



## **SDNY COMM 3353**

### **Intercultural Communications: Theories, Practice and Influencing Factors**

#### **CAPA SYDNEY PROGRAM**

##### **Course Description**

In today's globalized and multicultural societies, intercultural communication continues to be a challenge, even for people who engage in intercultural communication on a daily basis. This course is designed to increase awareness and appreciation for the complexity of intercultural communication skills in everyday situations. It offers a critical perspective on current theories and research in intercultural communication. We will pay attention to the social positioning of participants in an interaction, and the ways that social relationships between participants are reflected in their communication. The course will end with exploring applied perspectives, particularly on intercultural communication in workplace interactions.

##### **Course Aims**

This course is designed to build and develop your knowledge of intercultural communication. You will be provided with tools and theories to understand intercultural practices from different parts of the world, and you will be able to compare these with the culture of the United States.

##### **Requirements and Prerequisites**

There are no prerequisites for this course.

##### **Learning Outcomes**

On successful completion of this course, students will be able to:

- a. Explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments (the urban environments).
- b. Recognize, describe, and interpret examples of the impact of globalization in the urban environment (globalization).
- c. Communicate ideas across cultures with fluency and sensitivity (communication).
- d. Describe, interpret, and respect the diversity within their student community and between their home country and host country (diversity).

##### **Class methodology**

The course will be delivered via 3.5-hour face-to-face seminars over the semester. Each seminar teaches a topic in a discussion-style format, and this is followed by a review of an article that touches on an aspect of the topic. So, each week students read the article before coming to class. In reviewing the article in class, students work in small groups on their presentation to the class of the materials covered in the article. The exceptions to this seminar format are our trip to Chinatown in Seminar 5, Seminar 9 which will be conducted online, the in-class Cultural Informant visit which includes the role-play and analysis of a mock job interview in Seminar 10, and the final quiz exam in Seminar 12.

##### **Written reports**

There are two mandatory reports for this course.

- a) A short report of 800 words on your cultural reflections of the trip to Chinatown. The focus of this report is to highlight at least two of the beliefs, values, norms and/or social practices (see Seminar 2) you observed of the Chinese in Chinatown. The task tests student ability to look beyond and recognise deep cultural factors that are not readily obvious to outsiders. Comment on the implication of your observation for intercultural competence.
- b) A long report of 1,600 words on the intercultural job interview between an interviewer and interviewee of different cultures. This major report requires you to observe, analyse and report on a mock job interview. You will observe the interview life during the Cultural Informant's visit. Guided by Hofstede's value dimensions (see Seminar 5), analyse and write a report on at least four of the dimensions you observed in the interview. State whether you think the interviewee should be given the job and why. This assessment task tests student ability to recognize the implications of the influence of culture in interpersonal communication, and consider how best to communicate ideas across cultures with fluency and sensitivity.

## Final Exam

This is an open-book final exam consisting of 100 multiple choice questions. Questions cover the topics taught in the seminars, the weekly reading articles, the Chinatown tour and the Cultural Informant visit. The exam is open-book and completed online during class time in Seminar 12.

## Assessment & Grading

Task	Weighting	Learning outcome assessed
1. Short report: reflections of Chinatown	20%	a, b, d
2. Major report: analysis of an intercultural experience	30%	a, d
3. Final exam	30%	b, c
4. In-class participation and presentation	20%	a, b, c, d

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an

				appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### 1. Short report: Reflections on Chinatown (800 words)

Chinatown trip: Seminar 5; Report due: Sunday midnight following the trip.

In Seminar 5, you have the opportunity to walk through Chinatown in downtown Sydney. This walking tour is led by a local tour guide with immense knowledge of the area and its culture. You are required to listen, make notes and ask questions of the culture, history, geography, development and future of the place, and to explore the beliefs, values, norms and social practices that make up the Chinese culture in Chinatown.

A minimum of TWO academic journal references is expected in this report. The report will be submitted online in turnitin.

## 2. Major report: Analysis of an intercultural experience (1,600 words)

Mock interview observation and debrief: Seminar 10; Report due: Sunday midnight following the cultural informant's visit.

In Seminar 10, you will have the opportunity to observe one 15-minute mock interview between an interviewer and interviewee, and then to ask questions of the participants. You will audiotape the interview and as a class transcribe the interview from the audiotape into a word document. For your individual written report, you will analyse the transcript of the job interview, and report on the intercultural communication styles of the interviewer and interviewee using the cultural concepts and Hofstede's cultural value dimensions you have learnt in this course.

A minimum of FOUR academic journal references is expected in this report. The report will be submitted online in turnitin.

### Instructions for submitting written work

- Submit work online only.
- Leave a space and a half between lines.
- Number all pages and ensure your name is clearly written on each essay page.
- Use the referencing system as set out in the Student Academic Handbook.
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

## 3. Final exam

Exam date: Seminar 12

Online exam consisting of 100 multiple choice questions. This is an open-book exam and you will have 2.5 hours to complete the exam during class time.

## 4. In-class participation and presentation

Please review the following table as a guide:

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.</b>	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.</b>	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.</b>	Displays familiarity with some readings and related concepts, but tends not to analyse them.
<b>C range</b>	<b>Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.</b>	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.</b>	Little to no apparent familiarity with assigned material or application to relevant discussion.

Students must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in an F grade for the course in question.

## Course Materials

### Required Readings

The recommended text provides much of the materials to be presented and discussed in class. Although it is not necessary for you to buy the recommended text, you will find it a very useful reference text to supplement your learning.

### Recommended Reading

Lustig, M.W. & Koester, J. (2013). *Intercultural Competence: Interpersonal Communication Across Cultures* (7<sup>th</sup>ed). Boston: Allyn & Bacon. ISB 1397802453528. Copies available at Pearson Education, Sydney: [www.pearsoned.com.au](http://www.pearsoned.com.au)

### Additional Texts

- Chien, W., Shih, S. & Chu, P-Y. (2005). *Business Growth Strategies for Asia Pacific*. Singapore: John Wiley & Sons (Asia) Pte Ltd.
- Deresky, H. & Christopher, E. (2012). *International Management: Managing Cultural Diversity* (2<sup>nd</sup>ed). Australia: Pearson Australian Group.
- Earley, P.C., Ang, S. & Tan, J-S. (2006). *CQ: Developing Cultural Intelligence at Work*. Stanford, California: Stanford University Press.
- Jandt, F. (2010). *An Introduction to Intercultural Communication: Identities in a Global Community*. Los Angeles: Sage.
- Schneider, S. & Barsoux, J. (2003). *Managing Across Cultures*. Harlow, England: Prentice Hall.
- Trompenaars, F. & Hampden-Turner, C. (1998). *Riding the Waves of Culture*. New York: McGraw Hill.

### Journals

- Academy of Management Journal
- Asia Pacific Journal of Human Resources
- Cross Cultural Management: An International Journal
- Harvard Business Review
- International and Intercultural Communication Annual
- International Journal of Cross Cultural Management
- International Journal of International Relations
- Journal of International Business Studies

### Websites

- [www.acjournal.org/holdings/vol3/Iss3/spec1/kluver.htm](http://www.acjournal.org/holdings/vol3/Iss3/spec1/kluver.htm)
- [www.ahri.com.au](http://www.ahri.com.au)
- [www.diplomacy.edu/language/Communication/default.htm](http://www.diplomacy.edu/language/Communication/default.htm)
- [www.ilr.cornell.edu](http://www.ilr.cornell.edu)
- [www.shrm.org](http://www.shrm.org)

### Multicultural Literature

- *Little Brother* by Allan Baillie
- *The China Coin* by Allan Baillie
- *The Happiest Refugee* by Anh Do
- *Mahtab's Story* by Libby Gleeson
- *My Australian Story: Who Am I?* by Anita Heiss
- *Mao's Last Dancer* by Li Cunxin
- *Chinese Cinderella* by Adeline Yen Mah

- *Looking for Alibrandi* by Melina Marchetta
- *Sumitra's Story* by Rukshana Smith
- *My Australian Story: Refugee* by Alan Sunderland
- *Five Times Dizzy* by Nadia Wheatley

### Library and research facilities

The Sydney TAFE library, physical and electronic, is available for your use. You can use the photocopying facilities there. Please use the library to print assessments, access the internet, and photocopy or scan Sydney TAFE library books for your own use. More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

### Weekly Schedule

Date	Seminar topics	Class activities
	<p><b>Seminar 1 - Introductions</b>            Globalization.            Imperatives for intercultural competence.            Developing your ideas about the similarities and differences between the Australian and US culture: a historical perspective.            Introducing CQ. Cultural Intelligence.</p> <p><b>Required Readings</b>            Textbook Chapter 1            Article 1: Stratton, J. and Ang, I. 1994. <i>Multicultural imagined communities: Cultural difference and national identity in Australia and the USA</i>. Journal of Media and Cultural Studies, 8, (2), pp.124-158.</p>	<p><b>In-class participation 1</b></p> <ul style="list-style-type: none"> <li>• Quick quiz.</li> <li>• Discussions.</li> <li>• Video on the Globalization Debate.</li> <li>• Test of Cultural Intelligence.</li> </ul> <p><b>BEFORE class</b>  <b>Read this week's article by Stratton and Ang (1994) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 2 - What is Culture?</b>            Interpretations of culture.            Why do cultures differ?            The challenge of communicating in an intercultural world.            Australian culture explored.            The challenge of identity in a changing world.</p> <p><b>Required Readings</b>            Textbook Chapter 2            Article 2: Al-Khouri, A.M. 2010. <i>The Challenge of Identity in a Changing World: The Case of GCC Countries</i>. Conference Proceedings: The 21<sup>st</sup>-Century Gulf: The challenge of identity, University of Exeter, U.K. 30 June – 3 July 2010.</p>	<p><b>In-class participation 2</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Writing exercise.</li> <li>• Analysis of media articles.</li> <li>• Short role play.</li> <li>• Mapping exercise.</li> </ul> <p><b>BEFORE class</b>  <b>Read this week's article by Al-Khouri (2010) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 3</b>  <b>Intercultural Competence</b>            Competence in intercultural communication.            The BASICs of intercultural competence.            D-I-E interaction tool.            A model for developing Cultural intelligence.</p>	<p><b>In-class participation 3</b></p> <ul style="list-style-type: none"> <li>• Analyses of mini cases.</li> <li>• Matching exercise.</li> <li>• Personal journal entry 1.</li> </ul> <p><b>BEFORE class</b></p>

	<p>West meets East.</p> <p><b>Required Readings</b> Textbook Chapter 3 Article 3: Chen, M. and Miller, D. 2010. <i>West Meets East: Toward an Ambicultural Approach to Management</i>. Strategic Management Journal, 30, pp.1133-1156.</p> <p><b>Additional Reading</b> Article 4: Lowe, S., Kainzbauer, A., Tapachai, N. and Hwang, K-S. 2014. <i>Ambicultural blendingbetween eastern and western paradigms: Fresh perspectives for international management research</i>. Culture and Organization. Published online 15 April 2014.</p>	<p><b>Read this week's article by Chen and Miller (2010) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 4 – Cultural Patterns and Communication</b> Components of cultural patterns Theories of intercultural communication. Culture and conflict.</p> <p><b>Required Readings</b> Textbook Chapters 4 &amp; 5 Article 5: Swierczek, R.W. and Onishi, J. 2003, <i>Culture and conflict: Japanese managers and Thai subordinates</i>. Personnel Review, 32, (1/2), pp.187-209.</p>	<p><b>In-class participation 4</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Matching exercise.</li> <li>• Analyses of mini cases.</li> </ul> <p><b>BEFORE class</b> <b>Read this week's article by Swierczek and Onishi (2003) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 5 – Field Class</b> <b>Visit to Sydney Chinatown</b></p>	<p><b>Report DUE</b></p> <ul style="list-style-type: none"> <li>• Reflect on your visit to Chinatown.</li> </ul>
	<p><b>Seminar 6 – Cultural Identity and biases</b> Development of identity and biases. Types of biases. Identity, biases and intercultural competence. Challenging your cultural biases.</p> <p><b>Required Readings</b> Textbook Chapter 6 Article 6: Dong, Q., Day, K. D., and Collaço, C. M. 2000. <i>Overcoming Ethnocentrism through Developing Intercultural Communication Sensitivity and Multiculturalism</i>. Human Communication, 11, (1), pp.27 – 38.</p>	<p><b>In-class participation 5</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Quick quiz.</li> <li>• Analyses of scenarios.</li> <li>• Personal journal entry 2.</li> <li>• <b>Mid-semester survey.</b></li> </ul> <p><b>BEFORE class</b> <b>Read this week's article by Dong, Day and Collaco (2000) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 7 – Talking the Talk</b> Features of language. Power of language in intercultural communication. Language, thought and culture.</p>	<p><b>In-class participation 6</b></p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Video on Communicating effective in the global workplace.</li> <li>• Translating exercise.</li> </ul>

	<p>Translation and interpretation.</p> <p><b>Required Readings</b> Textbook Chapter 7 Article 7: Boroditsky, L. 2010. <i>Lost in Translation</i>. Wall Street Journal, July 23 2010.</p> <p><b>Additional Reading</b> Article 8: Lim, C-H, Chavan, M. and Chan, C.C. (2014). "Culture" – <i>The elephant in the room in structured behavioural selection interview</i>. International Journal of Intercultural Relations. Published online 24 July 2014.</p>	<p><b>BEFORE class</b> <b>Read this week's article by Boroditsky (2010) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 8 – Saying it without words.</b> Sources of nonverbal. Functions of nonverbal. Universal and variable nonverbal. Do we need words? Cross cultural negotiation.</p> <p><b>Required Readings</b> Textbook Chapters 8 &amp; 9 Article 9: Faure, G. 1993. <i>Negotiation Concepts Across Cultures: Implementing Nonverbal Tools</i>. Negotiation Journal, 9, (4), pp.355-359.</p>	<p><b>In-class participation 7</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Videos.</li> <li>• Analysis of news articles.</li> <li>• Personal journal entry 3.</li> </ul> <p><b>BEFORE class</b> <b>Read this week's article by Faure (1993) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 9 – Cultural Context and Roles in Interpersonal Relationships.</b> Social roles and rules. Types of interpersonal relationships. Health, Education and Business contexts. Culture and the media. Saving and giving face. Cross-cultural etiquette in business.</p> <p><b>Required Readings</b> Textbook Chapter 10 Article 10: Okoro, E. 2012. <i>Cross-Cultural Ettiquette and Communication in Global Business: Towards a Strategic Framework for Managing Corporate Expansion</i>. International Journal of Business and Management, 7, (16), pp.130-138.</p> <p><b>Additional Reading</b> Article 11: Blitvich, P. G-C. (2013). <i>Introduction: Face, identity and im/politeness. Looking backward, moving forward: From Goffman to practice theory</i>. Journal of Politeness Research, 9, (1), pp.1-33.</p>	<p><b>ONLINE class participation 8</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Analyses of mini cases.</li> </ul> <p><b>BEFORE class</b> <b>Read this week's article by Okoro (2010) available online.</b></p> <ul style="list-style-type: none"> <li>• Discuss the article online.</li> </ul>
	<p><b>Seminar 10</b></p>	<p><b>In-class participation 9</b></p>



	<p><b>Cultural informant visit.</b></p>	<ul style="list-style-type: none"> <li>• Preparation for the visit.</li> <li>• Observation of the live interview.</li> <li>• Debrief of the visit.</li> </ul> <p><b>Report DUE mid-night this Sunday.</b></p> <ul style="list-style-type: none"> <li>• Analyze the mock job interview.</li> </ul>
	<p><b>Seminar 11 - Business Goes Global.</b>  Cultural hegemony.  Maximising effectiveness of multicultural teams.  Ethics and Politics of Intercultural Competence.  The Perils and Prospects for Intercultural Competence.  Obligations and responsibilities in intercultural relationships.</p> <p><b>Required Readings</b>  Textbook Chapters 11 &amp; 12  Article 12: Keller, M., Edelstein, W., Krettenauer, T., Fang, F and Fang, G. 2005. <i>Reasoning about Moral Obligations and Interpersonal Responsibilities in Different Cultural Contexts</i>. In Edelstein, W. and Nunner-Winkler, G. (Eds.), <i>Morality in context</i>, pp.317-337, Amsterdam: Elsevier.</p> <p><b>Additional Reading</b>  Article 13: Matveev, A.V. and Milter, R.G. (2004). <i>The value of intercultural competence for performance of multicultural teams</i>. <i>Team Performance Management</i>, 10, (5), pp.104-111.</p>	<p><b>In-class participation 10</b></p> <ul style="list-style-type: none"> <li>• Discussions.</li> <li>• Experiential exercises.</li> <li>• Video.</li> <li>• Personal journal entry 4.</li> </ul> <p><b>BEFORE class</b>  <b>Read this week's article by Keller, Edelstein, Krettenauer, Fang and Fang (2005) available online.</b></p> <ul style="list-style-type: none"> <li>• Come prepared to discuss the article in small groups, and then make a presentation to the class.</li> </ul>
	<p><b>Seminar 12</b>  <b>Online Open Final Exam.</b></p> <p><b>IN-CLASS ONLINE QUIZ</b>  <b>2.5 hours.</b></p>	<ul style="list-style-type: none"> <li>• <b>End-of-semester survey.</b></li> </ul>

## Attendance, Participation & Student Responsibilities

### Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Arriving 15 minutes after class starts will be noted as absent for that day.

### Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing [jmiller@capa.org](mailto:jmiller@capa.org). Note that calling the CAPA Center is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will

result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### **Class Participation**

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### **Academic Integrity**

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

### **Use of electronic equipment in class**

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

### **Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### **Late Submission**

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### **Behavior during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.