School of
Distance Education
Andrews University

SYLLABUS

COMM 336 Intercultural Communication

202231

COMM 336 Intercultural Communication
School of Distance Education

Self-Paced Format
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions
Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts. Particularly useful for students in business, behavioral sciences, education, and theology.

Prerequisite
COMM 104 or COMM 230 or permission of instructor.

Required Text/Material
Samovar, L and Porter, R. *Communication Between Cultures*. 9th Edition (2017). Cengage Learning. Paperback ISBN-13: 9781285444628 eBook ISBN: 9781337521758

Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 16 modules in 3 parts. Each module represents a week of a typical semester course. The breakdown of how to spend your time will depend on the section of the course. The first 4 modules will contain a large amount of reading, while the rest of the course will require a large amount of work on the cultural project.

 There are suggested schedules to accomplish this work included in this syllabus.

Student Learning Outcomes

Intercultural Communication focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and affects the communication processes. Since we live in an era of rapid globalization in which technology has enhanced our ability to communicate across cultures. Intercultural Communication has become indispensable to our ability to function in a diverse workplace, city, and world. This course will take us on an excursion. Keeping a blog to capture interactions between cultures, and a final in-depth class assignment to understand another culture and their communication style, this course is designed to increase our sensitivity to others, while minimizing stereotypes. Just as importantly, this trip will increase our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate.

The specific course objectives are as follows:

1. To explain how intercultural communication currently impacts the way we interact with others.
2. To explore cultural self-awareness, other culture awareness, and the influence our message choice has on others from a biblical perspective.
3. To describe how communication processes, differ among cultures.
4. To identify challenges that may arise from differences within intercultural interactions and learn ways to creatively address them.
5. To apply the knowledge, skills and attitudes that will increase intercultural competence while retaining Christian values and beliefs.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, maintaining an intercultural online blog, explore another culture in depth, take online exams, and write reflective papers as they relate to your own cultural assumptions in various forms through the course.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer (Office 365 available here)

LearningHub Access

This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven't already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Chapter Quizzes - (10%)
One quiz per chapters – all chapters will be done by the end of the 4th week

Individual Consultations - (10%)
Attend 3 consultations with the instructor. These consultations will be up to 30 minutes each. During this time, the instructor will make sure you understand what is needed for the assignment and go over any technology that you need to know to complete the project.

Cross-Cultural Project – 3 parts (40%)
This semester you will be working on a three-part culture project. Part one must be completed before you start part two; than part two must be completed before you start part three. You will use the same analysis items for all three projects.

Part #1 – Your own culture – 100 points
You will be analyzing your own culture using six points of analysis. If you are a mix of cultures, you can choose the one that you most identify with or you can use the one that you would like to learn more about.

- Analyze your own culture using the following criteria
  - Items you will be graded on for part #1
    - Your own culture web
    - 15-20 Interview questions for your grandparents (only use parents if you are unable to be in contact with your grandparents – approval must be granted by the instructor)
    - Including using from your textbook the following areas of analysis
      - Components of Human communication (p. 30-37)
      - Characteristics of culture (p. 39-54)

- Deep Structure of Culture (p. 70-72)
- Beliefs, values and behaviors (p. 201-203)
- Cultural Patters (p. 214-234)
- Examining Social Identities (p. 247-255)
  - Consultation with your instructor
  - Create website – options would be WIX or Google sites
  - Powerpoint presentation
  - o Items used for research
    - Include a family history – this can be done in the form of a family tree (go back at 3 generations)
    - Choose 3 items more visible on the iceberg
    - Choose 2 (you will be doing 3, but values and beliefs is one I am assigning) items are more difficult to see on the iceberg
    - Interview results with grandparents or other approved person
    - Minimum of 5 sources - one of these must be your textbook
  - Assignments due for part #1:
    - o Project Part 1A: Your Culture Web – create an infographic of your own culture web – 15 points
    - o Project Part 1B: Interview Questions – 15 points
    - o Powerpoint – 20 points
    - o Part #1: Website – 50 points

Part #2 – Another's culture – 100 points
During this part of the project, you will be analyzing someone else's culture. You will need to find someone from a culture that is very different from you own. You will need to get the culture approved by your instructor. You will use the same six items of analysis from part #1.

- Analyze a culture that is different from your own using the following criteria
  - o Items you will be graded on for part #2
    - Project part #2A Interview Worksheet – See worksheet found in LearningHub
    - Project part #2B Interview Reflection – you must have the person you interviewed, sign off to make sure you understood their culture
      - Who did you interview?
      - What did you find most interesting with this culture?
      - How did this interview help you understand the culture?
      - Recap of the culture
    - Consultation with your instructor
    - Add to the website the part #2 information
    - Add to the Powerpoint presentation
  - o Items used for research
    - Interview
    - Interview worksheet
    - Use the same analysis that you did in part #1 (includes the items from the iceberg and from the textbook)
    - Additional 3 sources – one of those will be from the articles that I have provided
  - Assignments due for part #2:
    - o Project Part 2A: Interview Worksheet – 15 points
    - o Project Part 2B: Interview reflection and sign off – 15 points
    - o Powerpoint – 20 points

o   Part #2: Website – 50 points

Part #3 – Created Culture – 100 points
Now that you have analyzed your own culture and someone else's culture it is time for you to create a culture. This does not mean that you will need to create a whole society, but you do need to create a culture based on the six original items of analysis. You cannot just copy the items from parts #1 and #2, you can use 2 items that from parts #1 and/or #2.

- Create a culture that is different from your and from that of the one you analyzed in part #2
  o   Items you will be graded on for part #2
    ▪ Overview and purpose of the culture you have created
    ▪ Your analysis needs to include your reasoning as to why you have created this culture
    ▪ You can have2 items the same from your own culture and other culture. This mean you will be providing 2 new items that look nothing like what you have analyzed above
    ▪ Consultation with your instructor
    ▪ Add to the website part #3
    ▪ Add to the Powerpoint presentation
  o   Items used for research
    ▪ Add 2 additional sources on culture development
    ▪ Use the same six items of analysis as you have used for parts #1 and #2
    ▪ In your analysis you will need to explain the items you have kept from parts #1 and/or #2 and why you feel that these are important to this culture that you have created
  ▪ Assignments due for part #3:
    o   Project Part 3A: Culture Creation Worksheet – 15 points
    o   Project Part 2B: Overview and purpose of your new culture – 15 points
    o   Powerpoint – 20 points
    o   Part #3: Website – 50 points

Video Presentation (10%)
Using the powerpoint you have created; do a 15-20 minute video presentation on your culture project. You will upload this into LearningHub. You do not need to do this in front of anyone. However, you will need to show your powerpoint and face while you are presenting.

Reflection Paper (10%)
Write a 2–3-page reflection paper on the project. Your reflection should include but not limited to the following questions:

1. What did you learn most about your own culture?
2. What surprised you most about the other culture?
3. What do you see as similarities between yours and the other culture?
4. What was hardest part of creating a culture?
5. What do you feel was your biggest take away from this culture project?
6. What would be at least one suggestion you would make to have this project be even more meaningful?

Discussion Forums (20%)

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors. You will participate in 22 discussion forums throughout the semester. Each discussion will demonstrate your reaction to and understanding of the chapters. Questions and thought guidelines are provided as a reference point. In answering the questions think of scenarios to elaborate your thoughts.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Ideally two posts each week will be required in order to complete the class in a timely fashion and to provide thought provoking discussions. Quality over quantity but generally each post should be about 350 to 500 words which equals about a half to a page long. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

Rubrics

Discussions Rubric

Required Elements	Excellent	Good	Fair	Poor
Relevance of Post	**(5)** Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas. Posting integrates assigned content and makes strong connections to practice.	**(3)** Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas. Posting references assigned content and may not make connections to practice	**(1)** Posting fails to address all components of the prompt. Makes short or irrelevant remarks. Posting lacks connection to practice.	**(0)** No posting.
Quality of Post	**(5)** Appropriate comments: thoughtful, reflective, and respectful of other's postings.	**(3)** Appropriate comments and responds respectfully to other's postings	**(1)** Responds, but with minimum effort. (e.g. "I agree with Bill").	**(0)** No posting
Contribution to the Learning Community	**(10)** Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topic; Responds to at least two classmates.	**(5)** Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely; responds to less than two classmates.	**(3)** Minimum effort is made to participate in learning community as it develops.	**(0)** No feedback provided to fellow student(s).

Cross-Cultural Project Rubric (each section)

Required Elements	Excellent	Good	Fair	Poor	Not Met
Content	The site has included all six components from the iceberg. All areas of analysis were used. Clear connection from the research to the analysis. **30 pts**	The site has included five components from the iceberg. All areas of analysis were used. Clear connection from the research to the analysis. **25 pts**	The site has less than 4 components from the iceberg. Minimum analysis were used. somewhat connection from the research to the analysis. **20 pts**	The site has included less than 3 components from the iceberg. Inadequate analysis were used. Basic connection from the research to the analysis. **5 pts**	Not met **0 pts**
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material. **10 pts**	The Web pages have an attractive and usable layout. It is easy to locate all important elements. **8 pts**	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements. **5 pts**	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements. **3 pts**	Not met **0 pts**
Spelling and Grammar	There are no errors in spelling, punctuation or grammar errors. **5 pts**	There are 1-3 errors in spelling, punctuation or grammar errors. **4 pts**	There are 4-5 errors in spelling, punctuation or grammar errors. **3 pts**	There are more than 5 errors in spelling, punctuation or grammar errors. **2 pts**	Not met **0 pts**
Sources	Minimum of 5 sources were used **5 pts**	Minimum of 4 sources were used. **4 pts**	Minimum of 3 sources were used. **3 pts**	Less than 3 sources were used. **2 pts**	No resources **0 pts**

Culture Presentation Rubric:

Required Elements	Excellent	Good	Fair	Poor	Not Met
Content	The speaker presents all three cultures in a consistent format that show all six analyses were addressed. Three examples from each culture showed how the cultures have similarities and three example of differences. (20 pts)	The speaker presents all three cultures in a consistent format that show how 4-5 analyses were addressed. Less than three examples from each culture showed how the cultures have some basic similarities and less than three examples of differences. (15 pts)	The speaker presents all three cultures in a consistent format that show how 2-3 analyses were addressed. Less than two examples from each culture showed how the cultures have some basic similarities and less than two examples of differences. (10 pts)	The speaker presents all three cultures in a consistent format that failed to show how at least 2-3 analyses were addressed. Failed to provide examples from each culture showed how the cultures have some basic similarities and examples of differences. (5 pts)	Not Met (0 pts)
Delivery	The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows." (10 pts)	The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows. (7.5 pts)	The volume is too low or too loud and the rate is too fast or too slow. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as "ahs," "uhms," or "you knows." The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message. (5 pts)	The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested. (2.5 pts)	Not met (0 pts)
Organization	The message is overtly organized. The speaker helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing. (10 pts)	The message is organized. The listener has no difficulty understanding the sequence and relationships among the ideas in the message. The ideas in the message can outlined easily. (7.5 pts)	The organization of the message is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas. (5 pts)	The message is so disorganized you cannot understand most of the message. (2.5 pts)	Not met (0 pts)
Creativity	Very original presentation of material; captures the audience's attention. (5 pts)	Some originality apparent; good variety and blending of materials / media. (4 pts)	Little or no variation; material presented with little originality or interpretation. (3 pts)	Repetitive with little or no variety; insufficient use of materials / media. (2 pts)	Not met (0 pts)
Length of Presentation	Within two minutes of allotted time. (5 pts)	Within four minutes of allotted time. (4 pts)	Within six minutes of allotted time. (3 pts)	Too long or too short; ten or more minutes above or below the allotted time. (2 pts)	Not met (0 pts)

Reflection Paper Rubric:

Required Elements	Excellent	Good	Fair	Poor	Not Met
Writing	Clear flow and Intention (5pts)	No flow in writing style (4pts)	Not clear and concise (3pts)	Unsatisfactory writing (2pts)	Not met (0pts)
Content	Expounded all questions (10pts)	Expounded on less than 4 of the questions (7.5pts)	Expounded on less than 3 of the questions (5pts)	Expounded on less than 2 of the questions (2.5pts)	Not met (0pts)

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	**Getting Started**			
	Introduction to Course	Review of syllabus Introduction to Course Watch Lecture 1	Blog 1: Getting Started Forum	SLO 1 & 2
	Part #1: Understanding Your Own Culture			
	Module 2 Overview	Chapter 1, 2, 6, 7 Watch Lecture 2	Quiz 1	SLO 1 & 2
2	Module 3 Overview	Chapter 3, 4, 5 Article: The Culture Web Watch Lecture 3	Blog 2 Project 1A: Your Culture Web Quiz 2	SLO 2
	Module 4 Overview	Chapter 8, 9, 10, 11 Article: Knowing Our History and Culture Helps Us Build a Sense of Pride Watch Lecture 4	Project 1B: Interview Questions Quiz 3	SLO 1 & 2
3	Module 5 Overview	Article: Culture as an Iceberg Watch Lecture 5	Individual Consultation 1	SLO 3-5
	Module 6 Overview	Watch Lecture 6	Blog 3	SLO 3
	Module 7 Overview	Watch Lecture 7	Project 1C: PowerPoint Project Part 1: Website	SLO 1
	Part #2: Understanding Someone Else's Culture			
4	Module 8 Overview	Read Understanding a Different Culture Watch Lecture 8	Project Part 2A: Interview Worksheet Blog 4	SLO 2 & 3
	Module 9 Overview	Article: What Are the Benefits of Understanding Different Cultures? Watch Lecture 9	Begin the Culture Analysis Individual Consultation 2	SLO 3
5	Module 10 Overview	Article: How to show respect towards people from other cultures Watch Lecture 10	Project 2B: Interview Reflection Blog 5	SLO 1 & 3
	Module 11 Overview	Watch Lecture 11	Project 2C: PowerPoint Project Part 2: Website	SLO 1

Module	Lessons	Readings	Assignments	Outcomes Met
	Part #3: Creating a Culture			
6	Module 12 Overview	Article: How can you create the culture you want? Watch Lecture 12	Project 3A: Culture Creation Worksheet Blog 6	SLO 2
	Module 13 Overview	Article: 10 Must Do's for Creating and Sustaining a Strong Culture Article: Finding a Place for Third-Culture Kids in the Culture Watch Lecture 13	Individual Consultation 3	SLO 1, 2, 4, & 5
7	Module 14 Overview	Article of your choosing – must include in your references Lecture 14	Project Part 3B: Overview and purpose of your new culture Blog 7	SLO 5
	Module 15 Overview	Lecture 15	Project 3C: PowerPoint Project Part 3: Website	SLO 1-5
8	Finishing Up		Video Presentation Reflection Paper	

Suggested schedule for completion in 16 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
	Getting Started			
1	Introduction to Course	Review of syllabus Introduction to Course Watch Lecture 1	Blog 1: Getting Started Forum	SLO 1 & 2
	Part #1: Understanding Your Own Culture			
2	Module 2 Overview	Chapter 1, 2, 6, 7 Watch Lecture 2	Quiz 1	SLO 1 & 2
3	Module 3 Overview	Chapter 3, 4, 5 Article: The Culture Web Watch Lecture 3	Blog 2 Project 1A: Your Culture Web Quiz 2	SLO 2
4	Module 4 Overview	Chapter 8, 9, 10, 11 Article: Knowing Our History and Culture Helps Us Build a Sense of Pride Watch Lecture 4	Project 1B: Interview Questions Quiz 3	SLO 1 & 2
5	Module 5 Overview	Article: Culture as an Iceberg Watch Lecture 5	Individual Consultation 1	SLO 3-5
6	Module 6 Overview	Watch Lecture 6	Blog 3	SLO 3
7	Module 7 Overview	Watch Lecture 7	Project 1C: PowerPoint Project Part 1: Website	SLO 1

Module	Lessons	Readings	Assignments	Outcomes Met
Part #2: Understanding Someone Else's Culture				
8	Module 8 Overview	Read Understanding a Different Culture Watch Lecture 8	Project Part 2A: Interview Worksheet Blog 4	SLO 2 & 3
9	Module 9 Overview	Article: What Are the Benefits of Understanding Different Cultures? Watch Lecture 9	Begin the Culture Analysis Individual Consultation 2	SLO 3
10	Module 10 Overview	Article: How to show respect towards people from other cultures Watch Lecture 10	Project 2B: Interview Reflection Blog 5	SLO 1 & 3
11	Module 11 Overview	Watch Lecture 11	Project 2C: PowerPoint Project Part 2: Website	SLO 1
Part #3: Creating a Culture				
12	Module 12 Overview	Article: How can you create the culture you want? Watch Lecture 12	Project 3A: Culture Creation Worksheet Blog 6	SLO 2
13	Module 13 Overview	Article: 10 Must Do's for Creating and Sustaining a Strong Culture Article: Finding a Place for Third-Culture Kids in the Culture Watch Lecture 13	Individual Consultation 3	SLO 1, 2, 4, & 5
14	Module 14 Overview	Article of your choosing – must include in your references Lecture 14	Project Part 3B: Overview and purpose of your new culture Blog 7	SLO 5
15	Module 15 Overview	Lecture 15	Project 3C: PowerPoint Project Part 3: Website	SLO 1-5
16	Finishing Up		Video Presentation Reflection Paper	

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percentage	Description
10	Chapter Quizzes
10	Individual Consultations
40	Project
20	Blogs
10	Video Presentation
10	Whole project reflection
100	**Total Points Possible**

Viewing Grades in Moodle
- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at
https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy
is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place.
Your instructor will make every effort to make this environment safe for you to share your
opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and
beliefs of other students—both in the face-to-face classroom and online communication.
Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information
   at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form
   at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf .
   Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and
   scan. Email the completed form and disability documentation (if any)
   to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a
   disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.