COM 207B: Intercultural Communication
Carroll University—Spring 2017
12:00-1:50 p.m. — Tuesday & Thursday
Building: Rankin Hall – Room 206

Barbara Gunn, M.A.
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E-mail: bgunn@carrollu.edu
Office Hours: Tuesday and Thursday – 11:00 a.m. – 11:45 p.m., or by appointment
Office Location: Betty Lou Tikalsky House

Course Description – An Overview

All communication is symbolic, whether verbal or non-verbal. How we process the “symbols” is a cultural experience. Yet as different as we are, there are many dimensions of the human condition that are shared. In this course we will identify the similarities and the differences of culture and learn how to communicate effectively and comfortably with a culture other than your own. Your awareness of “culture” will increase as we travel this road together.

Learning Objectives and Assessment

Upon successful completion of this course, students should be able to:

1. Describe the interdependent relationship between culture and communication.

2. Explain how culture – your own and other people’s – shapes views of the world and ways of interacting.

3. Identify and enact the components of intercultural communication competence.

4. Conduct primary and/or secondary research in intercultural communication, utilizing methodologies germane to the social sciences.

Class Format

The format of this course will be lecture/discussion primarily. Documentary films will be used to illustrate key concepts of the course.

Required Reading

LSP Objectives

While some of you are taking this course as majors in Communication, many of you are enrolled in order to meet one of the Liberal Studies Program requirements.

The more general learning objectives of the LSP program are as follows:

1. Academic Writing – Students will be given opportunities to improve their writing ability. The emphasis in writing assignments will be toward clarity and organization of thought as well as efficacy of expression.

2. Oral Communication – Courses will provide opportunities for students to demonstrate as well as improve upon their speaking skills. Emphasis will be placed on clarity, creativity and composure.

3. Critical Thinking – Courses will give students opportunities for students to develop and enhance their ability to make critical judgments. Inherent in this objective is the ability to discern quality in ideas and to display an independence and originality of thought.

4. Understanding Contemporary Relevance – Courses will provide opportunities to make connections between the course and the individual’s life as a contributing member of society.

Graded Assignments

- Details of assignments and grading rubrics will be presented in class and posted on My Courses.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Research Project</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation of Research Project</td>
<td>10%</td>
</tr>
<tr>
<td>Family Interview</td>
<td>5%</td>
</tr>
<tr>
<td>Cultural Music Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Cultural Analysis Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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</tbody>
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Total points: 100%

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>84-87.99</td>
<td>B</td>
</tr>
<tr>
<td>70-77.99</td>
<td>C</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
</tr>
<tr>
<td>88-92.99</td>
<td>AB</td>
</tr>
<tr>
<td>78-83.99</td>
<td>BC</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D</td>
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Course Policy

Attendance: Attendance in class will be monitored regularly, and chronic absenteeism will result in a reduction of a student’s final grade. A student who misses 15% of class meetings will see his/her final grade for the course reduced by 10%, while a student who misses 30% of class meetings will see his/her final grade reduced by 20%. A student who misses one-third or more of class meetings will automatically fail the course.

If you must miss a class, notify the professor prior to that class or provide appropriate documentation upon your return. You must notify Barbara Gunn directly; do not send word through a friend or classmate. You are responsible for getting any class notes that you missed from a classmate. Job- or internship-related absences will not be counted as excused. If your job or internship interferes with class attendance, you need to quit your job/internship or drop the course.

Late Assignments: All assignments are due at the beginning of the class on the date designated on the course schedule unless otherwise stipulated by the instructor. All assignments are to be typed, printed, and stapled. Late assignments will be penalized 10% per day unless clear proof of a genuine emergency is provided and the matter has been cleared by the instructor prior to the assignment’s due date. Failure to submit an assignment within ONE WEEK of the due date will result in a zero for that assignment.

Make-up Work: Students wishing to make up an exam must get permission from the instructor PRIOR to the exam date and provide documentation of a genuine emergency.

Academic Honesty:
“The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.”

Incompletes: Incompletes will be granted only in cases where a documented emergency prevents a student from completing the course and the student has completed a substantial portion of the course.

Students with Disabilities:
“Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.”

Cell Phones: All cell phones, or any other digital communication device, must be set on vibrate or turned off before each class begins. NO TEXTING during class. You will receive a 50% reduction in participation points for texting during our class period. The ONLY exception to these rules is a family emergency.
E-mail Communication: **ALL** e-mail communication will be done using our Carroll University addresses/account.

**Library Connection**
- [http://pioguides.carrollu.edu/cat.php?cid=14266](http://pioguides.carrollu.edu/cat.php?cid=14266) history
- [http://pioguides.carrollu.edu/politics](http://pioguides.carrollu.edu/politics)
- [http://pioguides.carrollu.edu/content.php?pid=63741](http://pioguides.carrollu.edu/content.php?pid=63741) religion
- [http://pioguides.carrollu.edu/content.php?pid=63735](http://pioguides.carrollu.edu/content.php?pid=63735) philosophy
- [http://pioguides.carrollu.edu/content.php?pid=63742](http://pioguides.carrollu.edu/content.php?pid=63742) sociology
- [http://pioguides.carrollu.edu/content.php?pid=63730](http://pioguides.carrollu.edu/content.php?pid=63730) criminal justice
- [http://pioguides.carrollu.edu/content.php?pid=63873](http://pioguides.carrollu.edu/content.php?pid=63873) communication

**The Writing Center**
The Carroll University Writing Center, located in the library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop in basis. To schedule an appointment, use LC Online, which is accessible through the student portal or by visiting our webpage: [http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790](http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790)

From brainstorming to citation, Writing Assistants can help you with any stage of the writing process. Appointments are thirty minutes long, and are free to all students.

“The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).”

**Grade Expectations**
- **A** – student can demonstrate engaged, critical discussion; student has read the assignment; student attempts to connect the theoretical/class concepts to examples; student engages peers during group discussions; student displays sound communication principles (listens attentively to others, pays attention during class, respects those who disagree, is not late for class, takes notes, does NOT do annoying activities like answer cell phones, check text messages, check Facebook, read/prepare for your next class, and/or write out your wedding invitations.) Student submits assignments as stipulated on the syllabus or as indicated by the instructor. Student work meets all criteria established for each assignment and adds to demonstrate understanding of the material (adds theory, extra pages)
- **B** – student displays behaviors described in “A.” but could participate more; or participates fully, but could be more prepared.
- **C** – student participates, but mostly offers personal opinion and personal application showing little connection to theoretical/class concepts.
- **D** – student performs very little to no preparation and very little or no participation, looks disengaged
- **F**- student is not prepared if called upon, looks disengaged, has done annoying activities during class (often late, does other work during class, checks cell messages, mysteriously leaves class, texts during a video, and the like) and does not participate
## Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment/Activity</th>
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| 1    | 1/24  | Course Introduction – Syllabus, assignments, and expectations review  
                  Class introductions  
                  Text – Intercultural Communication: An Overview                                                                                   |
|      | 1/26  | Lecture & Discussion: Start the discussion on…  
                  **Chapter 1** – Studying Intercultural Communication – Six Imperatives                                                             |
| 2    | 1/31  | Continued Discussion:  
                  **Chapter 1** – Studying Intercultural Communication – Six Imperatives  
                  Start Discussion on…  
                  **Chapter 2** – Intercultural Communication – Building Blocks 1 – 4 and Barriers to Intercultural Communication |
|      | 2/2   | Continued Discussion:  
                  **Chapter 2** – Intercultural Communication – Building Blocks 1 – 4 and Barriers to Intercultural Communication  
                  Class Activity – Cultural Variables                                                                                                    |
| 3    | 2/7   | Lecture & Discussion:  
                  **Chapter 3** – History and Intercultural Communication – From History to Histories and History & Identities  
                  Introduction to Research Project – form teams and review assignment expectations                                                  |
|      | 2/9   | Continued Discussion:  
                  **Chapter 3** – History and Intercultural Communication – From History to Histories and History & Identities  
                  View and discuss documentary film: *Becoming American: The Hmong Experience*  
                  Cultural Music Presentations – 3 presentations                                                                                       |
| 4    | 2/14  | Lecture & Discussion:  
                  **Chapter 4** – Identity and Intercultural Communication – Understanding Identity and Social & Cultural Identification  
                  **Research Project Team Topics DUE – will review and approve topic in class**                                                        |
| 4    | 2/16  | Documentary Film: *Daughter From Danang*  
                  Discussion of documentary film  
                  Cultural Music Presentations – 3 presentations                                                                                     |
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<th>Week</th>
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<th>Activity</th>
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| 5    | 2/21  | Lecture & Discussion:  
Chapter 5 – Verbal Issues in Intercultural Communication - The Study of Language, Cultural Variations in Language |
|      |       |          |
|      | 2/23  | Continued Discussion:  
Chapter 5 – Verbal Issues in Intercultural Communication - The Study of Language, Cultural Variations in Language  
Cultural Music Presentations - 2 |
| 6    | 2/28  | Lecture & Discussion:  
Chapter 6 – Nonverbal Communication Issues – Defining Nonverbal Communication, Cultural Variations in Nonverbal Behavior  
View and discuss documentary film: Nonverbal Communication  
Cultural Music Presentations - 2 |
|      | 3/2   | Continued Discussion:  
Chapter 6 – Nonverbal Communication Issues – Defining Nonverbal Communication, Cultural Variations in Nonverbal Behavior  
View and discuss documentary film: Nonverbal Communication  
Cultural Music Presentations - 2 |
| 7    | 3/7   | Lecture & Discussion:  
Chapter 7 – Popular Cultural and Intercultural Communication  
Review for Midterm Exam – Chapters 1 – 6 |
|      | 3/9   | Midterm Exam – Chapters 1 – 6 |
| 8    | 3/14  | Spring Break – No Classes |
|      | 3/16  | Spring Break – No Classes |
| 9    | 3/21  | Lecture & Discussion:  
Chapter 7 – Popular Cultural and Intercultural Communication  
View and discuss documentary film: Killing Us Softly 4: Advertising’s Image of Women (2010), by Jean Kilbourne |
|      | 3/23  | View and discuss the following documentaries:  
Mean World Syndrome – Dr. George Gerbner, Ph.D., and  
Reel Bad Arabs – Jack Shaheen |
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<th>Date</th>
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| 10 | 3/28 | **Chapter 8** – Culture, Communication, and Conflict – Characteristics of Intercultural Conflict, Conflict Types and Contexts, Cultural Influences on Conflict Management  
Begin Viewing film: *Crash*  
**Family Interview Due** |
|   | 3/30 | **View and Discuss:**  
Film – *Crash* |
| 11 | 4/4  | **Chapter 9** – Intercultural Relationships in Everyday Life – Benefits of Intercultural Relationships, Challenges in Intercultural Relationships and Foundations of Intercultural Relationships |
| 11 | 4/6  | Continued discussion of *Crash* |
|   | 4/11 | **Lecture & Discussion:**  
**Chapter 13** – Intercultural Communication and Health Care – The Importance of Communication in Health Care, Intercultural Barriers to Effective Health Care, Religion and Health Care, and Power in Communication about Health Care. |
| 12 | 4/13 | **Cultural Analysis Paper Due** –  
View and discuss documentary film: *The Split Horn*  
Cultural Music Presentations – 3 presentations |
| 13 | 4/18 | View and discuss documentary film: *Recycled Life*  
Cultural Music Presentations – 4 presentations |
|   | 4/20 | Discussion & planning for final research project  
Cultural Music Presentations – 5 presentations |
| 14 | 4/25 | **Team Planning Meeting Day** |
|   | 4/27 | Oral Presentations of Research Project  
**Final Research Project Due** |
| 15 | 5/2  | Oral Presentations of Research Project  
**Review for Final Exam** |
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<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>5/4</td>
<td>No Classes – Reading Day</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam – MONDAY - 11:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>(this is scheduled by the Registrar’s Office)</td>
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<tr>
<td></td>
<td>Have a wonderful summer!</td>
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