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# Syllabus:

## Introduction to Cultures

### LLCU 111

### Fall 2020

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**Instructor: Dr. S. Shulist**

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**Drop-in Hours:** TBD, or by appointment. All drop-in hours will be held via Zoom

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### ~ Course Logistics ~

As you all know, the fall semester at Queen's will be **entirely remote**, which means you do not have to attend class on campus. However, each of your courses may be running a bit differently. LLCU 111 will be almost entirely an **asynchronous** course - this means that material will be posted and you will be able to watch, read, or respond to it at a time that works for you, without the expectation that we will all be in the same place at the same time. The only exception is a short **optional** weekly Q&A/discussion (see information below)

Each week will follow the same basic schedule and cover one unit of material. This schedule will be modified to accommodate holidays or unforeseen circumstances. All times are Kingston time.

- Recorded lecture content will be available by Wednesday of the week **before** the unit is covered
- I will send a weekly overview email every Monday morning with general class announcements, reminders about topics and readings that are scheduled, reminders about any upcoming assignment options, and any special events or changes to the schedule. All other communications will be provided through OnQ.
- If you have questions or topics you want me to cover in the Q&A session, please send them by **4 pm on Tuesday**. You are also allowed to bring questions on the spot, but I will prepare based on what I receive ahead of time in case no one shows up with questions.
- Optional Q&A session will take place via Zoom **Wednesday at 11:30 a.m.**
- Reflection/response assignment options will always be due by **11:59 p.m. on a Wednesday**. Please see the list of options to check specific deadlines, and the policy sections in OnQ for information about extensions and lateness.
- Unit quizzes and small group discussion contributions must be completed by **11:59 p.m. on Friday**.

## **\*\*A Note on Deadlines, Schedules, Guidelines, and Expectations\*\***

I know that this semester is not normal. I know that you are probably figuring a lot of things out as you go along (as am I). I also know that for at least some of you, there are (or there will be) big challenges to your success this semester, including reliable internet and computer access; distractions in the home from children, siblings, or roommates; working in a different time zone/ country; economic stress and anxiety; elevated mental and physical health concerns; isolation and uncertainty; and perhaps even the loss of loved ones in the pandemic. I believe that compassion should always come first, but never more so than when so many of us require consideration. The deadlines and weekly schedule is intended to support your learning by providing a structured set of guidelines and a *general* expectation. These deadlines almost always have at least some wiggle room involved. Please check the policy section in the course OnQ page for further information about what you should do if you are concerned about your ability to keep up on a weekly basis, or if you face an emergency situation and are encountering a week of exceptional difficulties.

### **Required Materials:**

Ingrid Piller (2017). *Intercultural Communication: A Critical Introduction (Second Edition)*. Edinburgh University Press. ISBN: 978-1-4744-1291-9.

Available as an e-book if you are unable to get a copy from the University bookstore.

## **Grade Distribution**

<b>Grade Item</b>	<b>Value</b>
Reflection/Response Papers	2 x 20% (40%)
Unit Quizzes	10 x 1% (drop two lowest) (10%)
OnQ Group Discussion Engagement	5 x 4% (20%)
Final Exam	30%
**Intercultural Competence Certificate	0%, Certificate provided by QUIC

### *Reflections/Responses:*

You must complete two short (3-4 page) written papers responding to a specific question in relation to course material, or reflecting on and applying insights from course guests (information on guests will be posted on the class schedule). There are a series of options for these papers, and deadlines for these assignments depend on which options you choose – please **familiarize yourself with the list of options and associated deadlines in order to plan your assignments accordingly**.

*Unit quizzes*

Each week, you have to complete a short multiple choice quiz based on the assigned material (lectures and readings). The quizzes will allow you to check in on your knowledge, and provide a low-stakes way to help you to stay on top of the course work. Each one is worth 1% of your grade, for a total of 10% - because there are 12 weeks, you can miss two and receive full grades. You will also be allowed two attempts at each of the quizzes. If you get a lower grade that you would like, you are encouraged to go back and review the material before completing it a second time – which will situate you in a good position when thinking ahead to the final exam.

*OnQ Group Discussions*

Exchanging ideas with your peers is a vital part of a classroom environment, and no less so when that classroom is online. We will be using small group discussions within OnQ to allow you some space to connect with some of your classmates, including opportunities to engage with and reflect on two key elements of this course - *guest lectures* and *intercultural competence training*.

- Intercultural awareness training is provided in this course through a series of modules created by the Queen's University International Centre (QUIC) and the Four Directions Indigenous Student Centre (4D). See below for further information about the certificate associated with these modules.
- Three guest lecturers have been invited to talk about their research as it relates to topics we will cover in this course. Before their talks, I will also provide links to some writing by these scholars so that you can get more information about what they will be discussing.

There will be a total of 5 small group discussions in which you will respond to the training provided and to the guest lecture sessions. These will be scheduled to follow completion of each of the two blocks of training content (one block of 3 sessions provided by QUIC, and one block of 2 sessions provided by 4D), as well as following each of the guest sessions. Additional guidelines for these discussions will be provided in OnQ.

\*note: there are two different types of discussion spaces for this class. In addition to the graded discussion threads that will be housed on the course OnQ page, we will be using the Discord platform to provide a more informal space for learning, sharing, and community building in the absence of in-person meetings. **All Discord participation is optional (ungraded), whereas assigned thematic discussions in OnQ are mandatory (graded).**

*Final Exam*

The final exam will be an online, open-book test. While the exact format is yet to be determined, you can expect some short answer and long answer/essay questions. Multiple choice questions *may* be included. For the online test, you are welcomed to use all your course materials (notes, readings, lectures), and you will not be prevented from accessing other (outside) sources, but you are required to answer all questions in your own words and to refrain from consulting with classmates during the test period. Further information about academic integrity will be provided before the exam.

*Intercultural Competence Certificate*

This course builds in the opportunity to complete training in “Intercultural Competence” and receive a certificate provided by the Queen's University International Centre (QUIC). There are 5 modules involved in this certificate, and these will be scheduled throughout the semester within

particular units. At the end of all of the modules, there is a quiz that you can complete to demonstrate your knowledge of the material provided. **This quiz is not associated with any graded credit in the course, but a score of 70% or higher is needed in order to be eligible for the certificate.**

### Grading Information

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

### **Queen's Official Grade Conversion Scale**

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### **Academic Integrity**

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### **Accommodations for Disabilities and Extenuating Circumstances**

Please see the “Policy information” section in OnQ for information about my personal policies about extensions, late assignments, and other concerns you may have about assignment submission. The information included here represents Queen's University commitments regarding accommodation and extenuating circumstances, which I consider to be the *starting point* for providing you with the support you need – in other words, if you have additional concerns or situations that are not well covered by the below policies, please make an appointment to come talk to me to see how I can help.

#### Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

#### Academic Consideration for Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

### *Course Schedule*

A more detailed schedule will be provided through OnQ. Any updates or modifications will also be announced and posted there. Please consult the information there for the most up-to-date schedule information.

<b>Unit</b>	<b>Topic</b>	<b>Scheduled Guest Lectures/ Certificate Components</b>	<b>Assigned Readings</b>
1	Course Introduction	None	Piller Ch 1
2	Culture and Intercultural Communication	QUIC 1 - Building Intercultural Awareness	Piller Ch 2
3	Language and Culture	Guest 1 - Dr. Christine Schreyer (UBC)	Piller Ch 3 See OnQ
4	Nation and Culture	QUIC 2 - Considering Culture	Piller Ch 4
5	Multilingualism	None	Piller Ch 5
6	Globalization and Transnationalism	QUIC 3 - Intercultural Development Continuum	Piller Ch 6
7	Contexts of Intercultural Communication - Work and Business	none	Piller Ch 7-8
8	Indigenous Peoples in Canada and Intercultural Communication	4D1 - KAIROS Blanket Exercise Guest 2 - Dr. Zoe Todd (Carleton University)	See OnQ
9	Contexts of Intercultural Communication - Relationships and Education	None	Piller Ch 9-10
10	Media and Cultural Representation	4D2 - Indigenous Cultural Safety	See OnQ
11	Understanding Power - Race, Racism, and Communication	Dr. Jamie Thomas (University of Southern California)	See OnQ
12	Course Summary - Becoming a Cultural Mediator	None	Piller Ch 11