

I. COURSE DESCRIPTION:

This course is an introduction to the multicultural composition of our country and its effect on us as citizens of Canada and the world. Emphasis will be placed on the discovery and investigation of issues related to the concepts of racism, culture, cross-cultural interaction, and migration. A primary goal is to expand your understanding of current, international, inter-group dynamics to illustrate the importance of intercultural awareness and communication. In addition, an individual profile of cultural awareness will be developed.

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

Upon successful completion of this course, the CICE student, along 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
2. Interpret effects of colonialism and neo-colonialism on cultural interaction
3. Recognize culture, diversity, identity, and cultural orientations
4. Experience power relations through simulation
5. Improve cross-cultural communication and interaction skills
6. Develop skills for identifying racism

B. Learning Outcomes and Elements of the Performance:

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

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

Potential elements of the performance:

- Distinguish types of contact
- Recognize examples of historical events to each type of contact
- Recognize five 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
- Recognize development of superiority/inferiority status
- Construct consequences of neo-colonialism on present human interaction

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

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

Potential elements of the performance:

- Recognize 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

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

Potential elements of the performance:

- Differentiate between scientific measurements of race
- Identify variations and classification of race concepts
- Recognize gene variations
- Display knowledge of culturally inappropriate IQ testing
- Understand effects of IQ testing

5. Experience power relations through simulation.

Potential elements of the performance:

- Recognize power relations activity
- Understand the power structure
- Evaluate factors within the power relation framework
- Value human reactions and actions related to power and powerlessness

6. Develop skills in understanding personal cultural identity factors.

Potential elements of the performance:

- Be aware of factors affecting “identity”
- recognize cultural self

7. Develop skills in investigation and evaluation of specific cultural groups.

Potential elements of the performance:

- Collect information from a variety of sources
- Organize material
- Identify issues relating to immigration statistics
- Select relevant material
- Plan presentation
- Predict cultural shock/adaptation factors
- Evaluate and score peer presentations
- Collect information from presentations

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

8. Improve cross-cultural communication and interaction skills.

Potential elements of the performance:

- Understand simulation of cultural clashes
- Operate within a new culture
- Understand culture shock

9. Develop skills for identifying racism.

Potential elements of the performance:

- Distinguish between stereotyping, prejudice, and discrimination
- Differentiate between types of racism
- Apply concepts to situations
- Recognize media contribution to racism
- Participate in group assignments
- Calculate 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

Note: The order of topics is not fixed. Some of the topics will run concurrently with others. Your professor will explain the course organization. Also, some of the above topics could change. Your professor will inform you of any changes.

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Murdoch, H., (2003) A Cross-cultural Workbook
2. Handouts provided by Instructor

V. EVALUATION PROCESS / GRADING SYSTEM:**MAJOR ASSIGNMENTS AND TESTING**

1. Attendance, Participation, and Evaluation	10%
2. BAFA BAFA or assignment	5%
3. Culture Investigation Presentation	15%
4. Culture Investigation Report	20%
5. Analysis Assignments	10%
6. Section Tests (4)	40%
Total	100%

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%	
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.	

VI. SPECIAL NOTES:Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

Time Frame:

Cross-Cultural Issues HDG107-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities. PowerPoint is the suggested method of presentation. Students will have the opportunity to attend an out-of-class workshop. Bafa Bafa will be scheduled on out-of-class time. Make-up time will be given during or at the end of the course.

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.