

COM 372: Intercultural Communication

Spring, 2024—TR 11:00-12:15, Fell 179

[School of Communication--Illinois State University](#)--John R. Baldwin

Updated: 09 Jan 2024

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Course Texts

- Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2015). (Eds.). *Intercultural communication: A reader* (14th ed.). Cengage. ISBN 9781285077390
- Optional text: Baldwin, J. R., González, A., Brock, N., Chao, C.-C., & Zie, M. (2024). *Intercultural communication for everyday life* (2nd ed.). Wiley-Blackwell.
- Additional readings will be available on Canvas.

Catalog Description

Theories and research relating to face-to-face communication among people from different cultural, national, ethnic, or racial backgrounds. Prerequisites: COM 111 and 297, or consent of the instructor.

Course Goals

Many companies seek employees with intercultural skills, and researchers in many disciplines consider the role of culture in their studies. An advanced undergraduate course should provide students with the ability to understand *research* and *theory* in the area of intercultural communication. However, many students have no background in the area, and most students seek a practical focus ("what works?"). For that reason, this course will balance review of primary studies and theoretical writings with introductory readings. We will also apply the concepts practically to concerns of international students and workers, media producers and consumers, and public relations professionals. Ultimately, however, our goal is to inform ourselves about issues and research on culture and diversity in a way that we can become better world citizens and make our communities a better place.

Course Approach

We will use a variety of teaching methods, including lecture, class discussion, case studies, and in-class exercises. We do not have a "basic text" that walks in a linear fashion through key concepts and issues, but I encourage you to get one just to be well-read in the concepts. I will recommend one 😊. Instead, we will use a "reader" (edited book) of short chapters by different authors who are specialists in their unique areas and will accompany this with some journal articles and essays by the theorists, themselves.

Specific Course Objectives: In this course, you should be able to:

- Demonstrate your knowledge and analytical skills regarding communication between people from different racial, ethnic and cultural backgrounds, in both international and domestic settings
- Reflect an accurate reading, evaluation, and application of intercultural theories
- Show an introductory ability to read and evaluate different types of intercultural research
- Perform basic qualitative or quantitative intercultural research, and understand the other type
- Make practical applications of theory and research to business, education, marketing, media, or relationships--and to your own life
- Realize that intercultural communication studies can be challenging but fun!

Course Grade

You will earn your grade through the following assignments:

Assignment	Due Date	Possible	Earned
Research Project: (hard copy) <ul style="list-style-type: none"> • Topic • Method proposal (1 para to 1-page summary) • Review of literature • Methods section • Results/Discussion/abstract/references, appendix) • Papers • Final Presentation 	01/28/24 (midnight) 02/22/24 in class 03/24/24 (midnight) 04/07/24 (midnight) } } 05/02/24 (midnight) }		150
<ul style="list-style-type: none"> • Abstract (hard copy) 	02/15/24 (in class)	50	<u> </u> /50
Exams: (ReggieNet) <ul style="list-style-type: none"> • Exam 1 and Essay: Culture • Exam 2 and Essay: Identity • Exam 3 and Essay: • Final:[some elements comprehensive] 	02/11/24 Midnight 03/10/24 Midnight 04/14/24 Midnight Due day of final		200 <u> </u> /50 <u> </u> /50 <u> </u> /50 <u> </u> /50
Participation/tickets-to-enter			<u> </u> /30
TOTAL			430

Course Grade: 90% = A; 80% = B; 70% = C; 60% = D; under 60% = F

Description of Assignments

- ❖ **Research Abstract (50 pts):** A 2-page single-spaced summary and critique of a primary research article. This will help you to understand how research authors use existing literature to make an argument, build to research questions or hypotheses, and structure the methods, results, and discussion, to enhance your own final project.
- ❖ **Exams (200 pts):** Exams evaluate your mastery of readings and class discussions. Exams include 15 online questions, multiple choice (2 re-takes), with an essay asking for some combination of explanation, application, and/or evaluation of one of the theories covered. The final is longer, with no re-takes contains comprehensive terms related to general cultural frameworks and understanding.
- ❖ **Primary Research Project (150 pts):** You will write—alone or in groups—a paper for potential submission for an appropriate academic research outlet (thus, graduate and undergraduate criteria for length and rigor will vary). Your paper may be quantitative, qualitative, or rhetorical (We will discuss these in class) but must include **primary research**. I will meet with each group regularly to help with details, instructions. You may work individually or in groups.
- ❖ **Participation/Tickets-to-Enter (50 pts):** We will have in-class discussions and exercises. Also, we will have frequent “tickets-to-enter”—typically, a short question that tests whether you have done the required reading for the day. I have no formal absence policy, but if you are not present, you cannot participate. Frequent absences can count against your participation grade.
- ❖ **Extra Credit (up to 1.5% of total grade):** You may attend out-of-class presentation or engage in intercultural experiences and write a brief report on it. I also allow up to 15 points of extra credit from the “communication research board,” typically 5 points/study, depending on length of your involvement. You should keep records of any study that you participate in. For more information, please go to <https://sites.google.com/site/ilstusocstudies/>.

Important Notes:

1. **Due dates:** All assignments are due in class on day required, in format described in class. LATE work may receive a penalty of up to 10% for each class day late. If lateness is habitual for a given student, stiffer penalties are possible.
2. **Format:** All assignments should be typed and double-spaced, according to American Psychological Association (APA) style manual, 6th ed., **unless otherwise noted** (abstract is single-spaced). Margins should be 1 inch on all sides. No folders, binders, or plastic covers, please.
3. **Identification:** Please use UID only on in-class and take-home essays, rather than your name. Please label any digital files (file names) with your UID and assignment name, to assist grading.
4. **Late work and “grade-grabbing.”** Only in extreme circumstances can students make up exams or get deadline extensions on projects. Students must discuss make-up opportunities with the instructor **in advance** of the missed class period or due date. Turning in multiple late assignments, even with extenuating circumstances, will work against your grade and future student benefits, such as seeking a letter of recommendation. Grades are based on performance only, so there is no “grade grabbing” (asking at the end of the semester to have your grade bumped up based on some need).
5. **Non-completion of work:** The failure to take any *exam* or to complete the *term project* will result in an automatic grade of "F" for that item. If a test or presentation is missed, it is the student's responsibility to make arrangements with the instructor.
6. **Records:** Always keep careful records of your progress: attendance, returned papers, etc. until you receive (and are in agreement with!) final grade for course. This is especially true for group assignments. It is your responsibility to keep track of your academic progress.
7. **Plagiarism:** Any form of cheating, including plagiarized papers, will automatically result in a minimum penalty of "F" in the assignment. In some cases, a further sanction may be enforced. **Note that plagiarism includes** (a) use of others' ideas or organization without citation; (b) use of other students' work or your own from other classes without citation; (c) use of words *even with citation*, but without quotation marks to separate the authors' words from your own.
8. **Changes to syllabus:** The instructor reserves all rights to make changes to this syllabus. However, any changes regarding due dates of assignments or dates of tests will be carried out only by class consensus. In effect, the syllabus is our "contract." If there are updates to schedule, I will post your e-mail account with notification.
9. **Technology Policy:** Do not record any online sessions without permission, according to [FERPA guidelines](#). If you have tech-based issues, contact the Technology Support Center (<https://ithelp.illinoisstate.edu/>). You are not required to have your camera on, but if you do not, it is helpful for me for you to have a picture of yourself or an avatar (instead of a blank screen), so I do not feel like I am “teaching to the void.” As we are all online, review notes [here on “Netiquette.”](#)
10. **Respect:** Demand and show respect! Some topics we discuss may be emotional for you. It is important to show respect for others and their opinions as well as expect the same for your own.

Useful contacts:

- Any student in need of a special accommodation for a documented disability should contact Student Access and Accommodation Services, 350 Fell Hall 438-5853 (voice), 438-8620 (TDD); their e-mail is ableisu@ilstu.edu.
- Student Counseling Services: 438-3655
- Julia Visor Learning Center/Univ College: 438-7100 <https://universitycollege.illinoisstate.edu/help/>

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Key: Hint; Use LESSONS in ReggieNet to focus your reading for each class period!

S = Samovar, Porter, McDaniel, & Roy (2014) TP: Term Project/Assignment/Exams

RN: ReggieNet Reading

Gray font: Optional reading

Wk	Tuesday	Thursday
1	1-16 UNIT 1: INTRO — Course, syllabus; topic areas; time-capsule	1-18 Discuss methods of IC training (Fowler & Blohm) OR Cultural exercise
2	1-23 History and Focus S: McDaniel & Samovar; Korzenny; RN: Murky Waters (discussion of abstracts, TP)	1-25 UNIT 2: FOUNDATIONS Ethics ; S Ch 8: Evanoff, Kale TP topics due Midnight Sunday 1-28-24
3	1-30 Comm, Culture , & ICC Class Exercise: Models of ICC & video analysis RN: Baldwin; Martin et al.	2-1 Paradigms & Research : ResNot1 Paradigms: RN: Reynold OR Friday; Optional: Cai
4	2-6 Values : RN: Courtright et al. Optional: Choose one! Hall, Hofstede, Schwartz; Chinese Cult Conn	2-8 World View : S1: Miike Prep for Exam 1; ResNot2: Surveys & Experiments Online Exam 1: 02/11/24: Culture
5	2-13 UNIT 3: IDENTITY & PREJUDICE Identity (intro): Language, Labels, Naming S1: Collier; S2: Chen	2-15 Identity: Persons with disabilities: S: Braithwaite RN: Article using interviews/FGs In-class exercise: thematic analysis Abstracts Due (in class)
6	2-20 Latinx/o/a; African American; Native American S2/4: Pratt et al; Ribeau et al.; Saucedo	2-22: Whiteness; S2/4: Martin; RN McIntosh; Baldwin “Stranger” TP: Brief methods proposal (in class)
7	2-27 Gender, sex, identities: S4: Pearson, Article choice TBA	2-29 Sex orientation; LGBTQ+. S4: Eadie, Queer theory, postcolonialism,
8	3-5 Psychology : key terms; theories of intolerance: Co-Cultural Theory (RN: Orbe; Orbe study TBA) and extensions	3-7: Intolerance: Contact Hypothesis. RN: Dovidio et al. OL Exam 2: Identity, intolerance 3/10/24 midnight
3-9 to 3-17 Spring Break		
9	3-19: UNIT 4: MESSAGES Verbal Code : Values and language; language attitudes S3/S5: Ellis & Maoz (everyone); choose one other: Begley, Jain, Cargile; Roy, Skow & Samovar; Fong; ResNot4: Ethnog (of Comm)	3-21 Theories of language & communication: CAT CAT : RN: Giles & Noels; read one article from “research” file TP: Review of Lit due (3-24-24 midnight)
10	3-26 Nonverbal Code : The key questions & issues: NV specifics: S5: McDaniel, RN: Remland et al. OR Ekman et al [methods & findings] Opt: S5: Andersen	3-28 Nonverbal Part 2: Issues in research; theories about NV comm—EVT, Hofstede’s dimensions, semiotics
11	4-2 Mediated Messages : Soc Sci approach: cultivation theory, social cognitive theory RN: Media content analysis or media effects: Choose 1 ResNot5: Media content analysis	4-4 Media & identity: rhetorical/qual approaches RN: Media rhetorical analysis: Choose 1 ResNot5: Media rhetorical analysis TP: Methods section (4/7/24 midnight)
12	4-9 New media/social media/study session Exam 3 S9 Shuter; RN: Baldwin et al. Ch. 11: Social Media OL Exam 3 04/14/24 Messages: verbal, nonverbal, media	4-11 UNIT 5: APPLICATION CONTEXTS. Relationships S5: Yum IR friendships and romantic relationships
13	4-16 Conflict RN: Ting-Toomey & Kurogi; Opt: S-5: Ting-Toomey	4-18 Cultural Adjustment RN: YY Kim Ch. 5; S7: Kim
14	4-23 Education S6: Skow & Stephan, Gay	4-25 Organizations; Health S6: Hinner; CHOOSE 1: Geist-Martin OR Rao
15	4-30 Intercultural communication competence Spitzberg; BEGIN Final Paper Presentations	5-2 Present final projects (Part 1) Final paper due*

Final: Final Exam Period: Present final papers: comprehensive; contexts