



**I. COURSE DESCRIPTION:**

This CICE course is an introduction into multiculturalism and its effects on us as citizens of Canada and the world. Emphasis will be placed on the discovery and investigation of issues related to the concept of cross-cultural competence. The primary goal is to expand the students' understanding of the importance of our movement towards globalization.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****A. Learning Outcomes:**

1. Recognize and apply terminology and concepts of contact and patterns of interaction
2. Interpret effects of colonialism and neo-colonialism on cultural interaction
3. Recognize culture, diversity, identity, and cultural orientations
4. Recognize and experiment with an historical base of the "race" concept
5. Develop skills in understanding personal cultural identity factors
6. Develop skills in investigation and evaluation of specific cultural groups
7. Improve cross-cultural communication and interaction skills
8. Develop skills for identifying racism

**B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, the CICE student, with the assistance of a learning specialist, will demonstrate the basic ability to:

- 1. Recognize and apply terminology and concepts of contact and patterns of interaction.**

Potential elements of the performance:

- Distinguish types of contact
- Apply examples of historical events to each type of contact
- Apply patterns to ethnic groups
- Relate and formulate historical background to patterns of interaction

- 2. Interpret effects of colonialism and neo-colonialism on cultural interaction.**

Potential elements of the performance:

- Study periods of migration and cultural interaction
- Extrapolate development of superiority/inferiority status
- Construct consequences of neo-colonialism on present human interaction
- Calculate awareness of historically-based issues on current migration
- Identify historical basis of social construction of identity.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE: (continued)**

### **3. Recognize culture, diversity, identity, and cultural orientations.**

#### Potential elements of the performance:

- Distinguish the ways culture & cultural identities are understood, used, referenced, and articulated by individuals and society
- Recognize individual and social construction of cultural identity through cultural orientations
- Identify identities as multiple, conflicting, contradictory, relational and in process
- Relate individual's perceptions in their relationships to the power structures of Canadian society.

### **4. Recognize and experiment with historical base of the “race” concept.**

#### Potential elements of the performance:

- Have a general understanding of the differences between scientific measurements of race
- Have a basic understanding of variations and classification of race concepts
- Recognize gene variations
- Experience culturally inappropriate IQ testing
- Extrapolate effects of IQ testing

### **5. Develop skills in understanding personal cultural identity factors.**

#### Potential elements of the performance:

- Illustrate awareness of factors affecting “identity”
- Differentiate between symbols and dominant cultures
- Differentiate between myths and facts of identity
- Recognize cultural self

### **6. Develop skills in investigation and evaluation of specific cultural groups.**

#### Potential elements of the performance:

- Collect information from a variety of sources
- Organize material with the assistance of a Learning Specialist.
- Have a general understanding of issues relating to immigration statistics
- Select relevant material
- Plan presentation
- Predict cultural shock/adaptation factors

### **7. Develop skills for identifying racism.**

#### Potential elements of the performance:

- Recognize some general differences between stereotyping, prejudice, and discrimination

- Differentiate between types of racism
- Apply concepts to situations
- Gain insight into some effects on indigenous population
- Relate historical factors to indigenous populations' present situation

### III. TOPICS:

This course will cover geographical, cultural, social, and political aspects of many different ethnic groups. Historical contemporary issues and past immigration patterns and future trends will be covered.

- History of cross-cultural contact
- Inter-group dynamics – immigration patterns
- Prejudice, discrimination, and racism
- Intercultural communication and cultural shock
- Culture, ethnicity, and identity

### IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Suderman, Jane (2007). Understanding Intercultural Communication, Toronto: Thomson-Nelson

A duotang or binder to keep course materials and class activities.

### V. EVALUATION PROCESS/GRADING SYSTEM (\*):

<b>Written works</b>	<b>70 %</b>
Response and reaction to 3 films	45 %
Analysis of 1 song and 1 short story	25%
<b>Learning portfolio</b>	<b>30 %</b>
Prologue: Oral review of class activities	5%
Class attendance and participation	10 %
Class activity: Cultural presentation	15 %
<b>Total:</b>	<b>100 %</b>

(\*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced and circulated the first two weeks of class and will be posted on LMS.

**The following semester grades will be assigned to students:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## **VI SPECIAL NOTES:**

### **Addendum:**

Further modifications may be required as needed as the semester progresses on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**ACADEMIC HONESTY** will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

**ATTENDANCE AND PARTICIPATION:** There is a direct correlation between academic performance, class attendance and participation; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time, remaining for the duration of the scheduled session, and get actively involved in class activities. In this course, attendance will be recorded every class at the beginning of the class and class participation will be encouraged and assessed. Criteria to assess class participation will circulate the first two weeks of class. Class activities are due during the class time period unless advise otherwise.

**CELL PHONES, PDAs, AND OTHER ELECTRONIC DEVICES** need to be turned off before the class starts. Texting will not be allowed during class time. Students can use personal electronic devices with the sole purpose of taking class notes and checking information, while completing class activities. To do so, they have to approach the professor, request an explicit authorization, and receive her permission.

**ASSIGNMENTS ARE TO BE SUBMITTED IN THE CLASSROOM AND SUBMISSIONS ARE PERSONAL.** The professor will not grade assignments submitted electronically, left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he can deliver it by email by the due date and bring a hard copy the following class.

**LATE SUBMISSION** of assignments will be accepted but 10 % of the assignment grade will be deducted per late day up to one week past the due date, except if the student applies to the extension allowance (see below) for the first time. Following the first late week, an extra 10 % will be deducted per each late week. No late assignments will be accepted once the professor has returned marked assignments to the class.

**EXTENSION ALLOWANCE.** Each student is entitled to one week extension without credit penalty for one assignment other than class activities. This allowance can be used only once during the semester. In order to request the extension allowance, the student needs to write "Extension Allowance" on the cover page of the assignment

**STUDENT-PROFESSOR CONSULTATIONS** are designed to help students plan, orient and organize their workload. For that reason, students will receive credit for attending them to discuss their work plan. They are to be considered important components of the learning process. Dates and times of consultation will be announced in class and circulated through LMS. Once announced, consultations will not be rescheduled unless the student contacts the professor **BEFORE** the consultation. Missing a consultation without **PREVIOUS** notice to the professor will result in not getting credit for this evaluation component.

**THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED** at the professor's discretion in order to better meet the students' needs. The professor will communicate any modification in class and through LMS.

**FILMS AND SONGS TO BE ANALYZED IN CLASS MAY CONTAIN MATURE AND VIOLENT SCENES AS WELL AS MATURE LANGUAGE.** Viewers' discretion is advised during class film screening, song listening, and discussion of those materials.

**A MAKE UP EXAM CAN BE WRITTEN** only if:

- the student contacts the professor in writing **BEFORE** the test;
- demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the test on the scheduled date and time;
- the student has attended at least 75 % of the classes;
- the professor has granted permission.

**THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED** at the professor's discretion in order to meet students' needs.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.