

FD '02

SYLLABUS

COM 310: Intercultural Communication (3 credits)

Chaminade University of Honolulu
Behavioral Science Bldg., Room 102
Fall Semester 2002
Sec. 310 01 TR 1:00-2:15

Instructor: Arlene Cabacungan, MA

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Office Hours: after class, or by appointment, phone,
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Textbook: Samovar, L.A. and Porter, R. E. (2001). *Communication between cultures*. (4th Ed.) Belmont, CA: Wadsworth Publishing Company.

Description: Major concepts in the study of communication with people from different cultural backgrounds. Values, beliefs, expectations, customs and attitudes of various ethnic groups are studied to facilitate communicating across cultural boundaries. **Prerequisites:** COM 140 and EN 102

Objectives & Outcomes: After taking this course, you will be able to

1. Understand the basic processes, principles, and definitions of communication.
2. Know the theoretical terminologies, functions, and characteristics of culture.
3. Understand the relationship between culture and communication and its global/societal implications.
4. Understand the dimensions of macrocultures (patterns of relationships, nonverbal/verbal communication, business, education, health and religious practices and beliefs)
5. Anticipate intercultural communication through simulations and virtual interaction and fieldwork.
6. Recognize barriers to communicating interculturality.
7. Improve intercultural communication competence.

Policies & Procedures:

1. By nature, this course covers issues that may be sensitive to some students; however, it is important to keep an open mind, treat others with respect, and focus on the educational value that the lessons provide in helping to improve skills in intercultural communication.
2. Attendance is a vital part of your learning experience in this course. Class activities and participation cannot be made up. Speaking assignments require your attendance as a participant and as a listener. Regular and timely class attendance, timely completion of homework, and meetings with the instructor when you have problems will help you succeed in this course.
3. Participation points are accrued by active participation in each class, e.g. being on time to class, contribution of quality ideas, opinions, thoughts to class discussions and "spirited" involvement in intercultural training exercises such as role playing games.
4. If you are not present in class or arrive late for class, you are still responsible for the material covered and assignments. Ask a classmate or me for help.
5. You may make up a test or speech with verification that circumstances were beyond your control. In such a case, please notify me before class or as soon as possible. Nursing a common cold, picking up someone at the airport, or not finding a babysitter are not considered legitimate excuses.
6. Be aware of assignment deadlines and requirements. Your assignments must be personally submitted at the beginning of the class session to be accepted on time; otherwise, they will be considered late and 10% points will be taken off accordingly and for every day it is late thereafter. Exceptions will be made upon verification that circumstances were beyond your control.
7. All written work to be turned in for credit (except in-class critiques) must be typed, 12 pt. font, times new roman, arial or a similar font, 1 inch margins. College writing standards are expected. The use of American Psychological Association (APA) style is preferred when documenting sources in research papers.
8. Videotaping of various assignments in the classroom may occur occasionally and will be used for instructor/individual feedback.
9. In respect to others, please follow simple courtesies, e.g. no personal conversations while others are presenting, no eating while others are presenting, make sure beepers and cell phones are silent, no leaving/returning in the middle of presentations/activities, etc. Any student who does not comply with this policy may be warned and/or asked to leave the class for the day and docked participation points for the day.
10. You will be doing group work, which is an integral part of this course. Working with others harmoniously is a necessary skill to develop. If you are having problems with other members of your group, I expect you to try to work it out amongst yourselves first. If the problem persists, then you may ask me for assistance. Also, please let me know well before the day a group assignment is due.

COURSE SCHEDULE*

DATE	DESCRIPTION	DUE	READINGS
8/27 T	Introduction to Com 310 Perception Ex.; Intercultural Autograph Hunt		
8/29 R	Ch. 1: The Challenge of Intercultural Communication: Interaction in a Diverse World	Paper #1	Ch. 1
9/3 T	Ch. 2: Communication & Culture: The Voice & the Echo	Paper #2	Ch. 2
9/5 R	Ch. 5: Language & Culture: Words & Meanings		Ch. 5
9/10 T	Ch. 5: Language & Culture: Words & Meanings		
9/12 R	Ch. 6: Nonverbal Communication: The Messages of Action, Space, Time & Silence	Journal #1	Ch. 6
9/17 T	Ch. 6: Nonverbal Communication: The Messages of Action, Space, Time & Silence		
9/19 R	X Game, Test 1 Review	Journal #2	
9/24 T	Test 1: Ch. 1-2, 5-6	Journal #3	
9/26 R	Ch. 10: Accepting & Appreciating Similarities: A Point of View		Ch. 10
10/1 T	Ch. 10: Accepting & Appreciating Similarities: A Point of View; Video		
10/3 R	Ch. 3: Cultural Diversity in Perception: Alternative Views of Reality	Journal #4	Ch. 3
10/8 T	Ch. 3: Cultural Diversity in Perception: Alternative Views of Reality		
10/10 R	Ch. 4: The Deep Structure: Roots of Reality	Journal #5	Ch. 4
10/15 T	Ch. 4: The Deep Structure: Roots of Reality		
10/17 R	"My Culture" Paper & Presentation (5"min-8"max)	Journal #6 Culture Modules	
10/22 T	"My Culture" Paper & Presentation (5"min-8"max) Test 2 Review		
10/24 R	Test 2: Ch. 10, 3-4		
10/29 T	Ch. 7: Cultural Influences on Context: The Business Setting	Paper # 3	Ch. 7
10/31 R	Ch. 8: Cultural Influences on Context: The Educational Setting		Ch. 8
11/5 T	Ch. 9: Cultural Influences on Context: The Health Care Setting	Paper #4	Ch. 9
11/7 R	Bafa Bafa	Journal #7	
11/12 T	Bafa Bafa; Debrief	Journal #8	
11/14 R	Group 1 Presentation: Interpersonal	Group 1's Module	
11/19 T	Group 2 Presentation: Business	Group 2's Module	
11/21 R	Group 3 Presentation: Education	Group 3's Module	
11/26 T	Group 4 Presentation: Health Care	Group 4's Module	
11/28 R	Thanksgiving Holiday		
12/3 T	Debrief, Review & Class Evaluations		
12/5 R	Final Exam: Ch. 7-9		

*subject to changes

COURSE CRITERIA: EVALUATION & GRADING

ASSIGNMENT	POINTS POSSIBLE	MY SCORE
Test 1: Ch. 1, 2, 5, 6	100	
Test 2: Ch. 10, 3, 4	100	
Test 3: Ch. 7, 8, 9	100	
Paper #1: Cultural Background	25	
Paper #2: Cultural Metaphors	25	
Paper #3: Intercultural Film Review	100	
Paper #4: Intercultural Events	100	
Journal #1	10	
Journal #2	10	
Journal #3	10	
Journal #4	10	
Journal #5	10	
Journal #6	10	
Journal #7	20	
Journal #8	20	
My Culture Presentation	100	
Group Module	100	
Class Participation	150	
	1000 TOTAL	
	Divide by 10	

Grade Scale: A=100-90 B=89-80 C=79-70 D=69-60 F=59-0

Journals (1-2 page)

Journals are free-write papers in which you are asked to reflect on your physiological, psychological, emotional and spiritual reactions to the discussions/activities in class. You are encouraged to reflect on theories and concepts and how they apply to the issues discussed in class, and vice versa.

My Culture Presentation

Requirements will be distributed at a later date.

Group Modules & Presentation

Requirements will be distributed at a later date.

Paper #1: Cultural Background (1-2 pages)

Write a description of your cultural background and how you think it influences your communication with others.

Paper #2: Cultural Metaphors (1-2 pages)

By now you should be familiar with 4 metaphors that explain cultural diversity in the U.S. 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 4 metaphors already presented. You may choose any number of creative methods of expression to present and explain your metaphor: paint or draw a picture, construct a 3-D 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.

Paper #3: Intercultural Film Review (3-4 pages)

Select a feature-length film (or critique the film shown in class) about a culture other than your own and portrays the members of the culture fairly and accurately, e.g. no "culture-bashing" films. 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.

- a. What does the film indicate about the culture patterns of this culture?
- b. How do the cultural patterns affect interpersonal communication?
- c. What clues or events are presented in the film that describes appropriate nonverbal communication in the culture?
- d. Are there any special features to the verbal codes used by the characters?
- e. Are there any distinct social episodes that seem to be governed by specific cultural rules?
- f. 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?

Paper #4: Intercultural Events (4-5 pages)

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! Select an intercultural event 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. 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! In this report you should demonstrate knowledge of course concepts and theories 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 communication 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. Describe an important conclusion about intercultural communication due to your participation in this event.