



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiialae Avenue - Honolulu, HI 96816



Class Sessions: MWF COM 310

Professor: Dr. Eva Rose B. Washburn-Repollo, BA Speech and Theater Arts, MA Literature, MS Reading, PHD Curriculum and Pedagogy

Contact: Room Eiben Hall 124 : (808) 735-4874
Email: eva.washburn@chaminade.edu

Office Hours: Monday/Tuesday: 2:00 noon to 4:00 pm, after class and by appointment

Required Text: Communication Between Cultures, Samovar et al

Course Number: COM 310

Course Title: Intercultural Communication

Department Name: Communication Department

College/School/Division Name: School of Humanities and Art Design

Term: Fall 2023

Course Credits: 3

Class Meeting Days: Monday, Wednesday and Friday

Class Meeting Hours: 45 hours

Class Location: Eiben 120

Instructor Name: Dr. Eva Rose B. Washburn-Repollo

Email: eva.washburn@chaminade.edu

Phone: 808.739.4874

Office Location: Eiben 124

Office Hours: 2-4 pm Monday and Tuesday

Emails will be responded to within 1 to 2 days.

Texts: Reader taken from...

Samovar, L.A. Porter, R.E. & McDaniel E. R., Roy, C (2017). *Communication between Cultures*. Belmont, CA: Wadsworth/Thomas Learning. 9th Edition

Other handouts, materials, websites, video and films shared through CANVAS.

Course Overview

COM 310: Intercultural Communication (3) – Major concepts in the study of communication from various theoretical viewpoints are examined to understand people from different cultural and global backgrounds. Family and community values. Beliefs, expectations. Customs and attitudes of various global and ethnic groups' communication and symbol systems are studied across cultural boundaries for adaptation, empathy and understanding. Prerequisites COM 101 and EN 102.

GENERAL EDUCATION REQUIREMENTS:

1. Education for Integral (Holistic) Education/Global Awareness.

Students will integrate their experience with global awareness in the context of the particular course and field/discipline within a diverse community of learners.

2. Education for Adaptation and Change.

Student will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present and applying critical thinking to meet future challenges and needs.

COURSE OBJECTIVES

Upon successful completion of COM 310, students should be able to:

1. Understand the meaning of culture through the study of a culture's values, history, religion, groups and language.
2. Define and analyze cultural practices to understand how people adapt, survive and thrive based on changing gradations of global cultural patterns.
3. Recognize and explain barriers to develop empathy in communicating inter-culturally with others.

Course Policies:

Class Attendance

This is a presentation and group work and collaboration oriented class with a focus on service learning where some of our time will be spent interviewing members from other cultures. Attendance is essential. For your attendance percentage, note that when a student incurs more than a week of classes, 10 % will be deducted from the overall grade. There will be days when we will use Ipads, laptops or smartphones in class. Use of these gadgets when it is not needed in class will be considered a tardy and three tardies will add up to an unexcused absence. Participation in class is graded.

If there is a major emergency and you cannot take an exam or deliver a speech it is standard policy that you MUST: 1.) Call BEFOREHAND to let the instructor know about the emergency, and 2.) Provide valid documentation. (A slight cold, picking up someone at the airport or not being ready for an assignment do not constitute an emergency).

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid.

When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are

outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Speeches

Attendance during speeches, even if you are not the speaker, **is accorded double points**. a) Dress appropriately for class on the day of your speech presentation. b) No gum chewing or wearing of hats during presentations. c) All outlines must be uploaded to CANVAS/emailed or handed on time.

Assignments and Grading

Your homework is written in your daily schedule. Read ahead of the week assignment. Some of the work you need to do include online CANVAS submissions, outlines and research you turn in on assigned dates. Homework will include online discussions, library work and outline preps. ALL SUBMISSIONS SHOULD BE TYPEWRITTEN. If CANVAS deadlines has closed, email your work on the due date or print it and bring it to class to avoid deduction of points. Your points on CANVAS does not reflect your final grade.

| Graded Activities | Possible Points | Percentage |
|------------------------------|------------------------|-------------------|
| Assignments | 100 | 15% |
| Midterm/Finals | 150 | 20% |
| Project 1 Who Am I? | 100 | 15% |
| Project 2 Cultural Immersion | 150 | 25% |
| Presentations Project 1 & 2 | 50 | 15% |
| Attendance/Participation | 50 | 10% |
| TOTAL | 650 | 100% |

Late Work Policy.

Late homework will receive 10 % deductions. When absences are excused (with medical certificates or official school function documentation handed with appropriate signatures) the student should schedule exams or make up for late work with the instructor. All make-up work should be completed within the week following the excused absence only. There is no make-up for unexcused absence for tests, homework and presentations.

All written assignments must be typed with attention to spelling and grammar. Adhere to standards set by acceptable Reference and Citation Format (i.e. MLA, Chicago, and APA).

Reading your Textbook.

You are required to read assigned materials and take notes so you are prepared to contribute to class discussion. Guides to your reading are also exam guides. Reading in advance will allow everyone to share ideas and ask questions regarding the material. Please access CANVAS on the web and log into your COM 101 time schedule. Enter your student number and log in with your school password. Access through the Chaminade Web or go to www.chaminade.college.com

Participation.

This is based on your attendance and contribution to **building a positive classroom** climate and community. No full attendance/participation points can be achieved if you do not participate in class, even if you are always present in class. You will be evaluated on your disposition of openness and active participation in dialogues and discussions. Aim to elevate critical inquiry into the topics discussed in class. This does not mean that you have to agree with the instructor or your classmates, but you conduct yourself in a manner that is positive and constructive rather than negative, demeaning or confrontational. Developing full paragraph recitations and basing information on research are goals to aim for in speaking discussions. Listening is another form of classroom participation. Positive Mental Attitude and a cooperative spirit will be observed as part of your class participation. This includes dressing up professional for your audience on the day of your speech.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in

seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a k'u'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same schools.

SCHEDULE OF CLASS WORK

Note: Changes to dates and times depending on length of performances and practices and minor content may occur during the course of the semester.

Make-up work for Excused Absences: Guide to Reading Notes:

Must be typewritten.

1. Read the assigned Chapter that you missed and submit your reading notes in the form of paragraphs. Submit assigned number of concepts from each chapter. Write and label your paragraphs according to the following:

a) Write the name of the element/concept and book definition

b) Explain our own understanding/definition of the element/concept and

c) A sample from a communicative event: participants and messages are sent, received and responded to from your own experiences. You can also find examples from other readings outside of your textbook.

Required Learning Materials

COM 6 by Verderber and Verderber

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111

- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Provide a listing of assessments and their weighting. In addition to (or even in lieu of) tests, you may wish to consider creating “authentic” assessments, which are aligned to experiences that students will encounter in their careers. You also may wish to include service learning assignments and connect with the CUH [Service Learning Center](#).

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Instructor and Student Communication

Questions for this course can be emailed to the instructor at eva.washburn@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 1 to 2 days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor. ***A tardy will be noted when students use gadgets not needed in the classroom during class. Three tardies will accrue to one absence.***

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and

preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three (3) credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend a minimum of 45 hours in class, 25 hours writing research and research data, 8 hours studying for the midterm exam, 35 hours writing and analyzing cultural practices and cultural patterns and 8 hours studying for the final exam. There will be an additional 12 hours of work required for practicing and recording beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 20 hours per week.

1. Seat time: 75 minutes MWF = 150 minutes weekly X 15 weeks = 2,250 minutes or 37.5 hours

Time Spent on Key Assessments

- Cultural Introductions, Meanings Culture and Cultural Elements = 5 hours studying, researching and writing agenda + 10 hours performing, zoom meetings and individual reflection= 15 hours
- My Cultural Self **Project 1** = 4 hours viewing, 4 hours cultural practices research, studying, researching + 5 hours practicing and performing and shared analysis= 14 hours
- Presentation= Preparations and Q&A practice after presentation= 2 hours
- Cultural Immersion **Project 2** = 20 hours viewing of documentaries, studying, researching and interview practice and recording with cultural ally + 12.5 hours radio show (rehearsal, performing and group) and individual reflections= 32.5 hours
- Midterm and Finals = 8 hours studying and 2 hours during finals + 8 hours studying = 18 hours

TOTAL: 119 hours with 16 hours remaining for #3 to complete 135 hours

2. Homework (Reading, Observing and Participating with cultures you are not a part of, Recording their Verbal and Non-Verbal Messages, Studying and Home Rehearsals: 17 hours

About 2 additional hours each week

Below is a quick table guide to Project 1 and 2 requirements:

| <u>Class Assignments</u> | <u>Cultural Elements</u> | <u>Cultural Practice under each of the five elements</u> | <u>Cultural Patterns</u> | <u>Visual Texts/Pictures or Short Videos</u> |
|---|---|--|--|--|
| <u>Step 1 towards Project 1</u> | <u>History, Religion/Worldview,</u> | <u>Describe in detail a cultural</u> | | |

| | | | | |
|---|--|---|--|---|
| | Values, Social Organization and Language | practice for each cultural element | | |
| Completion of Project 1 | History, Religion/Worldview, Values, Social Organization and Language | Describe in detail a cultural practice for each cultural element | Choose a cultural patterns that best explains the cultural practice | Add visuals to enhance the understanding of the cultural practice and its meanings. |
| Presentation of Project 1 | | | | |
| PROJECT 2 Cultural Immersion focused on Immigrant Rights: Asian and Pacific island Cultures | Research on the 5 cultural elements in any one of these cultures: Japanese, Korean, Chinese, Ilocano, Tagalog and Visayan. | Gather (from your research and interview) cultural elements that describe the culture you are studying. | Choose Cultural Patterns that are connected to these behaviors/rights under each cultural element. | Complete a PSA, Radio translation, podcast or Vlog for Know Your Right - with translate/study and create a service learning project |
| Final Presentation | | | | |

Class Projects: Project 1 & 2 and 1 Final Presentation of Project 2

A. Project I: My Cultural Self

Objective: To better comprehend the world around us requires understanding of our own values and belief systems that we bring to our school and professional group interactions. We will find creative text to present our amazing cultures.

Requirements:

1. Readings: Chapter 1, 2 & 6.
2. Two pages. Analysis of cultural practices using Cultural patterns (3) interpretation.

speak. Explain the elements found in your experiences using CULTURAL PATTERNS or theoretical concepts from Chapter 2 and 6.

Five Elements of Culture

Submission Format

- Meaning of culture from text:

| Cultural Elements textbook Definition (5) Describe details on these are these learned, practiced and communicated as the element is defined. | Cultural Patterns (5) Chapter 6 concepts (textbook) Apply and explain your culture’s communicated cultural practices using the meaning of the patterns. | Describe ideas/Symbols and Images: Creative images/messages that express your culture. |
|---|--|---|
| Language | | |
| Religion | | |
| History | | |
| Social Organization | | |
| Values | | |

B. Project II Know Your Right for Asian and Pacific Islanders Cultural Immersion
 (A Service Learning Project)

Final Project: IMMIGRANT STORIES of HAWAII Podcasr

I. The Overview.

The cultural immersion project is focused on IMMIGRNAT STORIES of HAWAII. We will report our cultural immersion findings in a podcast. This is a service learning project in partnership with community organizations like Ethnic Education Hawaii. Developing empathy requires a deeper immersion into other cultures. We approach with an open mind and a respectful viewpoint to understand, adapt and change to achieve cultural competence. Use the cultural theoretical frames we have studied from the text to analyze the cultural practices that you observe. At the end share your experience in order for the class to increase cultural competency.

Establish the Immigrant culture that you want to study and create a PSA, Vlog, Podcast or PSA for.

1. Who are the members in your group?
2. What cultural concepts and review of literature do you have as resources?
3. How will you access this culture?
 - a. Who will be your cultural ally? When are you going to meet to gather data, rehearse and record?
4. What are the specific practices of this culture under the five elements that are interesting to you>
5. What did you learn and how should potherers learn from your experience?

II. First Set. Slides 1-3.

Slide 1- Names of Members

Slide 2- Literature Review

Slide 3- Cultural Ally, Schedule of Visits and Recordings

III. Second Set. Slides 4-8.

Slide 4-8. The data that will be gathered here will be the major content of your interviews. These will be Uploaded as a Multi-Media Product to present to the Ethnic Education of Hawaii for posting on their website. This could be in the form of a PSA, Podcast, Radio or Video. This will be shared with radio stations to as part of the service learning project for the community.

Include: Cultural Elements (History, Language, Values, Social Organization, Religion) and the corresponding cultural practices you gathered from your immersion.

III. Third Set. Slides 9/10/12) What did I learn and how can others learn from my experience.

- Presenting your Multi-Media Podcast/PSA. Final Submission.

* What did I Learn that I can share with others? Include Pictures (Pictures can also be inserted according to the cultural element it may belong to.)

* What did I Learn that I can share with others? How did this develop your ability to adapt and improve your cultural competence? Define and apply at least 3 concepts. Include what you learned that might help other people who do not belong to this culture avoid/prevent cultural conflict. (Use cultural patterns, differences and competencies from your 9th and 10th slide.)

NOTE: Grading on the Overview , Initial Slide submissions and the final submission of the content in 10 Google slides will focus on clarity, definition, data of actual visits, application of concepts used in class and discussion of how your research/visit enhance cultural competence.

Project II a

Final Report of Project 2 : IMMIGRANTS OF HAWAII Stories Podcast

Objective: To present a multimedia (radio, psa, podcast etc) recorded video presentation of the Cultural Element of LANGUAGE: Phrases and sentences used in the immigrant's culture in Hawaii.

Use at least 10 new lines from the culture you immersed in other than your own, perform or share the sound of the language according to the context of the communicative events these lines are used in their immigration experience.

NOTE: Final Project is completed if recording has been uploaded and presented to our Service Learning partner, Ethnic Education Hawaii.