

**COM 310- Intercultural Communication**  
**Chaminade University of Honolulu FLEX SYLLABUS**



**Professor:** Dr. Eva Rose B. Washburn-Repollo

BA Speech and Theater Arts  
Master of Arts in Literature  
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**Class Schedule:** COM 310

**Email Response:** 1-2 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. 9<sup>th</sup> Edition

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

**COURSE DESCRIPTION**

**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 1 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. Review the basic processes, principles and definitions of basic communication as it relates to culture in different scenarios and events.
4. Understand the dimensions of micro (family, teams, sub-cultures, blended families, digital groups) and macro cultures (patterns of relationships, nonverbal/verbal communication, business, education, health and religious practices and beliefs).
5. Recognize and explain barriers to communicating inter-culturally with others
6. Articulate empathy and other solutions to change and improve intercultural communication competence.

## Alignment of GEN ED Learning Outcomes

	Education for Integral (Holistic) Education/Global Awareness.	Education for Adaptation and Change.
Marianist Values	1,2 & 3	4, 5 & 6

Course Prerequisites: Eng 101, COM 101

### COURSE POLICIES

1. **Technology in the classroom.** COM 310 and all related documents/assignments and exams will be delivered through CANVAS found in the Chaminade Portal.
  - Schedule meetings and conference to meet virtually or in person via email.

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**Office Hours:** MF: 3-5 pm, after class or by appointment

**Email Use and Feedback.** Your emails will be responded to within 1 to 2 days from receipt. Exams will be conducted on CANVAS and grades will be uploaded within the week. Feedback on drafts and assignments will be sent through the CANVAS feedback box.

**Zoom Meetings/Classes.** There will be days when the class will meet virtually or work virtually using **CANVAS**. Invitations will be emailed and announced through the CANVAS modules set ahead of time. Please check your email regularly for announcements. Please respond with a confirmation that you received the invitation.

### **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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

A few reminders when attending class via ZOOM:

- a) Choose a quiet place in your home/dorm where you have privacy.
- b) Be ready to attend class 5 minutes before the virtual meeting begins.
- c) Mute your microphone until the hosts begins the class.
- d) Have your pens, notebooks, textbooks and study table ready for notetaking.

2. **Attendance.** Regular work based on your proposed schedule in this class is graded. This includes prompt submission of homework, exams and online class discussions. Delayed responses and submissions will adversely affect participation and grades. Your attendance record will be visible to you on CANVAS.

- a. Students involved in athletics and/or military deployment should communicate ahead of time through email with instructor, if possible, to make alternate arrangements.
- b. It is the student's, *not the instructor's*, responsibility to catch up after missed work.
- c. It is important to respond and submit work for class at the scheduled time to assist you towards your success in the FLEX program.

**\* Participation as Attendance:** Your promptness and active participation in class and exercises are expected. *I will keep track of your class contributions and keep your participation points.* Involvement in class activities, asking questions are essential to processing the material and ideas presented in this course. A **positive attitude** and respect for differences should guide all our interactions.

3. **Readings and written assignments:** Class submissions and activities are based on assigned readings/video/research articles. Assigned material must be read before the due dates of assignments. For some assignments, we may refer to CANVAS for guides, sample papers and outlines. Log in with your usual Chaminade password. Find Course List and choose your section in COM 310. All homework should be submitted on time through CANVAS or EMAIL.

- All written assignments should follow the assigned format. Written work that contains excessive typographical and grammatical errors is subject to grade penalty. Students should keep a copy of all written work submitted.

4. **NO Late assignments for Milestone Projects:** Students must turn in milestone assignments and take the tests on time. If a student misses an assignment for a documented reason (see item 2 above), the student may be permitted to make up the assignment at a later date (time permitting).
5. **Plagiarism:** All assignments should be original work done by the student for this class. Use of work that is not credited to the original source, or use of someone else's speech or written material is a serious academic offense and will not be tolerated. Communication Department policy requires that, on first offense, plagiarized assignments will be given a grade of zero and one full letter will reduce the student's final course grade. A second offense will result in automatic failure of the class. Refer to the Chained Student Handbook (p.91) for the complete university policy regarding plagiarism and academic honesty.

#### 6. 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 the Counseling Center 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](mailto:ada@chaminade.edu)).

#### 7. 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.

#### 8. Marianist and Pacific Hawaiian Values: 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ōhana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school



<b>Class Assignments</b>	<b>Cultural Elements</b>	<b>Cultural Practice under each of the 5 Cultural Elements</b>	<b>Cultural Patterns</b>	<b>Visual texts Pictures or short videos</b>
Pre Project	Copy the meaning from the text	Describe a cultural practice from your culture		
<b>Project 1</b> <i>My Cultural Self</i>	Copy the meaning from the text	Describe a cultural practice from your culture	Find a cultural pattern that helps define the cultural practice	Add pictures or visual text that can enhance understanding.
<b>Project 2</b> <i>Cultural Immersion</i>	Copy Meaning from the text	Describe a cultural practice from the culture you are studying	Find a cultural pattern that helps define the cultural practice	Add pictures or visual text that can enhance understanding.
Final Report of Project 2 5 minutes recorded presentation	Slides 1-3 (summarize slides emphasizing key concepts)	Slides 4-8 (summarize slides emphasizing key concepts)	Special Teaching of Language Slide (2 minutes)	Slides 9-10 (Summarize slides emphasizing key learnings)

## **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. Analysis of cultural practices under the 5 cultural elements using Cultural patterns for application and interpretation. Explain the elements found in your experiences with your culture (groups or families) using CULTURAL PATTERNS or theoretical concepts from Chapter 2 and 6.

### **Five Elements of Culture**

Submission: Powerpoint or Google Slides

Start with the Meaning of Culture

<b>Cultural Elements - Include the textbook Definition (5) Describe details on these are these learned, practiced and communicated.</b>	<b>Cultural Patterns (5) Chapter 6 concepts (textbook) Apply and explain your communicated practices.</b>	<b>Describe ideas/Symbols and Images: Creative images/ messages that express your culture.</b>
Slide 1. History		
Slide 2. Religion or Worldview		
Slide 3. Values		
Slide 4. Social Organization		
Slide 5. Language		

## B. Project II (Next 4 modules)

### Final Project: Cultural Immersion Visits (Submission :10-12 Google Slides)

#### I. The Overview.

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 cultural interest (could be an issue, a curiosity, a difference) that you want to observe/interview. Use these questions as your guide:

#### II. First Set. The Proposal Slides 1-3. A MILESTONE 2 ASSIGNMENT

Slide 1- Overview. What is the research reason that you chose this culture? or What makes this culture different from yours? Why are you interested in it? (Since we know that there are five cultural elements that overlap in practice, you may want to focus on something so different from your own to explore and know more about). What is the issue you are researching on?

Slide 2- Literature Review Theoretical Frame

Slide 3- Cultural Ally, Schedule of Visits. How will you access this culture?

a. When are you going to visit?

b. Who will be your cultural ally? (You can send an email introduction, call or do a pre-visit to ask if there is anyone who might be able to help you with scheduling a time to observe, witness or participate in an event. Check the local Midweek, newspapers and other social media outlets for cultural events that you might be able to visit. Recurrent events occurring in churches, restaurants, museums. art galleries are easy and open to the public.)

#### III. Second Set. Slides 4-8.

Slide 4-8. Cultural Elements (History, Language, Values, Social Organization, Religion) and the corresponding cultural practices you gathered from your journal.

Note: For the Language Slide, please collect 10 phrases and sentences **that are used in the tradition, cultural practice that you are studying.**

Detailed guidelines and examples are found on CANVAS.



III. Writing it all up. Final Submission. (Slides 8 to 10 (or **12 if needed**) **Slides on Google Slides or Powerpoint**)

Slides 8-10

1. 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.)

2. 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 in 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 visit enhance cultural competence. If you can also find reputable documentaries on the practice of the culture that you are studying, you can include those in your literature review.**

**9. Grading:**

<b>Graded Activities</b>	<b>Possible Points</b>	<b>Percentage</b>
Assignments	100	15%
Midterm/Finals	150	20%
Project 1 Who Am I?	100	25%
Project 2 Cultural Immersion Slides 1-3; Slides 4-8 and Slides 9&10.	150	30%
Exploring our Communities	50	10%
<b>TOTAL</b>	<b>550</b>	<b>100%</b>

