

IBH 3AD3
Intercultural Communication
Winter 2022 Course Outline

DeGroot School of Business
McMaster University

COURSE OBJECTIVE

In this course students will explore the links between language and culture, learning the fundamental concepts of culture and language, as well as exploring the empirical work done on language and culture and considering the applications of understanding the impact of cultural awareness on language and communication in business settings.

INSTRUCTOR AND CONTACT INFORMATION

Lectures: Fridays 2:30pm – 4:20pm

Chelsea Whitwell

Instructor

whitwelc@mcmaster.ca

Office: LRW 4027

Office Hours: Thurs 10:30am – 11:30am

Tel: 905-525-9140 x21032

Class Location: Zoom, MDCL 1110 (if in-person resumes)

Student TA

Conan Hu

hu1@mcmaster.ca

Office Hours: by appointment

COURSE ELEMENTS

Credit Value:	3	Leadership:	No	IT skills:	No	Global view:	Yes
A2L:	Yes	Ethics:	No	Numeracy:	No	Written skills:	No
Participation:	No	Innovation:	No	Group work:	No	Oral skills:	No
Evidence-based:	Yes	Experiential:	No	Final Exam:	Yes	Guest speaker(s):	No

COURSE DESCRIPTION

In an exploration of intercultural communication, this course consists of 3 units of topics: fundamental concepts of intercultural communication, the empirical research done in this field, and the application of understanding intercultural communication in business and self-inquiry.

LEARNING OUTCOMES

On completion of the course students should:

- understand the aspects of culture and language,
- understand the background work that goes into researching the intersection of these topics,
- be aware of the role of their own cultural filters, i.e. how their own culture affects the way they perceive the world
- analyse how linguistic behaviour reflects complex cultural values
- learn how to deconstruct culture-specific rituals in order to represent them in terms of another culture
- learn how to find academic resources in the library
- create a system of course preparation and support materials for future application
- identify areas of assumptions and establish common ground with others
- apply introspective inquiry to prepare for industry communication & events

COURSE MATERIALS AND READINGS

Required:

“Intercultural Communication: A Canadian Perspective” by Elizabeth Suen and Barbara A. Suen published by Canadian Scholars Women’s Press ISBN 9781773381510.

Additional materials accessible through the McMaster library or on A2L. All citations or sources will be provided in A2L

COURSE OVERVIEW AND ASSESSMENT

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Live Lectures	Synch	Lectures (1.5-2 hours) given during course time will be recorded in case attendance is not possible. Opportunity to elaborate on content, present questions, engage in discussion	Zoom
Readings	Asynch	Tied to lecture materials and weekly discussion prompts	Readings linked in Avenue, from coursepack, or in assigned textbook
Discussions	Asynch	Provide reflection and prompt further discussion given a topic provided in a weekly discussion post on Avenue.	Avenue

GRADE COMPONENT	WEIGHT	DESCRIPTION
Participation	20%	14% Discussion in Avenue (7 out of 12 weeks) 6% Supportive material generation (2% lecture question generation, 2% textbook question generation, 2% research summary)
Assignments	60%	20% Assignment 1: Fundamentals of communication reading assignment PLUS self-reflection 20% Assignment 2: Intercultural communication research reading assignment PLUS research proposal 20% Visiting Business Trip Plan
Final Exam	20%	Timed, on A2L Combination of multiple choice, short answer, and long answer questions. Cumulative.

COURSE DELIVERABLES

Assignment #1 – Fundamentals of Communication Reading Assignment PLUS Self-Reflection

This assignment is worth 20% of your final grade and will be marked individually.

In this assignment, you will be provided with questions regarding the content provided in Chapter 2 of the textbook. Beyond proving rote comprehension, you will be asked to provide examples, either from your own experience or from someone else's reported experience. Full answers will also draw on topics and discussion from lecture.

Additionally, you will be asked some reflective questions about your cultural lens and how it may differ from other groups of people.

Assignment #2 – Intercultural Communication Research Reading Assignment PLUS Proposal

This assignment is worth 20% of your final grade and will be marked individually.

In this assignment, you will be provided with questions regarding the content provided in Chapter 2 of the textbook. Beyond proving rote comprehension, you will be asked to provide examples, either from your own experience or from someone else's reported experience. Full answers will also draw on topics and discussion from lecture.

Additionally, you will be asked to give a proposal of a linguistic research study on a topic of your choice from the list provided on Avenue. This is not a complete research assignment, only the outline of what you would advise be carried out in order to answer your research question.

Assignment #3 – Visiting delegation: Event Proposal

This assignment is worth 20% of your final grade and will be marked individually.

In this assignment, you will be asked to account for various aspects of hosting a delegation from a foreign university who are coming to collaborate on establishing a student-exchange program between business schools. You will be asked to choose a country from which this delegation is coming and provide a proposal for how you will accommodate the cultural differences throughout the various events involved in the delegation's stay. Full answers will draw on the concepts learned in Unit 1 and considerations learned in Unit 2.

Participation

Participation is marked as contributions to your own and fellow students' understanding of the course. These contributions are the Discussion posts and Supportive Materials. These Supportive Materials are written and will be posted on Avenue after being anonymized.

Discussion posts are available every week of the term (including Reading Week), however the top 7 grades will be counted toward your final mark. A rubric on a complete discussion post will be provided in A2L.

Two of the Supportive Materials include the generation of questions you would expect on the final exam based on material covered from (1) lecture, and (2) the readings. Students will sign up to submit one contribution for each source, therefore will submit 2 sets of generated questions during the term. The third and final Supportive Material is a research summary. The summary is a bullet point document summarizing pertinent details on an article of primary research. The generated questions and research

summaries will be anonymized and shared with the class as preparation materials for studying for the final exam.

Final Exam

This exam will be cumulative.

Half of the exam is Multiple Choice (or a similar type of short answer question, 1 point each), a quarter of the exam is written explanation short answer questions (2 points each), and a quarter of the final exam is long written answer questions (5 points each).

Content will include topics covered in lecture and from the assigned readings. Personal examples will be required, therefore in-class and online discussions will be relevant for the final exam.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

Add/drop date: Tuesday, January 18

Withdrawal without failure: Friday, March 18

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Please give 24 hours for a response to an email during work days (Monday to Friday). Although the teaching team will be monitoring emails regularly, responses to emails sent after 4:30pm EST on Friday may receive a response on the following Monday.

The teaching team will not be responding to an email that is sent within 48 hours of assessment feedback regarding the assessment. If possible, these emails will not be read and will be immediately deleted. This protocol is in place to protect students and the teaching team from emotional responses.

LIFELINES

In light of the difficulty that comes with these times, students can contact the instructor at least 24 hours before a deadline to use one of the following “lifelines” on an ASSIGNMENT instead of using their MSAF or submitting an assignment late. This does not include discussion posts or supportive materials. The purpose of these lifelines is to respect that life can be unpredictable, but if you can adjust and be flexible with your time management, and communicate your needs, firm deadlines are only occasionally necessary. Any student may use all lifelines over the course. Students may only use

one lifeline per assessment. Each lifeline may only be used once, but all three lifelines may be used over the term. Lifelines do not apply to the final exam.

1. **Phone a friend:** For one assignment, you may request that you partner with someone. This will result in one submission with both names & student numbers, one grade provided (matches between partners), and this life line is used for both partners.
2. **Give me a hint?:** If you find that you are struggling to understand the assignment, you can pre-emptively ask to incorporate the feedback after the TA marks the assignment. The instructor will mark the second submission which will be submitted 48 hours after feedback is returned. The average of the two submissions will be the grade for this assignment.
3. **Additional Day (AKA The Jack Bauer):** The student can request an additional 24 hours to complete the assessment after the official due date provided in Avenue and in the most updated syllabus.

A student may request a lifeline, but it is only applied when the student sees the indication on Avenue in the Grades and has received a confirmation email from the instructor. The TA cannot grant lifelines.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

CHANGES TO GRADES

If a student asks for a change to a grade, it is the responsibility of the student to justify in writing the change to the grade. This justification must include (1) the criterium that you believe is met (from the rubric or the assignment instructions), (2) highlight the section in the submission that meets this criterium, and (3) an explanation of how this is accomplished since it would not be clear to the marker at the time of original assessment. Justifications should be brought to the original marker (this will be indicated in the instructions of the assessment).

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

This course will be using Avenue to Learn (A2L), email, and Zoom. etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

January 10, 2022: The use of proctoring software has not been decided. You will receive an update regarding the choice by the instructor by April 1, 2022.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 3AD3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

IBH 3AD3
Intercultural Communication
Winter 2022 Course Schedule – FRIDAYS 2:30-4:20pm

WEEK	DATE	EXPECTATIONS
UNIT 1: THEORY OF ICC		
1	Jan 14	Lecture: Introduction to course & syllabus Lecture: Fundamental concepts Lecture: Previous experiences Homework: sign-up for Support Materials submissions Discussion post Reading: Textbook Ch 2 (Fundamentals of Communication)
2	Jan 21	Lecture: Theoretical ICC Lecture: Linguistic Relativity Discussion post Reading: Textbook Ch 3 (History, Dominant Paradigm & Foundational Theories (skip Edward Hall, pp. 51-53) Reading: Sapir-Whorf Hypothesis (link) Reading: 'Arrival' & Linguistic Relativity (link) ASSIGNMENT 1 PROVIDED
3	Jan 28	Lecture: Identity & self Lecture: Colour: A case study Discussion post Reading: Textbook Ch 6 (The roles of identity in ICC) Reading: Colour in culture and translation (link) Discussion post
4	Feb 4	ASSIGNMENT 1 DUE at 2:30pm Lecture: Types and facets of culture Reading: Canadian culture overview (link) Discussion post

UNIT 2: EMPIRICAL APPROACHES TO ICC		
5	Feb 11	Lecture: Linguistics & ICC Lecture: Politeness Reading: Piller (2007) (McMaster library) Reading: Jucker (2012) – Sections 1, 2, 7 (McMaster library) Discussion post ASSIGNMENT 2 PROVIDED
6	Feb 18	Lecture: Body Language Lecture: Symbols & Metaphors Reading: Arifin & Abuissac (2017) (McMaster library) Reading: Numbers and their meaning (link) Discussion post
7	Feb 25 READING WEEK	Discussion post
8	Mar 4	ASSIGNMENT 2 DUE at 2:30pm Lecture: Verbal communication in meetings Lecture: Written communication & Narratives Reading: Du-Babcock (2013) (McMaster Library) Reading: Writing for a global audience (link) Discussion post
UNIT 3: PRAXIS & INQUIRY		
9	Mar 11	Lecture: Biases & Prejudice Lecture: Intercultural missteps in advertising/marketing Reading: Textbook Ch 9 (Biases, Stereotypes, Prejudices and Discrimination) Reading: Lost in Translation (link) Reading: 5 Global Marketing Failures (link) Discussion post ASSIGNMENT 3 PROVIDED
10	Mar 18	Lecture: ICC in Canada Lecture: Preparing for meetings & negotiations Reading: Textbook Ch 5 (Studying ICC from the Canadian perspective) Reading: Cross Cultural Negotiations (link) Discussion post

11	Mar 25	ASSIGNMENT 3 DUE at 2:30pm Lecture: Confronting intercultural dilemmas Lecture: Multiculturalism in HR Reading: Textbook Ch 10 (A multidisciplinary strategy for ICC) Reading: More than just diversity (link) Reading: Cross-cultural competencies development (link) Discussion post
12	Apr 1	Catch up & Review Discussion post

**Please note, the first week of classes will be conducted virtually for all Winter term classes regardless of the intended delivery format for the term