

FOUNDATIONS OF INTERCULTURAL COMMUNICATION (COM 272)

TR, Fell 148 at 9:35 a.m. (Sec. 1)

TR, Fell 180 at 5:00 p.m. (Sec. 2)

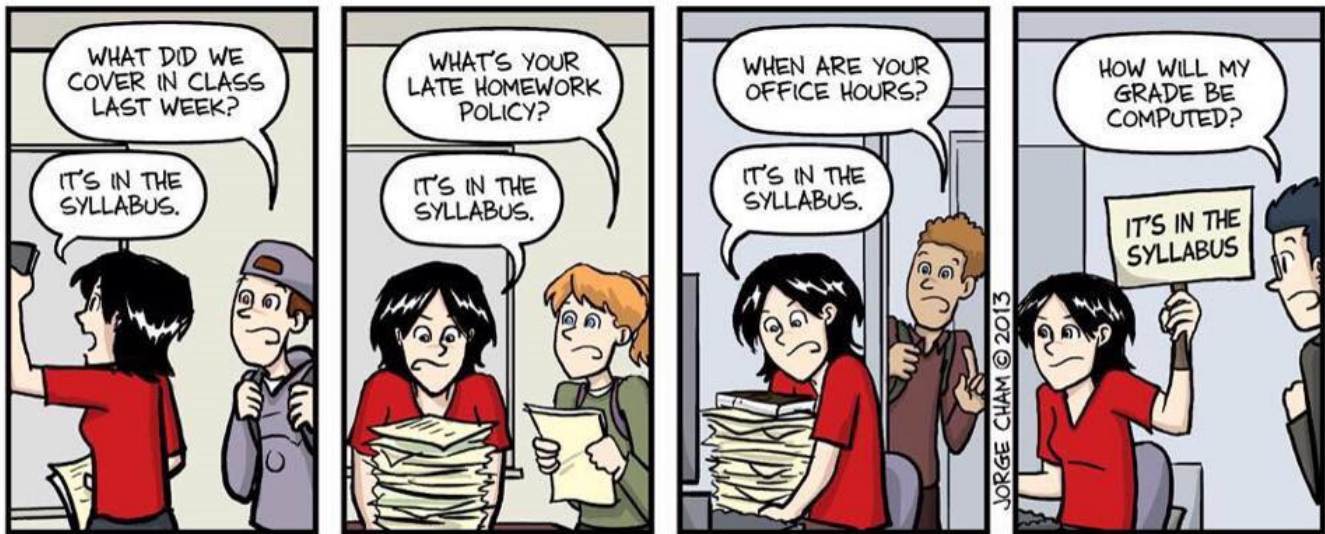
Instructor: Chad Woolard

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Office Phone: 438-8270 (direct line/voice mail)

Office Hours: MWF 1:00-3:00 p.m. or by appointment

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IT'S IN THE SYLLABUS

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CATALOG COURSE DESCRIPTION

Basic concepts of intercultural communication, including value, linguistic and nonverbal differences between cultures; prejudice, ethnocentrism, stereotypes, and cultural adjustment. COM 111 or consent of instructor.

COURSE TEXTBOOK

Baldwin, J. R., Coleman, R. R. M., González, A., & Shenoy-Packer, S. (2014). Intercultural communication for everyday life. Malden, MA: Wiley-Blackwell. ISBN 978-1-4443-3236-0

FOUNDATIONS OF INTERCULTURAL COMMUNICATION (COM 272) COURSE GOALS

This course introduces you to communication among people from different cultures. The content focuses on the application of theory and practice in intercultural settings. Specifically, after this course, you should be able to:

1. Describe the relationship between culture and communication

2. Outline and summarize aspects of individual, relationship, and context that make intercultural communication more competent
3. Summarize, compare, and evaluate standard frameworks for understanding culture
4. Explain aspects of verbal and nonverbal communication that may differ between people of different cultures
5. Summarize the role of cultural patterns and communication in the development of intercultural interpersonal relationships
6. Generate a list of obstacles to competent intercultural communication, with possible solutions
7. Make practical application of course concepts to civic and political engagement
8. Exhibit communication skills that demonstrate (improved) competence in intercultural communication contexts

ASSIGNMENTS

Exams (150 pts):

Application Papers (125 pts):

Final Project (170 pts)

Participation (50 pts):

EVALUATION

Exam 1	50 pts
Exam 2	50 pts
Final Exam	50 pts
Cultural Puzzle Activity Paper	20 pts
Cultural Background Paper	20 pts
Cultural Bias Paper	40 pts
Context Interview OR	
Film Analysis	25 pts
Final Project Proposal	50 pts
Final Project	120 pts
Final Project Presentation	25 pts
Participation:	50 pts
 Total Points:	 500 pts

The grading scale is a standard ten percentage point scale:

90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

ACTIVITIES

You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read, rather I will synthesize the material into discussions and activities, in which you will play a large role.

COURSE POLICIES

ATTENDANCE AND PARTICIPATION: Regular attendance is expected. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up. Excessive absences will affect your grade in this class. You are always responsible for all material distributed in your absence.

UNIVERSITY BEREAVEMENT POLICY: Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work. More information is available in the Student Bereavement Policy at <http://policy.illinoisstate.edu/students/2-1-27.shtml>.

ASSIGNMENT DUE DATES: All speeches, assignments, and exams must be completed on the date assigned. If you do not turn in assignments the dates they are due you will receive a ZERO for that assignment unless an alternate due date has been previously approved or documentation has been provided for extreme circumstances. I do not accept any emailed assignment—all assignments need to be submitted in print or through Reggienet. In some situations, I may allow you to email an assignment and later turn in a paper copy; however, this requires prior permission.

BEHAVIORAL EXPECTATIONS POLICIES AND PROCEDURES:

Professional Courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

Presentation Etiquette. On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a presentation is in progress.

Behavioral Expectation Policy. Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

EMAIL ETIQUETTE: I use email to deliver some course materials and assignments in addition to Reggienet and the textbook websites. I also will answer questions and address problems through email. I encourage you to email with this issues and concerns; however, I need some basic information from you to properly and quickly answer your email: 1) A subject line that tells me what you are emailing me about (i.e. Assignment, Question about X assignment, etc.). 2) Your full name, most of the time the only information I get through the email system is your email address, not your full name. 3) Your class section or class time. If you can provide me with this information I can quickly address your concerns.

TECHNOLOGY: Technology is an ever-changing part of our daily lives and offers new opportunities in learning, but also it can be a cause of distraction in the classroom. All cell phones should be turned off or set to silent during class. Also, text messaging is prohibited during class! I allow the use of laptops and PDAs as long as they are used for academic purposes (i.e. taking notes, working on class assignments, etc.). If the use of technology becomes a distraction I reserve the right to confiscate the devices for the remainder of class that day and/or prohibit the use of any device in class.

CHEATING/PLAGIARISM: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else's work warrants plagiarism. Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Community Rights and Responsibilities.

SPECIAL NEEDS: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at www.StudentAccess.IllinoisState.edu.

MENTAL HEALTH RESOURCES: Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

EXTRA CREDIT:

There are two options for Extra credit, explained below. You can complete up to 5 extra credit assignments for 5 points apiece (no more than 25 extra credit points total). That can be 5 talks/events, 5 research studies, or any combination of the two options.

Option 1:

Cultural/Intercultural Talk or Event

Attend a talk of even that is connected to cultural, intercultural, or international concepts and write a 1-2 reflection paper (the assignment guidelines are on the Reggienet Announcements or email me directly for the assignment) This option you will submitted and graded through Reggienet.

Option 2: SOC Research Pool Study

There will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the gradebook immediately upon your completion of the opportunity (I will receive an email towards the end of the semester with a participant list). There are no guarantees for extra credit, and it is each student's responsibility to be aware of and take advantage of such opportunities (the earlier the better for research studies). You may receive extra credit for participating in any of the studies posted to the School of Communication's Research Announcement Board. The Research Announcement Board is updated as research studies are opened/closed, and it is your responsibility to access the Board and be aware of available opportunities. The Research Announcement Board can be accessed via: <https://sites.google.com/site/ilstusocstudies>

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits, but please see the call for participants for the Research Credits associated with each study. Each Research Credit is worth an additional 10 points toward your total possible final grade in this course. For example, if you participate in a research study worth .5 Research Credit, your participation would provide 5 points to your final grade. Each project listed on the Research Announcement Board will indicate the specific number of Research Credits

associated with the project. The course instructor will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is *your* responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, please be sure to have your name, ULID (i.e., the part of your email before @ilstu.edu), instructor name, and course and section number ready, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise on the Research Announcement Board. A maximum of 4.5% of your final course grade (25 points) can be earned from extra credit opportunities via the Research Announcement Board. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

Ground Rules for Classroom Discussion (Orbe & Harris, 2011)

Basic Rules

1. Remember that reasonable people can and do disagree
2. Each person deserves respect and deserves to be heard.
3. Tolerance and patience are required of all.
4. Respect the courage of some who share things we may find highly objectionable. We may learn the most from their comments.
5. Understand the rules for civil discourse may need to be negotiated on individual, group, and class levels (e.g., gender-linked and race-linked styles of communication may need to be considered explicitly).
6. Acknowledge that all racial/ethnic groups have accomplishments their members can be proud of and misdeeds they should not be proud of (i.e., no racial/ethnic group walks in absolute historical perfection or weakness).
7. Each person should understand the privileges that he or she has in the United States based on skin color (e.g., Whites and lighter-skinned people of color) and other social assets such as social class, gender, level of education, and so on.
8. “Equality” between and among discussants should be the relational norm.

Other Possible Guidelines

1. Communicate with the assumption that racism, and other forms of oppression, exist in the United States.
2. Agree not to blame ourselves or others for misinformation that we have learned in the past; instead, assume a responsibility for not repeating it once we have learned otherwise.
3. Avoid making sweeping generalization of individuals based solely on their racial ethnic group membership (e.g., I can’t understand why Asian Americans always. . .).
4. Acknowledge the powerful role of the media on the socialization of each community member.
5. Resist placing the extra burden of “racial” spokesperson or “expert” on anyone.
6. Respect, patience, and an appreciation of diverse perspectives are required (Note: Can you see how this guideline is at a different level than number 3 in the more basic list?)

Source: Orbe, M. P., & Harris, T. M. (2015). *Interracial communication: Theory into practice* (3rd ed.). Thousand Oaks, CA: Sage. (pp. 23-25).

Tentative Schedule
(All assignment and dates are subject to change)

Week 1 (Aug 19-23)

(T) Course Introduction
Cultural Puzzle Activity
Assign Cultural Puzzle Paper

(Th) Rationale for Studying
Intercultural Communication **Chap. 1**

Week 2 (Aug 26-30)

(T) Action, Ethics, and Research in
Intercultural Communication **Chap. 2**

(Th) Civic and Political Engagement
Assign Cultural Background Paper **Cultural Puzzle Paper Due**

Week 3 (Sep 2-6)

(T) Origins of Culture **Chap. 3**

(Th) Ideology and Culture **Cultural Background Paper Due**

Week 4 (Sep 9-13)

(T) Subjective Culture: Values **Chap. 4**

(Th) Subjective Culture: Worldview

Week 5 (Sep 16-20)

(T) **Exam 1 (Ch. 1-4)**

(Th) Cultural and Ethnic Identity
Assign Cultural Bias Paper **Chap. 5**

Week 6 (Sep 23-27)

(T) Identify and Politics

(Th) Intolerance-Acceptance-Appreciation **Chap. 6**
Cultural Bias Paper Due

Week 7 (Sep 30-Oct 4)

(T) Verbal Communication and Culture **Chap. 7**

(Th) Discourse and Conversation

Week 8 (Oct 7-11)

(T) Nonverbal Communication and Culture **Chap. 8**

(Th) Rhetoric and Culture **Chap. 9**
Assign Final Project Proposal

Week 9 (Oct 14-18)

(T) Media and Culture **Chap. 10**

(Th) Globalization and Media **Chap. 11**
**Assign Context Interview/Film
Analysis Assignments**

Week 10 (Oct 21-25)

(T) **Exam 2 (Ch. 5-11)**

(Th) Adaptation and Intercultural
Competence **Chap. 12**
Final Project Proposal Due

Week 11 (Oct 28-Nov 1)

(T) Culture and Relationships **Chap. 13**
**Context Interview/Film Analysis
Due**
Chap. 13

(Th) Culture and Conflict

Week 12 (Nov 4-8)

(T) Culture and Politics **Chap. 14**

(Th) Culture and Organizations **Chap. 15**

Week 13 (Nov 11-15)

(T) Final Project Work Day

(Th) **No Class, NCA Conference**

Week 14 (Nov 18-22)

(T) Final Project Work Day

(Th) Final Project Work Day

Week 15 (Nov 25-29)

No Class, Fall Break!!

Week 16 (Dec 2-6)

(T) Final Project Presentations

(Th) Final Project Presentation

Final Project Due

Week 17 (Dec 9-13)

TBA FINAL EXAM

(Date: _____)