and practices outlined in the course, and begin to see how they relate to their own experiences. This class involves using the Critical Moment Dialogue as a means to strengthen students’ intercultural competence.


Time on task: 3 hours

Intercultural Leadership in the Age of Globalization Continued

Class 3.4 Today’s class will continue exploring leadership-focused strategies for practicing intercultural competence. Specifically, we explore the Critical Moment Dialogue framework as it relates to a specific culture.

Due: Fieldwork Assignment #3

2-3 culture-specific readings (TBD by instructor)
Time in task: 3 hours

Class 3.5  Digital Storytelling: Story Circles

In this class, students will refine their stories for the final Digital Storytelling Project. In this session students will have received feedback by the instructor via canvas to get a sense of their progress on the project, and then show a few more examples of effective digital stories. Students will share their stories and share feedback on each other’s stories in small groups through Story Circles using discussion section in canvas.

Due: Draft of script for final project

Time on task: 3 hours

Week 4  Transitioning and Wrap Up

Class 4.1  Culture Shock and Intercultural Adjustment

Students will discuss key concepts around culture shock and theories of intercultural adjustment. Students will participate in an offline activity in which they draw on their intercultural adjustment experience, followed by a presentation of two different intercultural adjustment models. The class concludes with in-depth discussions about the application of these frameworks to the students’ personal experiences.


Time on task: 3 hours

Class 4.2  How can we articulate and use what we’ve learned?

This class focuses on bringing together all of the goal areas and practicing intercultural competence. Students reflect on their experience during this block, what they have learned, and how they can effectively articulate that to others, whether it be friends and family, a future employer, or a potential graduate school
program. This class begins with a self-guided brief check-in and stillness practice, followed by an activity to submit of the two readings, which focus on intercultural skills needed for the workplace and the importance of students being able to articulate how the study abroad experience helped them gain such skills. In another offline task, students reflect and consider how they can apply what they've learned to future intercultural contexts.

**Due: Critical Analysis Paper #3**


**Time on task: 4 hours**

**Class 4.3 Transitioning and Re-Entry**

This class prepares students with tools for transitioning to a new culture as well as re-entry into their home culture. We will start the class with a lecturette/discussion about the Storti reading and the transitioning and re-entry process. Students will also complete an offline guided reflection activity used to ground their current experiences and prepare for their next intercultural experience, whether it is in a new location, the same destination, or their home culture.


**Time on task: 5 hours**

**Class 4.4 Digital Storytelling Viewing Party**
This final session is the culmination of the course where students will reflect on their key takeaways from both the course and the study abroad program in an online post with peer comment.

Digital Story Presentation uploads

**Due:** Digital Stories, Complete the Intercultural Development Inventory post assessment online

Time on task: 3 hours

TOTAL TIME ON TASK: 130.6
Readings


