

COURSE NAME: Advanced International Interactions I	COURSE NO: CMNS 305 SECTION NO:
TERM: Fall 2017	COURSE CREDITS: 3
INSTRUCTOR: E-mail: Phone: Office: Office Hours:	INSTRUCTIONAL HOURS PER WEEK: 4, including fourth-hour activities

COURSE PREREQUISITES: None

NOTE: This course is restricted to students in the following programs: NA Business Management Post Bacc Diploma, NA Business Management Applied Post Bacc Diploma, NA and International Management Graduate Diploma, Hotel and Resort Management Post Bacc Diploma, and the Tourism Marketing and Development Post Bacc Diploma.

REQUIRED TEXT and OTHER RESOURCES:

Luchuk, D. (2016). *Successful Business Communications: Bridging the Gap*. Don Mills: Oxford University Press.

Other material and readings will be distributed in class and posted on the course Moodle site.

COURSE FORMAT:

Three hours of class time, plus an additional fourth hour delivered through online or other activities, for a 15-week semester, which includes two weeks for final exams. Fourth hours may include individual or small group meetings, tutorials, and online activities.

COURSE OUTCOMES:

General Outcomes:

Grounded in concepts in intercultural communication, this course challenges students to develop verbal and non-verbal communication skills appropriate to leadership roles in international business from a Canadian base. The purpose of CMNS 305 is to equip students with the appropriate communication tools for face-to-face and written business interaction in a North American setting in both small and large group settings. Writing skills include organizing information, and expressing ideas clearly and correctly. Speaking skills involve giving presentations.

Specific Student Outcomes: Upon successful completion of this course, students should be able to demonstrate competence in the following abilities and skills:

ABILITIES		LEVELS*
COMMUNICATIONS	C1: Identify different communication styles and models including their own personal communication style	3→5
	C2: Demonstrate presentation skills to inform, motivate, or persuade an audience	
	C3: Use clear and correct English	3→5
ANALYSIS AND DECISION-MAKING	A1: Identify and apply different elements of intercultural communication	3→5
	A2: Determine strategies for resolving conflict and facilitating negotiation	3→5
	A3: Apply critical thinking skills to arguments	1→4
SOCIAL INTERACTION	S1: Work in groups to resolve decisions and procedures necessary to complete tasks	1→4
	S2: Interview people outside the classroom in order to apply concepts of course work	1→5
	S3: Discuss and apply job search skills, focusing on the job interview	1→3
CITIZENSHIP AND GLOBAL PERSPECTIVES	G1: Compare communication practices in different cultures	1→4

*See Faculty of Business – Our Commitment to Assessment and Constructive Feedback for description of the six “Levels” of Comprehension.

EVALUATION PROFILE:

Assessment	% of Final Grade	Individual/ Group	CAPabilities Assessed			
			Communications	Analysis & Decision Making	Social Interaction	Citizenship, Sustainability and Global Perspective
Cover Letter & Resume	10%	I	C3	A1	S1-5	G1
Grammar Quiz	10%	I	C3			
Information & Trouble Emails	20%	I	C1, C2, C3	A1, A2		G1
Oral Presentations	10%	I/G	C1, C2, C3	A1, A3		
Report	15%	I/G			S1, S2	G1
Proposal	20%	I/G	C1, C2, C3	A3		

Business Writing Test	15%	I	C1, C2, C3	A1, A2, A3		
Total	100%					

COURSE CONTENT/SCHEDULE:

Week	Date	Topic	Readings	Assessment
1		<i>Introduction</i>	SBC (Successful Business Communication) <i>Chapter 1: pp.4-12</i> <i>Chapter 2: pp. 34-46/56-60</i>	
2		<i>Direct Communication: Emails and Memos</i>		<i>Grammar Quiz, 10%</i>
3		<i>Employment Documents: Guest Speaker</i>	SBC Chapter 13	<i>Information Email (10%)</i>
4		<i>Continue with Direct Information Documents/ Style</i>	SBC Chapter 4	<i>Cover Letter & Resume (10%)</i>
5		<i>APA Style Citing & Referencing / Informal Reports</i>	SBC: Chapter 8	
6		<i>Continue with Report Writing and Research Skills</i>		<i>Report Due (15%)</i>
7		<i>Oral Presentations</i>	<i>Online readings</i>	<i>First Oral Presentation (5%)</i>
8		<i>Indirect Business Communication: Trouble Documents</i>	SBC pp.56, 58, 81	
9		<i>Intercultural Communication: issues and examples</i>	<i>Online readings</i>	<i>Trouble Email (10%)</i>

10		<i>Writing to Persuade</i>	SBC Chapter 10, Informal Proposals	
11		<i>Proposals</i>	<i>Online readings + SBC Chapter 11: Formal Proposals</i>	
12		<i>Continue with Persuasive Writing and Speaking skills</i>		<i>Proposal Due (20%)</i>
13		<i>Writing for Social Media Course Review + Oral Presentations of Proposals</i>	SBC Chapter 2: Social Media (pp.47-55)	<i>Second Oral Presentation (5%)</i>
14 & 15		<i>Exam Weeks</i>		<i>Final Test (15%)</i>

UNIVERSITY POLICIES & EMERGENCY PROCEDURES

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are available on the University website.

Emergency Procedures are posted in every classroom. Please familiarize yourself with these procedures.

In addition to the policies of the university, the School of Communication has the following policies governing the management of our classes and curriculum.

SCHOOL OF COMMUNICATION POLICIES

Examination and Pivotal Presentation Exemption Policy

All students are required to appear and write their scheduled Mid-Term and Final examinations, and to produce, by the assigned date, all pivotal presentations, individual and/or group, unless they meet one of the following criteria:

“Medical Exemption” will be considered, if:

Prior to, or on the day of a mid-term, final examination, or pivotal presentation, **a student falls ill or is injured.**

“Falling ill” is defined as being formally advised by a physician of the need to isolate oneself for the purpose of preventing communication of disease or infection to others; being advised by a physician of compromised immunity that requires isolating oneself from contact with others to prevent communication of disease or infection to themselves, or; being in a physical state of health which so compromises a student’s ability to function, physically or cogitatively, during the ten days prior to or on the day of the examination or presentation date.

“Injury,” for the purpose of Exemption, is defined as sudden, unanticipated physical harm that renders the applicant physically incapable of attending campus or, in such physical distress that the student is specifically advised by their physician to abstain from appearing at their examination or presentation. Students who are prescribed medication(s) to

treat their injury and who believe that the medication(s) may be impairing their ability to successfully prepare for or write their examination or presentation may provide written evidence of their concerns as verified by their physician.

“Catastrophic Personal Loss Exemption” will be considered, if:

Events occur in the student’s life that are of such scope as to sufficiently distract a student from the examination or presentation preparation period, or from appearing at or adequately focusing on, the scheduled examination or presentation itself. This could include; loss of housing due to eviction, flood or fire; or death of an *immediate* family member*. (Defined as a sibling, parent or grandparent, child, partner or spouse, parent or step-parent, aunt, uncle, niece, or nephew and first cousins.) Immediate family member *does not include* general acquaintances. Circumstances that may qualify as a personal loss could also include an immediate family member being diagnosed with a significantly life-altering or life-threatening illness or injury.

In *all* of the above scenarios, a physician’s letter or other specifically requested documentation must be provided to satisfy the Instructor as to the validity of the claim, and must be provided within ten calendar days of the date of the exam or presentation. If an instructor agrees with the request for Exemption, the request *must* be presented by the instructor to the Chair of the School of Communication for consideration and his/her approval. No request for Exemption will be considered approved by virtue of submission, and will remain as merely “under consideration” until approved or rejected by the Chair.

Any student who applies for and receives an Exemption will be assigned a Future Examination or Presentation Date: this date is non-negotiable. Failure to appear on/at the single date and time assigned by the instructor will result in an automatic “0” grade for that exam or assignment.

Attendance:

Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials.

Cheating and Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person’s effort to obtain an academic advantage. Cheating includes permitting another person to use one’s work as their own. Plagiarism is the presentation of another person’s work or ideas as if they were one’s own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Writing Centre and is published on the University website in the University Policies page.

Penalties for Cheating and Plagiarism:

A grade of ‘O’ for an examination, quiz or assignment or ‘F’ for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (See the University website). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

Incomplete Grades:

Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University Administration.

Professional Behaviour:

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-

class work while meeting deadlines is necessary in the School of Communication. Students should have respect for equipment and systems. Students should display a constructive response to criticism.

Copyright Policy:

Students are expected to familiarize themselves with and abide by the University’s Copyright Policy. The University’s Copyright Policy is published on the University website.

Missed Exams and Quizzes:

Missed exams or quizzes will receive a grade of "0" unless PRIOR arrangements (wherever possible) are made with the instructor. For further information, refer to the Examination & Pivotal Presentation Exemption Policy of the School of Communication.

English Usage:

All assignments are marked for correct English usage, proofreading and formatting.

Grading Profile:

A+	90-100%	B+	77-79	C+	67-69	D	50-59
A	85-89	B	73-76	C	63-66	F	Below 50%
A-	80-84	B-	70-72	C-	60-62		

COURSE LEVEL POLICIES

In addition to Capilano University and Capilano School of Communication policies, the following policies govern the management of this class and its curriculum.

Assignments:

Homework assignments are due at the **start of class** on the due date unless otherwise advised by your instructor. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.

Programmable Tools:

Please note the use of programmable items such as calculators, dictionaries etc. is forbidden during tests, quizzes, and exams. Cell phones are not to be brought to any test, quiz, or exam.

Additional clarification/expansion of departmental or faculty level policies is at the discretion of the instructor

CAPILANO UNIVERSITY VISION, MISSION and GOALS

UNIVERSITY VISION

Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff, and close-knit learning environment; graduates are independent learners, thinkers, and doers actively contributing to their communities.

UNIVERSITY MISSION STATEMENT

We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

UNIVERSITY GOALS

Arising from the Mission statement, the Institutional Goals are broadly defined as the general areas of success that are desired for all students. From the Mission, the Institutional Goals are:

- Student success in ongoing education
- Student success in chosen career
- Student success in lifelong pursuit of knowledge
- Student success in contributing as responsible citizens in a rapidly changing and diverse global community

In order to support student success in these areas, the institution has identified seven broad learning outcomes for students in all programs.

These **institutional student learning outcomes** are:

1. Self-directed learning, awareness, and responsibility
2. Up-to-date information gathering and research skills
3. Communication skills
4. Quantitative reasoning ability
5. Group and social interaction skills
6. Creative, critical, and analytical thinking skills
7. Community/global consciousness and responsibility

FACULTY OF BUSINESS & PROFESSIONAL STUDIES

MISSION STATEMENT

To provide students with the necessary skills and abilities to be immediately effective in their employment or further studies, and to possess a sound basis for future progression in their chosen career, in the lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

OUR COMMITMENT TO SKILLS AND ABILITIES

The Faculty of Business & Professional Studies, through the delivery of this course, is committed to the development of skills so that students can perform the tasks of this discipline in an efficient and effective way. In addition, through the delivery of all courses, the Faculty is committed to the development of core ‘abilities’ that will prepare students for future career progression in a chosen field. A well-rounded graduate, in addition to being able to perform certain tasks, will have the following CAPabilities;

CAPability	Description
Communication	Selects, uses and integrates communication skills to develop informative, explanatory and persuasive presentations to a variety of audiences using oral and written communication and language, quantitative and technological literacy.
Analysis and Decision-Making	Brings a unique perspective to the analysis of organizational issues through systematic thinking and the application and adaptation of frameworks and tools that assist decision-making
Social Interaction	Uses appropriate interpersonal and group theory to deal with inter-personal, team, stakeholder and professional situations to inform, persuade and influence.
Citizenship, Sustainability and Global Perspective	Understands corporate social responsibility within organizational contexts and the social role and impacts of organizations. Understands sustainability within organizational contexts, decisions and business practices. Assesses the interrelationships between business models and decisions and the social and natural environments in which they operate. Integrates personal, professional and community values in a decision-making context as a member of an organization. Works effectively with interdependence and diversity by framing issues in the broader global context, understanding the social and cultural roots of business, governments and other organizations and by providing managerial support as part of a global strategy.

OUR COMMITMENT TO ASSESSMENT AND CONSTRUCTIVE FEEDBACK

The Faculty of Business & Professional Studies is committed to providing feedback that rewards excellence and motivates personal development. We use a mixture of personal, peer and professional assessment so that students have a diverse view of their progress in skills and abilities development. It is important to use feedback to enhance the quality of learning. The assessment model is designed to give a fair reflection of the letter grade earned, as well as a road map for personal skill and ability development. For each skill and ability in the course students will be assessed as to the level of comprehension demonstrated. Grades are a function of how students have met course expectations as to those levels of comprehension.

SIX "LEVELS" of Comprehension

KNOWLEDGE	
1. Recognize	Be able to identify the components of a framework or tool.
2. Define	Be able to describe the aspects of the components of the framework or tool.
APPLICATION	
3. Use	Be able to manipulate the framework or tool to cause a result.
4. Interpret Results	To understand the result of the manipulation in a meaningful way.
JUDGMENT	
5. Situational Use	To be able to identify situations where the framework or tool should be applied, and then apply the framework or tool, including using the results effectively.
6. Adaptation	To be able to creatively adapt the framework or tool such that its use will maximized in a given situation.



SCHOOL OF COMMUNICATION

MISSION STATEMENT

The mission of the School of Communication is to train students in applied communications that develop writing and speaking skills in preparation for employment and for further study. This mission supports the mission of the University to enable student success in applied studies and chosen careers.

PROGRAM OUTCOMES

Knowledge To develop students' understanding that jobs in the communications industry demand professional standards, from concept to drafting, organization, layout and editing. To provide an overview of the range of skills and strategies required for working in corporate, community, and government communications fields.

Skill To provide opportunities for students to write to professional standards and to develop pose as a speaker in a variety of contexts

Value This program values opportunities for students to recognize that writers with general skills must adapt quickly to changing requirements.

STUDENT LEARNING OUTCOMES

Demonstrate competence in editing for spelling, grammar, format and style.

1. Write to professional standards by composing research reports, proposals, general business correspondence, media releases, brochures, and advertisements.
2. Demonstrate competence in researching primary and secondary sources to compose research reports.
3. Apply APA style to research reports.

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