

Ta: 734-6999
EMIL A LENE@ WAIKAIW
RTS.COM
BY APPOINTMENT

SE 01
Pns

STANIS WY...
CAMP SMITH
COM 310: INTERCULTURAL
COMMUNICATION
APRIL 2 - JUNE 11
MONDAYS, 1730-2140

COM 310 SYLLABUS

Course Description and Objectives

This course provides an **introduction to communication between** people from different cultures. Course content focuses on the application of theory and research to **intercultural communication**. Specifically, this course is designed to:

1. Increase understanding of the relationship between culture and communication;
2. Provide an intellectual framework that allows description and understanding of **communication** between culturally heterogeneous individuals;
3. Explain the role of cultural **patterns**, verbal codes, and nonverbal codes in the development of intercultural interpersonal relationships;
4. Describe obstacles to competent intercultural communication;
5. Develop **communication** skills that improve competence in **intercultural communication**.

Course Activities and Approach to Learning

Class activities will include lectures, group discussions, activities, and intercultural **simulations**. Student **participation** in class discussions is essential to learning the course material.

While course material is theoretical, course assignments and discussions are designed for application to your everyday encounters with individuals from other cultures.

You are expected to be a **participant** in the class. If you do not understand an idea, theory, or assignment, please ask me for clarification. If you do not want to raise the question in class, do come to my office.

Required **Textbook**

Myron W. Lustig and Jolene Koester, **Intercultural** Competence. Interpersonal Communication Across **Cultures**, Third **Edition**. (New York: Longman, 1999.)

Policies, Procedures, and Courtesies

1. Examinations must be taken on the day assigned. Make-ups will be given only in the case of **excused absences, such as** a **verifiable illness**.

2. Written assignments and papers are due in class at the beginning of the period on the day assigned. Late papers will be **penalized** 10% of the points. *every week they are late.*
3. All assignments and papers must be typed and proofread for **errors**. Grammar, spelling, punctuation, and writing style are important components of all written assignments.
4. Students are **responsible** for adapting to any announcements in class concerning changes in due dates, examinations, and schedules.
5. Original work is expected of every student, and any **plagiarism** will result in an automatic F in this course. If you have any doubts about what constitutes plagiarism, ask!
6. Class **attendance** is essential and is required. More than **most** other university courses, **this** one requires your presence and active participation in all classroom **activities** and discussions. I also expect you to **arrive ON TIME** for all classes. Attendance will be taken **at** the beginning of each class period. **Unexcused absences** will result in a loss of **2ⁿ points** from the total you- **have accumulated** (where n is the total number of absences). Each late arrival will **count** as **half** of an absence (e.g., two late arrivals **equals** one absence). If you arrive after attendance has been taken, it is **YOUR** responsibility to see me immediately after class to convert the absence to a late arrival. Thus, as the following scale indicates, each absence will result in twice as many points deducted as the previous absence did.

Number of Absences	Total Points Deducted
1	2
2	4
3	8
4	16
5	32
6	64
7	128
etc.	

* NOTE points will be subtracted for missed class time, e.g. I ate or leaving early.

Grading

Course grades are based on the total points accumulated and will use the following scale:

A	600-UP	B	525-549	C	450-474	D	375-399
A-	575-599	B-	500-524	C-	425-449	D-	350-374
B+	550-574	C+	475-499	D+	400-424	F	349-BELOW

REMINDER: Unexcused absences result in a deduction of 2° points (where n is the number of absences). Thus 1 absence = -2; 2 absences = -4; 3 absences = -8; 4 absences = -16; etc. Late arrivals = ½ absence.

CALENDAR OF ASSIGNMENTS

Date	Topic	Activity	Read	Required Assignment <i>Optional Assignment</i>
Week 1 <i>April 2</i>	Introduction to the course Importance of intercultural competence	Cultural self-intro Autograph Hunt	Ch. 1	
Week 2 <i>April 9</i>	Com and culture; Why cultures differ Intercultural com competence; intercultural/intracultural com	Quiz Ch. 1 Identification of Cultural Universals; Continuum of Interculturalness ; Dissimilar Interpretations	Ch. 2 Ch. 3	Cultural background
Week 3 <i>April 16</i>	Cultural Patterns, beliefs, values, norms Taxonomies of cultural patterns	Quiz Ch. 2-3 Technological Change; Cultural patterns & com: foundations; mapping cultures; Hofstede cultural difference interview	Ch. 4 Ch. 5	<i>Cultural metaphors</i>
Week 4 <i>April 23</i>	Cultural identity, ethnocentrism, prejudice, discrimination, and racism	Quiz Ch. 4-5 Cultural identity; what is normal; ethnocentrism; <u>stereotyping</u>	Ch. 6	<i>Three views</i>
Week 5 <i>April 30</i>	Verbal intercultural com; nonverbal intercultural com	Quiz Ch. 6 Word shape perceptions; <u>personal space</u>	Ch. 7 Ch. 8	Cultural patterns <i>Intercultural stories</i>
Week 6 <i>May 7</i>	Effects of code usage	Midterm Ch. 1-6 Cultural variations in persuasion ; cultural & <u>interpersonal problem-solving</u>	Ch. 9	<i>Intercultural analysis</i>
Week 7 <i>May 14</i>	Interpersonal relationships; <u>episodes</u> & contexts	Quiz Ch. 7-9	Ch. 10 Ch. 11	Intercultural events
Week 8 <i>May 21</i>	Improving interpersonal relationships; tools for improving intercultural competence	Quiz Ch. 10-11	Ch. 12	Group project scripts
Ma 28 - No class on Memorial Day				
Week 9 <i>June 4</i>	Intercultural film Intercultural foods	Quiz Ch. 12		Communication problems Responsible Tourism
Week 10 <i>June 11</i>		Group project presentations Final Exam		<i>Film Review</i> <i>Course Assignment</i> <u><i>Analysis</i></u>

*Calendar of **assignments** subject to changes.

Assignments (which are described in detail below) can earn up to the following total number of points. You can keep track of your progress in the spaces provided.

<u>Required Assignments</u>	<u>Possible Points</u>	<u>My Points</u>
Quizzes: 12 at 15 points	188	
Assignment Req 1: Cultural Background	10	
Assignment Req 2: Cultural Patterns	50	
Assignment Req 3: Intercultural Events	50	
Assignment Req 4: Group Project	50	
Assignment Req 5: Communication Problems	15	
Midterm Examination	100	
Final Examination	100	
Attendance (absences <u>reduce</u> points)	0	
Subtotal of Required Assignments	563	
 <u>Optional Assignments</u>		
Assignment Opt 1: Cultural Metaphors	15	
Assignment Opt 2: Three Views	50	
Assignment Opt 3: Intercultural Stories	50	
Assignment Opt 4: Intercultural Analysis	50	
Assignment Opt 5: Film Review	30	
Assignment Opt 6: Responsible Tourism	10	
Assignment Opt 7: Course Assignment Analysis	15	
Subtotal of Optional Assignments	220	
Total Possible Points		

Required Course **Assignments**

Req 1: Cultural Background (Required; 10 points)

Write a 1-2 page typed description of your cultural background and how you **think** it **influences** your **communication** with others here at this school.

Req 2: Cultural Patterns (Required; 50 points)

This assignment asks you to explore the potential effects of the **cultural** patterns (beliefs, values, and norms) of your own culture and the cultural patterns of a selected other culture on **hypothetical communication** encounters between you and members of **that** other culture. For the paper, you are to select another culture (it can be one that you have already visited, are intending to visit, or are just curious about) and research the cultural **patterns** that are dominant in that culture. You will **also** need to assess your own cultural patterns and the degree to which you are a "typical" member of your culture.

After you have completed both of the above, you are ready to write the paper. The paper should identify and describe the most significant cultural patterns that you believe would influence your **interpersonal** communication with members of the **culture** you have selected. Your description should suggest **both** ways in which the cultural **patterns** might lead to more competent **intercultural communication** and ways in which the cultural patterns might lead to problems and misunderstandings.

Let me **emphasize** that the paper is not **simply** a description of the cultural **patterns** of another **culture**. Rather, it should **focus** on the juxtaposition of your own **cultural** patterns and that of someone from **another** culture as you attempt to engage in competent intercultural communication. You should use one of the following taxonomies, **described** in Chapters 4 or 5, as a framework for this analysis: Kluckhohn and Strodtbeck, Hofstede, or Bond.

The paper should be approximately 6-9 pages in **length**, typewritten, double-spaced, proofread, and your own work.

Req 3: Intercultural Events (2) (Required; 50 points)

This **assignment** actually consists of 2 separate short papers **written** in response to your attendance at 2 different **intercultural events in the area**. **This assignment asks you** to learn about some of the **public** activities that involve people from other cultures and to participate in them. I want you to **"field test"** some of the knowledge that you are **gaining** in class!

You must select 2 different intercultural events in which to participate. These can be festivals, **cultural** events such as music or theater performances, **craft** demonstrations, or perhaps in some cases even a lecture.

I would like you to check with me ahead of time to make sure that the events you have chosen are acceptable. Attached is a form that you must use to get my approval for the event **PRIOR** to your **attendance**. The form should be turned in with the **assignment**.

Obviously, you should not wait until two or **three** weeks prior to the due date to **find** these events. Begin searching now for events that will be suitable. Also, **write** up your reports on the events as soon as you have participated in them. Don't **wait until** the evening before they are due.

You will need to search the local newspapers and any other sources you can **find** in order to locate these intercultural events. **Part** of the purpose of the **assignment** is to make you aware of what is offered in our local community **that is intercultural!**

Your reports on each intercultural event should be approximately two **double-spaced, typed** pages and proofread (correct **grammar, punctuation, and spelling**). **In the** report you should **demonstrate knowledge of course concepts** and address the following topics:

- A. Describe the event, its purpose, the **cultural** group originating the event, and how you **learned** of the event.
- B. Are **there** similar events in your **culture**? (Or are **there** events in your **culture** for similar purposes as this one?; if you see a film, you should look at the central situation of the film).
- C. **What** did you see and experience at this event that you feel confident you understood accurately? (In other words, where was the **intercultural communication** fairly competent?)
- D. What did you notice that was culturally puzzling to you? (In other words, *what* did you not understand or where was the **intercultural** on not as competent?)
- E. After participating in **this** event, what do you think *might* be the major **difficulties** in **intercultural** communication between people *from* the cultural group sponsoring the event and people from your cultural group?
- F. How did you feel or respond personally to being in a different **cultural** situation **that** was not as predictable as communication in your own culture?
- G. In **one** sentence, **describe** an **important** conclusion about **intercultural** communication due to your participation **in** this event.

In answering each of the above **questions** precisely and **specifically**, use **applicable** course concepts and theories. Suggested paper **length: 4–5** pages for the set of three intercultural **events**.

APPROVAL FORM FOR PARTICIPATION IN **INTERCULTURAL** EVENTS

Provide a short description of each event. Be sure to include: Which cultural group? What is the **nature** of the event? When is it? Where is it?

Instructor's Initials

Instructor's Initials

Instructor's Initials

ft 4: Group Project (Required; 50 points)

There will be one major group assignment. Class members will be divided into groups and will be required to simulate an intercultural experience.

You will be working on this assignment in groups of about five, preferably with at least one **member either** from or with a background in a **culture** other **than** the one most common to the students in **the** group. Note **that this is a graded assignment, and** it is expected that all students will participate actively in their group.

For the assignment you will investigate two cultures, such as the European American **culture** and one other **culture**. (This could be any two cultures). Your assignment is to research the five questions listed below for these two cultures. Much of your information can come from the group **members'** own experiences. Be as **specific** as you can **in** answering each question.

The final **product** of this **activity/assignment** will take the form of a written script as well as a **skit/demonstration**. You will be responsible for turning in your **written** scripts, **and** they will be graded.

During class on the assignment's due date, each of the groups will **demo** **to (and** discuss) for the class at least three of the behaviors that your research has indicated in answering the questions. Remember, much **communication** takes place **using** nonverbal **codes**. The more specific the information you have developed regarding each question, the easier it should be to demonstrate it.

Each **group** should arrange a **schedule** of its meetings to plan the demonstration. Before **the** class **demonstration**, each group should have a rehearsal with feedback from a non-participant. Each demonstration should **last** about ;50 minutes. **Two copies of your group's script should be turned in.** Only one will be **returned**.

Questions to Address in the Group Demonstration

1. What behaviors are appropriate for initial **face-to-face meetings** with **individuals** from these **cultures**?
2. What **behaviors** that someone from one of the **cultures** is likely to **exhibit** would make the individuals from the other culture feel uncomfortable?
3. How **can** you let these individuals know that you are uncomfortable?
4. How can you ascertain this individual's initial feelings about you and your behavior?
5. How **can** you become better acquainted with **this** individual?

Req 5: Communication Problems (Required; 15 points)

Illustrate an intercultural communication problem using description, **interpretation**, and evaluation. (See Chapter **12** in the text to **understand these concepts**.) **Suggested paper** length: 2-3 pages.

Quizzes (12 @ 10 points)

There will be scheduled quizzes on each chapter from the text. **Each** quiz will consist of true-false questions.

Midterm Examination (Required; 100 points)

The midterm exam will be objective (multiple-choice) in its format.

Final Examination (Required; 100 points)

Like the **midterm**, the **final exam** will be objective (multiple-choice). The final **examination** is not comprehensive.

Optional Course Assignments

Opt 1: Cultural Metaphors (Optional; 15 points)

By now you should be familiar with four **metaphors** that explain cultural **diversity** in the United States. As **explained** in Chapter One, while each metaphor has some positive qualities **about** it, none are flawless in portraying **cultural** diversity as it exists in the U.S.

This assignment challenges you to create your own metaphor of **U.S.** cultural diversity. How can you accurately **illustrate** U.S. society **and** its many **cultural groups**? What **metaphor** captures this diversity most succinctly? Consider the advantages **and** disadvantages identified in each of the four metaphors presented in Chapter One.

You may choose any number of creative methods of expression to present and explain your metaphor: paint or draw a picture, construct a three-dimensional model, draw a map or figure, **write** a poem or story, compose a song, perform a skit, or **write** a paper. The only stipulation of this assignment is that your metaphor be a unique and well-considered **illustration** of U. S. cultural diversity.

Students will **present** their metaphors in **class** on the **assignment's** due date. Please let me **know what** mode of creative expression you plan to use before **this** date so that I can **make** any necessary arrangements. If you decide to write a paper, please plan on giving a short presentation of approximately five minutes that succinctly summarizes your metaphor.

Opt 2: Three Views (Optional; 50 points)

This paper should be approximately 5-6 pages in length, plus an introduction and conclusion. It should be typewritten, double-spaced, proofread, and your own work

Your assignment is to choose one aspect of culture (religion, personal space, **time**, status of women, individuality, silence, history, etc.) and find three separate cultural views of this characteristic. You may gather information through library research, attending cultural events,

interviewing individuals, documentaries, novels, or using **your** own cultural experiences. But you must use at least two different **kinds** of sources (e.g., **library references, interviews, personal experience, novels, and documentaries**). Please include a list of the sources that you used. I encourage you to clear your paper topic with me before you begin.

The assignment asks you to focus on three **cultures** - your own and two others - to avoid the common trap of thinking about **cultural differences as a 008 dimension: US and them.**

Each student will have **approximately** five minutes to share the paper with the class on the assignment due-date. These are informal **presentations** and will not be graded.

Opt 3: Intercultural Stories (Optional; 50 points)

This paper should be approximately 4-5 pages in length, typewritten, double-spaced, proofread, and your own work.

Select a **novel, novel excerpt, or short story** by an author from a **culture** other than your own. Preferably, the action of the novel or short story should be set in that culture as well. Study the communication that **occurs** between the characters in the novel/short story and identify the effects of cultural patterns, perception, verbal codes, nonverbal codes, social **episodes**, and roles on interpersonal communication. In other words, you are to come up **with** a short **description of the** communication that occurs within that **culture**, but from the vantage point of your own **cultural point of view**. Some questions that you might ask yourself if you choose this option are:

1. What does the writer indicate about the cultural **patterns** of this **culture**?
2. How do the **cultural** patterns affect interpersonal **communication**?
3. What clues and descriptions are presented in the story that **describe** appropriate **nonverbal** communication in the culture?
4. Are there any special features to the verbal codes used by the characters?
5. Are there any distinct social **episodes** that seem to be **governed** by specific cultural rules?
6. **What** differences do you notice between the interpersonal communication portrayed in this piece of **fiction** and what you might **find** in a similar **setting** in your culture?

Two cautions are appropriate here: 1) **select** a novel or story that includes a fair amount of interaction between the characters; 2) the story should be about a culture other than the one selected to **fulfill** the required assignment on cultural patterns (e.g., REQ 3). NOTE: if possible, please include the story with the **assignment**. (I will return it!)

Opt 4: Intercultural Analysis (Optional: 50 points)

This paper should be approximately 4-5 pages in length, typewritten, double-spaced, proofread, and your own **work**.

Select an intercultural communication event that you have either participated in or in which you have been a direct observer. The objective of the paper is to analyze the **communication** event by describing and **assessing** the impact of **cultural** patterns, perception, verbal codes, nonverbal codes, social episodes, and relationship **rules** on the outcome of the encounter. In addition, you

should make some assessment of the **impact of ethnocentrism, stereotyping, racism, prejudice, and/or any of the items in the BASIC Scale that either facilitated. or hindered intercultural competence in this event.**

The paper is obviously not simply a description of what happened. Rather, it is an attempt on your part to provide an explanation for why the event transpired in the way in which it did. In addition to the questions implied in the preceding paragraph, you might also answer the following questions:

1. **How would this communication event have been different if both (all) participants had been from the same culture?**
2. **Was the communication within the encounter effective communication? Why? How do you know?**
3. **Was the communication appropriate? Why? How do you know?**
4. **What makes this an intercultural communication encounter?**

NOTE: the event that you analyze should be different from those selected to fulfill the required assignment on Intercultural Events (e.g., REQ 3).

Opt 5: Intercultural Film Review (Optional; 30 points)

This paper should be approximately 3-4 pages in length, typewritten, double-spaced, proofread, and your own work.

Select a feature-length film or several shorter films about a culture other than your own. Preferably, the action of the film's story should be set in that culture as well. Study the communication that occurs between the characters in the film and identify the effects of cultural patterns, perception, verbal codes, nonverbal codes, social episodes, and roles on interpersonal communication. In other words, you are to come up with a short description of the communication that occurs within that culture, but from the vantage point of your own cultural point of view. Some questions that you might ask yourself if you choose this option are:

1. **What does the film indicate about the cultural patterns of this culture?**
2. **How do the cultural patterns affect interpersonal communication?**
3. **What clues or events are presented in the film that describe appropriate nonverbal communication in the culture?**
4. **Are there any special features to the verbal codes used by the characters?**
5. **Are there any distinct social episodes that seem to be governed by specific cultural rules?**
6. **What differences do you notice between the interpersonal communication portrayed in this film and what you might find in a similar setting in your culture?**

Two cautions are appropriate here: 1) select a film that portrays the members of the culture fairly and accurately (i.e., no "culture-bashing" films); 2) the selected film should not be based on the book selected to fulfill the optional assignment on intercultural stories (e.g., OPT 3).

Opt 6: Responsible Tourism (Optional; 10 points)

This paper should be approximately 2-3 pages in length, typewritten, **double-spaced**, proofread, and your own work

In Chapter 12 (page 352), Lustig and Koester give a list of questions **that** intercultural communicators may need to address when **visiting** another country or culture. Tourism is not always a welcome presence in some cultures, especially when visitors disregard local customs and damage **natural** resources. Before visiting another country, it is wise to consider seriously how one can take into account the native population's ways of living and how one's behavior can accommodate the beliefs and preferences of the host culture.

Your assignment is to **write** a short paper **answering** the following question:

*What responsibility does a visitor from another culture or country have to the host culture's ways of **living, communicating, and thinking**?*

This assignment does not require that you do library research. You may interview people to gather their perspectives **but your own** perspective and **experience** should be the **primary** focus of the paper. Consult your text for **ideas**.

On the assignment's due date, we **will** have a roundtable **discussion** based on ideas generated in the papers.

Opt 7: Course Assignment Analysis (Optional; 15 points)

Complete the **attached** form, on which you will **evaluate** each of the course assignments. The assignment will be graded on the thoroughness **and** substantiveness of your evaluation.

Each assignment is listed on the form. I would like you to **indicate**, by circling your response on the scale provided, whether you think that **specific assignment** is worth keeping in the course. Next is a list of the current **point** values for each of the course assignments. Assume that the total number of points needed for a particular grade will remain unchanged (i.e., A = 600; A- = 575; etc.), and **indicate** your suggested point value for each assignment. Finally, provide comments about how the **assignments could** be modified or **improved** to enhance the course.

Following the evaluation of the current assignments is your opportunity to **describe** other assignments that you **think** might be **helpful** additions to the course. Specific **suggestions** for course improvements, and **general comments** about the course are also solicited. **Please** be thoughtful and honest when providing your evaluations. Your comments are **greatly appreciated** and will benefit students in **future years** who **enroll** in this course.

Optional Assignment #7: Course Assignment Analysis

Assignme-nt	Worth Keeping in Course?								Current Point Value	Suggested Point Value	Comments
<i>R1</i> : Cultural Back ground	YESI	YES	yes	?	no	NO	NOI		10		
<i>R2</i> : Cultural Patterns	YESI	YES	yes	?	no	NO	NOI		75		
<i>R3</i> : Intercultural Events	YESI	YES	yes	?	no	NO	NOI		75		
<i>R4</i> : Group Project	YESI	YES	yes	?	no	NO	NOI		75		
<i>R5</i> : Communication Problems	YESI	YES	yes	?	no	NO	NOI		15		
Midterm Examination	YESI	YES	yes	?	no	NO	NOI		100		
Quizzes (all)	YESI	YES	yes	?	no	NO	NOI		120		
01: Cultural Met -aphors	YESI	YES	yes	?	no	NO	NOI		15		
02: Three Views	YESI	YES	yes	?	no	NO	NOI		50		
03: Intercultural Stories	YESI	YES	yes	?	no	NO	NOI		50		
04: Intercultural Analysis	YESI	YES	yes	?	no	NO	NOI		50		
05: Film Review	YESI	YES	yes	?	no	NO	NOI		30		
06: Responsible T ourism	YESI	YES	yes	?	no	NO	NOI		10		
07: Course Analysis	YESI	YES	yes	?	no	NO	NOI		15		
Final Examination	YES!	YES	yes	?	no	NO	NOI		100		
Attendance	YES!	YES	yes	?	no	NO	NOI		-2n		

Other Recommended Assignments: (list and describe; use other side of paper if needed)

Other ~~Suggested~~ Course Improvements: (list and describe; use other side of paper if needed)

Other Comments About Course: (use other side of paper if needed)