UNIV 2350 Seminar in Critical Inquiry
Taking Calls in Mumbai: Technology and Intercultural Communication
100% Online
Office Hours: (virtual, see schedule)
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UNIV 2350 Course Description

What impact does technology have on intercultural communication? Does it enable it? Inhibit it? Improve it? Complicate it? What issues do individuals and groups face when they attempt to communicate cross-culturally via the internet for instance? What implications does this have on businesses, for example, that rely on computer mediated communication (CMC) to interact with international business partners? These are the questions that will occupy us throughout UNIV 2350: Intercultural Communication and Technology. Students will use this theme to address the goals of UTEP’s UNIV 2350 course goals. Students will study issues in intercultural communication, the history and development of various technologies and their impact on our society and intercultural communication.

Regarding the course theme, students should be able to:
1. Articulate basic issues pertaining to Intercultural Communication.
2. Articulate the ways in which technology helps/hinders Intercultural Communication.
3. Critically evaluate technology as a tool and its ethical implications.
4. Plan, execute, and write about basic research (quantitative and qualitative) using a variety of tools (i.e., library, reputable internet resources, etc.)

UNIV 2350 Course Goals*

Goal 1. Enhance students’ ability to assess technology
Goal 2. Develop and promote student teamwork
Goal 3. Enable Students to Relate Technology to Community Context
Goal 4. Advance students’ communication skills using technology
Goal 5. Engage students in exploring the ethics of technology.

(*Goals of every UNIV 2350 section)
# Course Schedule

(Course Calendar also available in the Course Menu schedule)

| Week 1 (1/5-1/11) |  
| --- | --- |
| **Monday**  
*Orient yourselves to course. Read introductory material. Explore course requirements. Contact instructor with any questions you have.*  
*Permission to Use Student Work*  
*Online Learning Aptitude Test*  
*Reading Electronic Texts*  
*Introductions Discussion*  | Due by **Monday 1/5, 11:59pm** |
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| **Tuesday**  
*Learning Module 2 Quiz*  
*Learning Module 1 Quiz*  
*Learning Module 4 Quiz*  
*Learning Module 5 Quiz*  | Due by **Tuesday 1/6, 11:59pm** |
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| **Wednesday**  
*Get ahead . . .*  |  
|  |  
| **Thursday**  
*Learning Module 3 Quiz*  
*Learning Module 4 Quiz*  
*Learning Module 5 Quiz*  | Due by **Thursday 1/8, 11:59pm** |
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| **Thursday-Friday**  
*Group Discussion 1*  | Individual posts due by **Thursday 1/8 by 11:59pm**  
Completed discussion (comments, responses, etc.) due by **Friday 1/9, 11:59pm** |
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| **Friday**  
*Library Module*  
*Evaluating Research Module*  
*Individual Paper Check-In Assignment*  | Due by **Friday 1/9, 11:59pm** |
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| **Week 2 (1/12-1/17) |  
| **Monday-Tuesday**  
*Group Discussion 2*  | Individual posts due by **Sunday 1/11 by 11:59pm**  
Completed discussion (comments, responses, etc.) due by **Tuesday 1/13, 11:59pm** |
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| **Tuesday**  
*Learning Module 6 Quiz*  
*Learning Module 7 Quiz*  
*Learning Module 8 Quiz*  
*Learning Module 9 Quiz*  | Due by **Tuesday 1/13, 11:59pm** |
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| **Wednesday**  
*Learning Module 10 Quiz*  
*Learning Module 11 Quiz*  | Due **Wednesday 1/14, 11:59pm** |
| **Wednesday-Thursday**  
*Group Discussion 3* | Individual posts due by Due **Wednesday 1/14, 11:59pm**  
Completed discussion (comments, responses, etc.) due by **Thursday 1/15, 11:59pm** |
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| **Thursday-Friday**  
*Group Module 4* | Individual posts due by **Thursday 1/15 by 11:59pm**  
Completed discussion (comments, responses, etc.) due by **Friday 1/16, 11:59pm** |
| **Saturday**  
*Individual Paper Safe-Assign Assignment*  
*Research Paper Final Draft* | Due **Saturday 1/17, 11:59pm** |
Teaching Method

Given that this is a 100% online course, the reading/viewing materials, instructions, assessments, etc. are all available from day one. Because most online learning is largely self-directed, you are primarily responsible to read what is required, explore what has been made available, and determine what is required to successfully complete the assignments. That said, the instructor is ready and able to help with anything that is not clear or confusing and to provide further information if appropriate so long as you have demonstrated a good-faith effort to understand what has been provided and can point to the specific area(s)/point(s)/concept(s) you are having difficulty with.

Instructor availability: I will be available via email, telephone, Blackboard IM (chat), Blackboard Collaborate (a virtual meeting space) at the hours posted. I do have quite a bit of flexibility outside those office hours, however. If you need to contact me at a different time, let me know. Meeting outside of posted office hours will be by appointment only.

Meetings with the instructional team can only be conducted virtually. There will be no face-to-face availability for students in the local area.

Instructor response time: As a matter of policy I can only guarantee response to emails, calls, requests for virtual meetings within 24-48hrs. But in practice I am quite available and for the most part will be able to respond quickly (same day) to questions, requests for clarification, etc. especially by email. If you’d like to chat on Blackboard using the instant message or Collaborate tool, let me know several times that would work for you. Please include your local time zone with your availability (e.g., EST, MST, CST, PST) so we are sure to be online at the same time. Expect questions posed on the weekend to be answered no earlier than Monday of the next week.

Course Materials
All required readings are available online.

Technology Requirements

As this is a 100% online course it is imperative that you make sure your computer’s software and browsers are capable of handling the technical demands of working extensively online. Incompatible software or outdated hardware will not be an excuse for unfinished assignments or failure to submit work. It is your responsibility to ensure access to appropriate hardware (e.g., computer or mobile device) and internet connections in order to complete assignments on time. Outages/technical issues unrelated to the class itself or impacting the class as a whole (i.e., Blackboard outage) will not be sufficient reason for late work and will not be accepted. Your instructor may be able to help you with basic technical issues but cannot take responsibility for helping you overcome such issues. If you and the instructor are unable to fix any issues quickly via email or telephone, you will need to contact either the IT Help Desk or the 24/7 Technical Support linked in our Blackboard site.
Make sure you are using compatible and up to date versions of:

- Adobe Acrobat/Flash Player
- Java
- QuickTime
- Windows Media Player

Course Requirements Descriptions

Participation (20%)
Students will be expected to participate at two crucial levels: 1.) Complete all online assignments, participate in all online discussions and group projects. If you fail to participate in group discussions your participation grade will be reduced in addition to any points deducted for failure to complete the assignment. While attendance will not be graded in this class students are subject to the attendance policy enumerated below. 2.) Critically and thoughtfully engage the assignments, your fellow students, your professor and peer leader. Failure to demonstrate this engagement (as determined by the instructor) will result in the reduction of grade.

Weekly Assignments/Discussions (30%)
Students will be expected to complete a variety of reading assignments and discussions. All readings will be made available online. Students may be assigned to respond to readings in a variety of ways (e.g., individually in quizzes or group discussions online). Failure to participate and give evidence (in quiz responses and/or discussions) of serious engagement with readings will result in reduction of grade. Students will also need to complete a variety of assignments related to research development and the course themes that may involve different kinds of engagement (discussion, reports, etc.). Please note failure to participate in group discussions will result in a reduction of group discussion grade and lowered participation grade. Students must demonstrate serious engagement in addition to simply completing the work. Failure to do so will result in reduction of grade.

Individual Paper (50%)
Students must complete one research paper. Students will
- write a paper, due by the end of the final exam period of the semester.

Students are responsible to complete each stage of the assignment (Library orientation module, Evaluating research module, individual check-in assignment and paper final draft) in full and by the appropriate due date (see schedule).

Grading
A=90-100%  B=80-89%  C=70-79%  D= 60-69%  F= 0-59%

[Please Note: Because this course is a core requirement, students must attain a C or better. Students with a D or lower will be required to retake UNIV 2350.]

UNIV 2350 Grade Point Values
Participation [200pts x .2] (20% of overall grade):
Group Discussions- 200pts (writes four group postings, responds to group members who post on time)

Assignments/Quizzes/Group Discussions [1700 x .3] (30% of overall grade)
Assignments Online Learning Aptitude Quiz (25pts) + Introductory Discussion Board Participation (25pts) + Permission to Use Work Form (25pts) + Reading Electronic Texts (25pts)= 100pts
Module Quizzes: 100pts X 10 = 1000pts
Group Discussions: 150pts x 4= 600pts

Individual Paper [500pts * .5] (50% of overall grade)
Individual Paper- Library Module (50pts) + Evaluating Research Assignment (50pts) + Individual Paper Check-In Assignment (100pts) + Final Draft (300pts)= 500pts

Suggested Procedure for Completing Work
I would recommend you complete each session in Blackboard in the following manner:

- Read any posted announcements
- Check your email and reply as necessary
- Review the course calendar to double check daily/weekly requirements
- Complete your next individual module requirements (module quizzes open at 8am on Monday and are available until 8am the following Monday, all quizzes are open book and limited to 3 attempts)
- Complete your next group work module requirements (if due soon)
- Read/Review Individual Paper instructions for the different parts
- Conduct any group work/communication needed depending on time during semester and proximity of due date

At any point: email your peer leader or instructor with questions.

Expected workload
In a normal face-to-face course the workload expectation would be 3 hours a week for every one hour in class (i.e., 9 hours a week for a 3 credit hour class for a total of 12 hours weekly workload). Since our course is 100% online what would normally be “class time” is applied to the readings, journals, group work, and work to complete the assigned paper. Under normal circumstances, one could expect to spend between 10-12 hours a week reading, responding and working on assignments.

Because this is an accelerated, TWO WEEK course this process is compressed even further into 14 days. It is expected that this course be your main focus for the next two weeks. The good news? It will be over in two weeks . . .

This is an average guideline and the amount of time required for work on any given week may differ significantly from student to student.
Policies and Procedures

Contacting Instructor

Emails will only be accepted through Blackboard. In the event of a system outage or other emergency I can be reached at bsphlaja@utep.edu or by phone at (915) 747-8444.

- Include a subject line with some indication of what the email is about
- It would also help for you to include the name of your section’s peer leader in the subject line (this is easier to distinguish the different sections I teach than the CRNs)
- Always remember to include your “signature,” your first and last name.

I will do my best to respond to emails during posted online office hours or throughout the day as possible until 5pm on weekdays.

If you do not receive a response within that time period, send a second email or contact the peer leader if it is an emergency.

Expect emails sent after 5pm on Friday to be answered Monday at the earliest.

Feel free also, to contact me during my “Virtual Office Hours.” Emails will be answered at this time. Emails sent after office hours have ended will, as a general rule, be answered during the next virtual office hours session. I will available to answer questions at this time via chat or via phone. I reserve the right to adjust these hours on any given week to accommodate committee meetings, unexpected events, etc. Please check the announcements. Because we have students joining us from out of town, I am not available for in-person meetings in this course. This is to ensure fairness and uniformity of experience for all students.

I will not accept assignments through email.

Attendance

As this is a 100% online course: Failure to complete any assignment in each of the course “areas” (quizzes, discussions, Research Portfolio requirements) on time (or within the prescribed late work period [see below]), online or in class will constitute an “absence.”

If a requirement area has more than one reading or requirement, completion of one part of the assignment will count as participation for that area and you will not be counted absent (though you will be penalized for not completing the assignment).

If you are absent from class (as defined above) more than 4 times before the drop deadline for the semester [see: UTEP Academic Calendar] the instructor will have the right to withdraw you from the course and you will receive a “W.” You are, however, still responsible for withdrawing yourself from the course. Failure to do so may result in you receiving an “F” for the course.

If you are absent from class (as defined above) more than 4 times after the semester’s drop deadline, the instructor has the right to fail (“F”) you for the course.

PLEASE NOTE: As this is an online course, participation is all the more crucial. You will still be responsible for completing assignments (individual and group) on time. There is not less work with an online class only more work you must do on your own. Please be aware of this and plan accordingly.
**Late Work**

Turn in all work online by the time specified in the schedule.

It has been my policy for the past few semesters to allow students to submit late work for half credit. Be aware that completing a substantial portion of your work in this way will result—in all likelihood—in failure to pass the course. This is intended to help students who missed one or two assignments to recoup some points. Turning in late work will result in a delay in grading. Both I and the course peer leader reserve the right not to grade late work should we run out of time.

**Missed Assignments**

There is no make-up work for any assignment or quiz with the potential exception of legitimate, verifiable* medical emergencies, verified within a reasonable amount of time after the fact.

*I will expect proof of doctor’s notes, etc. and clear indication as to why the emergency prevented you from completing the assigned work on time. As there is no class meeting and all assignment deadlines are known well in advance, doctor’s visits and the like can be scheduled to accommodate the course deadlines. They will not be necessarily accepted as an excused absence.

**A word about a death or serious illness in the family during the course: While clearly we cannot “plan” when serious tragedies hit us, how you respond to them in relation to this class will be up to you. If your family is struck by tragedy (e.g., a serious illness or a death of a close friend or loved one), I am going to strongly recommend that you drop the course and re-take it at a later date. Some things are simply more important than school.

If, for whatever reason, you decide to continue in the course, you will still be responsible for the entirety of the remaining course requirements. Tragedy of this sort cannot itself be grounds for extensions on work or a change in grade at the end of the course.

**Extra Credit**

I offer two options for Extra Credit. Refer to the Blackboard site for instructions. Only one assignment can be turned in for extra credit which is added to your participation grade. Under no circumstances is extra credit work accepted late.

**Format**

All written assignments must be typed on white paper, double spaced, 12 pt. Times New Roman Font, with one inch margins, and conform to the APA style for citations, bibliography, and paper formatting (with minimal changes which will be discussed in class). All written assignments must be uploaded via blackboard. Further instruction will be provided in class.

**Policy for final exams** [From the online Schedule of Classes]

Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in
the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student’s three examinations.

Copyright Statement

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to $100,000 for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Your cooperation is expected.

1.3 Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]
Students are expected to respect other students in the class, the peer leader, and the instructor. Class discussions are to be conducted with respect for one another. Each student is also responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm.

Online Conduct
Communicating online can make us feel “safe” and comfortable. Sometimes it makes us feel too safe which, ironically, makes our behavior feel “unsafe” for others. Pay special attention to how you and your colleagues conduct yourselves in this class on the discussion boards, in emails to one another, in emails to your instructor and peer leader. Some things to think about:

**Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

**Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

**This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

**Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test
for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

**Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

**Follow the Parameters/ Stick ToThe Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

**Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

*(Guidelines provided courtesy of Instructional Support Services)*

**You should also remember:**

- Consider your audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the *ideas*, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for attendance and for the discussion. Pay close attention to the posted deadlines.

*(Courtesy of Instructional Support Services Digital Academy)*
1.3.1 Scholastic Dishonesty: [From the Handbook of Operating Procedures: Student Affairs]

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1.3.12 Plagiarism: [From the Handbook of Operating Procedures: Student Affairs]

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Policy for Students in need of accommodation:
If you have or suspect a disability and need an accommodation you should contact The Center for Accommodations and Support Services Office at 747-5148 or at cass@utep.edu or go to Room 302 (Temporarily) Union East Building. Accommodations made through CASS must be discussed and available to instructor on the first day of class.

Foster Homeless Adopted Resources (FHAR)
If you have aged out of foster care in Texas, were adopted, or find yourself homeless or with unstable/inadequate housing, there may be resources available to you. See me or a FHAR advisor at the Academic Advising Center. If you know someone in these circumstances, please also refer them to me or a FHAR advisor.

Syllabus Change Policy:
This syllabus is a guide for the course and is subject to change with advance notice.