Course name: Intercultural Communication and Leadership
Course number: (GI) COMM 3301 PAFR
Programs offering course: Open Campus
Open Campus track: Communications, Journalism, and New Media
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description
In this class, students develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in their study abroad location as well as in other intercultural contexts. We will explore various topics in intercultural communication in the context of your experience abroad and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills to help you become more effective in an interdependent world.

Learning Objectives
By participating in this course, students will:

- Increase their self-awareness, particularly cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts / theories and their relevance to the students’ own experience during study abroad.
- 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 exploring things intercultural, which will involve a deep level of self-reflection.

Methods of Instruction
Learning will involve in-class exercises, active reflection, discussion, readings, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.
Assessment and Final Grade

Reflection Papers (2) 20%
Homework (IDI, CMD, Something’s Up, Personal Leadership, etc.) 20%
Mid-block Survey 20%
Final Digital Storytelling Project (including draft of script) 20%
Class Participation (in class participation, discussion, reading reviews, etc.) 20%

Course Requirements

Important: all course assignments must be turned in on time. While students will not be penalised for submissions up to and including 1 hour late,
- Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalised 15% from the assignment;
- Student work submitted from 24 hours and 1 minute late onwards will receive a zero (0%) grade.

Reflection Papers
Students are expected to complete two reflection papers. Due dates for each are listed in the schedule. Students will be given a topic / prompt as well as more detailed instructions for each paper, approximately one week prior to the due date.
The papers should be typed, double-spaced, and 1,000 words each (+/- 10%). These papers should be reflective yet include critical analysis of personal experience. They may be written in the first person.

Homework
Homework includes assigned readings and activities to complete outside of class. Due dates are listed in the syllabus but are subject to change at the instructor’s discretion.
Students are responsible for completing the homework outlined in the syllabus and asking for clarification when needed. It is important to bring copies of readings to class on the day they are assigned.
The Intercultural Development Inventory (IDI) Pre and Post-Assessment is an online assessment tool that measures our intercultural development. It features 50 questions and takes about 20 minutes to complete. All ICL students take the IDI at the beginning and the end of the course. You must complete it twice and will be given full points simply for completing both assessments. Failure to complete either assessment will result in full loss of the assigned points. Your instructor will provide you with the login information.

Mid-block Quiz
The Midblock quiz is a small survey that allows the students to reflect on their comprehension of the ICL.

Final Digital Storytelling Project
As a final project for this course, students will be creating a Digital Story. Digital Storytelling involves short (3- to 5-minute) first-person stories combined with still images (and often music). Using this form and medium, students will share their personal stories of their study abroad experience. Students will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free. More information will be provided.

Class Participation
Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

More specifically, students enrolled in this course are expected to be present for every class and actively engaged in discussions, activities, and excursions. Participation should demonstrate understanding of course concepts and ability to apply them to everyday situations. Students are required to lead at least one class discussion and must notify the instructor as soon as possible before class if they will be absent for any reason.

Course Attendance and Punctuality
Regular class attendance is required throughout the program, and all unexcused absences* may result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final grade for the course will be lowered by 3 percentage points.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.
*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. **No make-up or re-sit opportunity will be provided.**

An absence in a CIEE course will only be considered excused if:
- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1</td>
<td>Possible reduction of weekly participation grade</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2</td>
<td>Reduction of final grade by 3%; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 4 language classes</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
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**Weekly Schedule**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

*Before the course begins, do read Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34).

**WEEK 1**

*Session 1.1.*
Overview of the syllabus.
What is this class about?
The Name Game. Culture metaphors.

For next class:
- Survey #mygoals.
- Take the IDI.

Session 1.2.
Evaluation (Porter).
LSI.
Aligning with vision.

For next class:
- Leadership Judgement

WEEK 2

Session 2.1.
Perception & Judgment.
DIE.
Attending to Judgment.

For next class:
- Yep Reading + discussion.

Session 2.2.
What’s up?
How do I learn?
Identity in Context
“I am...”
Intensity Factors (1/2)

For next class:
- Paige Reading + discussion
- Hofstede + discussion

WEEK 3

Session 3.1.
Outing to the Musée de l’Homme.
For next class:
- Hofstede + discussion
- 10 objects

**Session 3.2.**

*Attending to Physical Sensation.*

Intensity Factors (2/2).
What do I value? Top 5.
Cultural Value Pattern - Round Robin.
Is that the real you?

*First reflection paper due.*

For next class:
- French and US Fairy tale
- Cultural Detective
- Leadership Physical Sensation

**WEEK 4**

**Session 4.1.**

*Cultivate Stillness.*

Cultural Literacy: France.
Patterns in the fairy tales.
Cultural Detective.
Digital Story presentation.

For next class:
- Ting-Toomey & Chung 2 texts
- Leadership Stillness

**Session 4.2.**

Outing to Mundolinguà.
Midblock survey.

For next class:
- Deutscher Reading
- Plous Reading + Reading guide

**Session 4.3.**
What’s up?
Debriefing French Values.
Culture & Communication.
High/Low context activity.

For next class:
- Plous Reading + Discussion
- Porter Reading

Draft for final project due.

WEEK 5

Session 5.1.
What’s up?
Attending to Emotion.
Digital Storytelling activity.
Lemon and Kiwi.
Stereotypes. Perceptions of Us.

For next class:
Leadership Emotion
Ting-Toomey, culture shock? + Discussion

Session 5.2.
What’s up?
Just draw it.
Culture Shock and Adaptation.
Colonia Student text.

Second reflection paper due.

For next class:
Hammer Reading + Discussion

WEEK 6

Session 6.1.
What’s up?
Intercultural Competence
LGBTQ Rights.
Critical Incident.
A strange picnic.
Course evaluation.

For next class:
CMD
Storti Reading + Discussion
Leadership Ambiguity
Survey #mygoals2

Session 6.2.
Activity: The albatross.
Engaging Ambiguity.
Something’s UP.
Re-Entry. IDI to be completed in class.

Digital Storytelling due. Group viewing.

Course Materials

Copyright and Fair Use Statement:
Copyright laws and fair use policies protect the rights of authors. Copyrighted materials may be used in this class, including articles, music, artwork, etc. These materials are provided for private study, scholarship, or research and adhere to the copyright law of the U.S. (Title 17, U.S. Code). You may copy or download from the course website one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond this use, no material from the course or website may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Neither the instructor nor CIEE assumes any responsibility for individuals who improperly use copyrighted material.

Week 1:

Week 2:
Porter, B. (n.d.) The art of Digital Storytelling: Becoming 21st-century storykeepers. The


Week 3:


Week 4:


**Week 5:**


**Week 6:**


**Academic Integrity**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to the *fundamental tenet that one should not present the work of another person as one’s own.*
The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism**: minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism**: significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism**: significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student’s permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student’s home institution of the infraction and subsequent penalty.