

I. COURSE DESCRIPTION:

This course focuses on engaging with difference constructively. It will be based on Soliya's Connect Program, which is a unique professionally facilitated cross-cultural program that enables college students from Europe, Asia, North Africa, the Middle East and North America to collaborate in a rich and intimate online environment. Through in-class work and the online dialogue program, students will become more aware of personal assumptions and beliefs as well as the world views of their peers in class and around the world. They will learn about intercultural communication, active listening, collaborative problem-solving and media literacy to examine the diversity of the human experience. By the end of the course, students will be able to include multiple perspectives in their understanding of their local community, the world and current events.

General Education Themes addressed in this course:

- 1) Social and Cultural Understanding
- 2) Personal Understanding

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Recognize the significance of appropriate frameworks and strategies for effective intercultural communication.**

Potential Elements of the Performance:

- Role play scenarios to practice interactions that avoid the six common stumbling blocks to intercultural communication
- Differentiate between ethnocentrism and ethnorelativism
- Determine one's personal location along the Milton Bennett developmental model for intercultural sensitivity and generate ideas to enhance personal growth along the spectrum
- Reflect on interactions with cultural diversity to highlight opportunities and methods for effective communication

2. **Differentiate between the messages of North American media and the realities of societies and cultures around the world.**

Potential Elements of the Performance:

- Research a social issue in the community of an international peer
- Examine the impact of North American media in shaping personal perspectives about other people and places
- Ask questions and listen to international peers share stories, concerns and insight about diverse social and cultural realities.

3. **Develop increased awareness of personal identity, biases, assumptions and worldviews**

Potential Elements of the Performance:

- Identity different components of self-identity and examine the intersections that exist
- Locate personal identity within a national and global context
- Contrast personally held stereotypes with lived experiences and interactions in global dialogue
- Explain how experiences and communities shape self-concept, personal values and world view

4. **Collaborate with peers from around the world using web-based technologies**

Potential Elements of the Performance:

- Participate in the eight week “Connect Program” using Soliya’s high-tech videoconferencing platform
- Complete a research project with a small group of international peers

5. **Integrate multiple perspectives to analyze events and issues in local and global contexts**

Potential Elements of the Performance:

- Discuss the pros and cons of multiculturalism as part of Canadian identity and policy
- Conduct a social issue analysis with a multicultural and multi-country team
- Consult with international peers and multiple media sources to form opinions about current events

III. TOPICS:

1. Diversity of Human Experience
2. Identity
3. Values and World Views
4. Media Messaging
5. Cultural-Communication
6. Current Events Global Challenges

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- A series of readings will be required throughout the semester. Links to articles will be provided on D2L.
- A USB heads set with both a microphone and headphones

V. EVALUATION PROCESS/GRADING SYSTEM:**Online Dialogue Program:** 30%**Final Paper:** 25%**Media Analysis:** 15%**Reflections:** 30%

*****Attendance in all online dialogue sessions is mandatory. A single absence in dialogue could result in failure of the entire course. If you miss an online session, it is the responsibility of the student to schedule a meeting with the professor within 5 days.**

The following semester grades will be assigned to students:

Grade	Definition	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
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.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; 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 and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.