

## Alliant International University

**MGT 3999 Sp. Topics: Cross-Cultural Communication and Mgt**

**Spring Session, 2012 Class Location: Room**

**Class Time: Monday-Wednesdays 9:30-11:00**

**Instructor: Ana Cristina Castillo Petersen, M.A., PhDc**

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**Personal Phone:**

**Office Hours: prior or after class, or by appointment**

**Grading: Letter**

**Units: 3**

### Alliant's Mission Statement

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. Education for Professional Practice

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. Multicultural and International Competence

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure

the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

See also below, “Appendix: Alliant Mission, Values, Professional Practices and Competencies”

**ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY  
SPRING SEMESTER 2012**

**Jan. 17 -20 Tuesday – Friday**

**New student orientation/Attendance is mandatory for new students**

**Jan. 23 Monday**

**Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]**

**Feb. 6 Monday**

**Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund**

**Monday, February 6-- Constitution Day Holiday—NO CLASSES**

**Feb. 17 Friday**

**Last day to withdraw from Spring Semester Session 1 courses in good standing**

**Mar. 8 Thursday**

***Annual Student Leadership Conference***

**Mar. 16 Friday**

**Last day to withdraw from Spring Semester full-term courses in good standing**

**Mar. 18 Sunday**

**Last day of Spring Session 1 courses**

**Mar. 19 Monday**

**Instruction begins for Spring Semester Session 2 (8-week) courses**

**Monday, March 19-- Benito Juárez Holiday—NO CLASSES**

**Mar. 30 Friday**

**Spring Semester Session 1 grades due to Registrar’s Office**

**Apr. 2 – 8 Monday – Sunday**

**Spring Break. Classes do not meet**

**Apr. 20 Friday**

**Last day to withdraw from Spring Semester Session 2 courses in good standing.  
Spring Semester Session 1 grades available on-line.**

**Apr. 23 Monday**

**Registration for Summer Term and Fall Semester begins**

**Tuesday MAY 1—HOLIDAY—NO CLASSES**

**May 7 Monday**

**Last day to register for Summer Term without paying a late fee**

**May 13 Sunday**

**Last day of Spring Semester full-term courses**

**Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED**

**May 14-20 Monday – Sunday**

**Final Examinations; make up classes (in case of holidays, etc.); semester-end activities**

**May 20 Sunday**

**Last day of Spring Semester Session 2 courses**

**May 25 Friday**

**Spring Semester full-term grades due to Registrar's Office**

**June 1 Friday**

**Spring Semester Session 2 grades due to Registrar's Office**

**June 8 Friday**

**Spring Semester grades available on-line**

**COMMENCEMENT CEREMONIES--TBA**

**I. Rationale:**

**This course introduces the students to the study of Intercultural Communication.**

**II. Course Description, Purpose, Student Learning Outcomes and Assessment:**

**COM 1500 - Intercultural Communication**

*(3 units)* Study of cultural issues in their relation to communication, language, society, family, work, education, problem solving, religion, and world view.

- Purpose of the Course***
- To introduce the students to Intercultural Communication both through theoretical aspects and practical experiences.

**A. *Instructional Strategy***

Lecture, class discussion and debate, focus groups and presentations, formal and informal writing

**B. Specific Learning Outcomes:**

Upon successful completion of the course:

- Students will be able to understand and exercise the art of intercultural communication
- Question their role in a globalized world
- Become aware of our own cultural values and assumptions
- Summarize the reasons for mastering intercultural competence.
- Explain the concept of culture and the role communication plays.
- Compare and contrast intra- and intercultural communication.
- Assess approaches to establishing intercultural communication competence.
- Apply analytical and critical thinking
- Develop basic tools for academic purposes

**C. Description of Course Requirements and Assessment Methods**

Significant class participation (relevant & informed)	20%
Homeworks, Quizzes	10%
Presentations	40%
Final Project	30%

**III. Course Readings and Materials:**

- **Required Text:** Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, Communication Between Cultures, Wadsworth Publishing; 6th edition (**ISBN-10:** 0495567442; **ISBN-13:** 978-0495567448).

**Additional Readings:**

To be provided by lecturer

1. Policy on Course Requirements During Religious Holidays  
Alliant International University does not officially observe any religious holidays. However, in keeping with the institution’s commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students’ religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members’ right to observe religious days.
2. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

3. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at [http://www.alliant.edu/academic/studentproblemsolving/Student\\_Grievance\\_Policy.pdf](http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf) or contact the University Ombudsperson.

#### **IV. Policies and Procedures:**

##### ***Behavioral Expectations/Attendance***

4. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance. **Attendance criteria for this class are:** Students are allowed **two** absences during the course. After the **third** absence a student is dismissed from the course and will receive a **failing** grade. Every two late arrivals will account for one absence.

5. Instructor Assumptions

Regular attendance and participation in class discussions will be figured into the final grade. Every unexcused absence after **two** missed classes will count for a loss of 5 points (5% of the final grade).

Late papers will lose **2** points i.e. 20% for each day they are late.

N.B. Maximum late delivery is one class.

Formal writing assignments must be submitted **in hardcopy and via mail**, double-spaced and in Times New Roman, Arial (or similar) 12 point font. They should be of professional quality, edited, and proofread. 10% of the grade will be based on mechanics; grammar, spelling, punctuation, citations, etc. Remember to use citations in APA.

##### **Academic Honesty:**

#### **Policy Regarding Plagiarism**

**Plagiarism is not citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper citation in academic works. For example, students must not copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.**

**Documented cases of plagiarism will have the following consequences. In the first instances the student may fail the written assignment that was plagiarized or the course, at the discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work. In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester. In the third instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.**

**If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director**

6. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

7. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

8. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

9. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability

Services. If you have questions about accommodations, please contact the Office of Disability Services.

**Grading Scale:**

<b>Grade</b>	<b>Per cent</b>
<i>A</i>	100 – 95%
<i>A-</i>	94% – 90%
<i>B+</i>	89% – 87%
<i>B</i>	86% – 84%
<i>B-</i>	83% – 80%
<i>C+</i>	79% – 77%
<i>C</i>	76% – 74%
<i>C-</i>	73% – 70%
<i>D+</i>	69% – 67%
<i>D</i>	66% – 64%
<i>D-</i>	63% – 60%
<i>F</i>	Less than 60%

**Principal Rubrics:**

1. Class Participation: Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

<b>Class Participation Rubric</b>	<b>Clear Evidence</b>	<b>Minimal Evidence points</b>	<b>No Evidence</b>
Preparation, Familiarity & Reflection on	Student exhibits substantial familiarity with the reading	Student demonstrates a basic familiarity	Student demonstrates a lack of

reading		with the reading.	preparation and familiarity with the reading.
Understanding of Readings	Student has a clear understanding of the reading.	Student has minimal understanding of the reading.	Student lacks a basic understanding of the reading.
Contribution to Others Learning	Student contributes to the learning of others.	Student makes minimal contribution to the learning of others.	Student failed to contribute to the learning of others.
Clarity & Originality of Contribution	Student's contribution is clear and original.	Student's contribution is minimal.	Student contribution lacks clarity and originality.

2. Presentations (incl. power point: Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,
4. Response to questions,
5. Prompting relevant dialogue on important issues.

3. Research Paper Scoring Rubric:

<b>Grading Criteria: Format</b>	Excellent	Proficient	Poor
Grammar & Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and	The paper has so many basic grammar errors that the paper cannot be readily understood.

	paper.	understandable.	
Style of paper	Presentation style assured real learning by reader and engaged the reader.	Presentation style was adequate to advance reader learning.	Style of paper was confusing to reader. (0 points)
Presentation of research and design to class	Presentation was engaging for classmates.	Presentation was interesting but lacked clarity and explanation	Presentation lacked clarity and was not engaging of fellow students in the class
Adherence to APA style	Paper demonstrated full adherence to APA style.	Paper demonstrated partial adherence to APA style.	Paper failed to utilize APA style.

<b>Grading Criteria: Content</b>			
Organization	Writing is clear, logical, and very organized around a developed thesis.	Writing has minimal organization and a basic thesis statement.	The paper is unclear with no organization.
Support	Every important point is clearly supported by strong evidence.	The use of evidence is minimal, but it does support the thesis.	The paper does not attempt to support a thesis.
Analysis	Analysis shows a strong relationship between evidence and thesis.	Analysis of the evidence stretches its meaning in an attempt to support the thesis.	The paper does not attempt to explain how the content relates to the thesis.

4. Final Examination Rubrics:

<b>Short Questions</b>	<b>Answer</b>	<b>Superior-Exceeds Expectations</b>	<b>Proficient-Meets Expectations</b>	<b>Poor-Below Expectations</b>
Student uses relevant concepts to answer the question	Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.	
Student exhibits understanding of the concepts/information	Student clearly and completely exhibits knowledge of the relevant concepts. (10 points)	Student exhibits basic knowledge of the relevant concepts used in the response. (5 points)	Student clearly lacks a basic understanding of the relevant concepts. (0 points)	
The response is well-written.	The response is highly readable.	The response is basically understandable.	Response is not understandable.	
<b>Essay Question</b>	<b>Answer</b>	<b>Superior-Exceeds Expectations</b>	<b>Proficient-Meets Expectations</b>	<b>Poor-Below Expectations</b>
Student uses relevant concepts to answer the question	Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.	
Student exhibits understanding of the concepts/information	Student clearly and completely exhibits knowledge of the relevant concepts.	Student exhibits basic knowledge of the relevant concepts use in the response	Student clearly lacks a basic understanding of the relevant concepts.	
The response is well-written.	The response is highly readable.	The response is basically understandable and consists of at least 3 full paragraphs. (2 points)	Response is not very comprehensive/	

## V. Course Schedule:

### 1.-Reminder that Syllabus is Subject to Change

The following is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to

change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

SESSION Number	DATE	DAY	TOPIC ( Reading Assignment)	HOMEWORK
1	Jan 23rd	Monday	Introduction to the course	
2	Jan 25th	Wednesday	Communication and culture	Prepare independent activity
3	Jan 30th	Monday	Independent activity	
4	Feb 1st	Wednesday	Communication and culture (cont.)	Read Chap. 1 Paper 1 Independent Activity
5	Feb 6th	Monday	<b>Mexican Constitution day</b>	<b>No class</b>
6	Feb 8th	Wednesday	Structure of Culture	Read Chap. 2
7	Feb 13th	Monday	Structure of Culture (cont.)	Read Chap. 2
8	Feb 15th	Wednesday	Cultural explanations	Read Chap 3
9	Feb 20th	Monday	Cultural explanations (cont.)	Read Chap. 3
10	Feb 22nd	Wednesday	Cultural identity	Read Chap. 4
11	Feb 27th	Monday	Cultural identity (cont.)	Read Chap. 4
13	Feb 29th	Wednesday	Ethnicity	<i>Presentation 1</i>
14	March 5th	Monday	Cultural values	Read Chap. 5
15	March 7th	Wednesday	Cultural values	Read Chap. 5
16	March 12t	Monday	Language & Culture	Read Chap. 6
17	March 14th	Wednesday	Language & Culture (Cont.)	Read Chap. 6
18	March 19th	Monday	<b>Mexican Holiday</b>	<b>No class</b>
19	March 21st	Wednesday	Stereotypes	<i>Presentation 2</i>
20	March 26th	Monday	Non Verbal Communication	Read Chap. 6
21	March 28th	Wednesday	Non Verbal Communication (Cont.)	Read Chap. 6 <i>Paper 2</i>
22	April 2nd	Monday	<b>Spring Break</b>	<b>No class</b>
23	April 4th	Wednesday	<b>Spring Break</b>	<b>No class</b>
24	April 9th	Monday	The Business Setting	Read Chap. 8
25	April 11th	Wednesday	Negotiation Styles	Read Chap. 8
26	April 16th	Monday	Negotiation Styles (cont.)	<i>Presentation 3</i>

27	April 18th	Wednesday	Culture & Education	Read Chap. 9
28	April 23rd	Monday	Culture & Education (cont.)	Read Chap. 9 <i>Paper 3</i>
29	April 25th	Wednesday	The Health Care Setting	Read Chap. 10
30	April 30th	Monday	The Health Care Setting (cont.)	Read Chap. 10
31	May 2nd	Wednesday	Intercultural Competence	Read Chap. 11 & Epilogue
32	May 7th	Monday	<b>Final presentations</b>	
33	May 9th	Wednesday	<b>Final presentations</b>	<b>Final Paper</b>
34	May 14th	Monday	<b>FINAL EXAM WEEK</b>	
35	May 16th	Wednesday	<b>FINAL EXAM WEEK</b>	

**N.B. Dates and activities subject to change**

**Appendix: Alliant Mission, Values, Professional Practices and Competencies**

**A. Alliant Mission**

**Description:** Alliant’s mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

**Purpose:** The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

**B. Alliant Core Values**

**Description:** The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

**Purpose:** The purpose of this anchor is to ensure that Alliant’s Programs are planning and operating in accordance with Alliant’s Core Values.

**C. Alliant Professional Practice University Components of Excellence from the Mission**

**Description:** The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

**Purpose:** The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

#### **D. Professional Practice Competencies**

**Description:** The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

**Purpose:** The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.