

Syllabus

P-COMM 3344
Cross-Cultural Communication
(Intercultural Communication)
3 credits

This syllabus is representative of the syllabi for this course. Contents may vary from semester to semester.

Instructor:	Sandra J. Shaw
E-Mail:	sandrajs@admin.stedwards.edu
Appointments:	Please email me 24 hours in advance if you would like to meet, and we can set up a mutually convenient time and place on campus. If you have some brief question or comment, I will be available for about 10 minutes before and after class each evening and I would enjoy talking with you.

Course Description: This course focuses on cultural patterns of thought, communication and behavior. It will study the relationships between the culture, behavior and communication of individuals and groups, both internationally and nationally. The course will give students insight into how intercultural communication factors affect the way business, services and communication are handled in various cultural contexts.

Textbook: Martin, Judith N. and Nakayama, Thomas K. Intercultural Communication in Contexts, 3rd. ed. New York: McGraw-Hill, 2004.

Objectives: Students completing this course will:

- Analyze the concept of culture
- Identify the ways that culture and communication impact one another
- Develop analytical and interpersonal skills for intercultural interactions
- Identify barriers to intercultural communication, both theoretically and practically
- Identify and practice methods for overcoming barriers to intercultural communication
- Gain an appreciation of the challenges and opportunities faced by individuals, groups and societies in an increasingly intercultural world

NOTE: The instructor reserves the right to alter the syllabus as needed.

Course Expectations

1. Since classes are intensive, students are expected to attend every class from beginning to end. Adult students have many life events that can interfere with attendance.

However, there is no way to adequately make up in-class discussions. Attendance points

are given and will be withheld for non-attendance, no matter what the circumstances are. Time missed in class is irretrievable. **Timely arrival is particularly important. I make every effort to arrive to class on time and assume you will do the same. Please don't be discourteous to your fellow students or to me by arriving late. While we all know late arrival cannot always be avoided, such occurrences should be very rare.**

2. Students are expected to become familiar with the course objectives and are responsible for working toward achieving them.
3. Students are expected to complete all assignments on time. Late assignments do not receive full credit. Assignments up to one week late will be penalized 20%. Assignments will not be accepted beyond a week after the due date, barring exceptional circumstances.

IMPORTANT: Assignments are due at the beginning of class. **No assignments will be accepted via email.**

If you know you must miss class when an assignment is due, it is your responsibility to get the assignment in on time, by bringing it by the New College office or sending it to me via e-mail WITH PRIOR APPROVAL. **The New College Incomplete Policy stipulates that Incompletes are granted at the sole discretion of the instructor, only in extreme circumstances, and when at least 50% of the work has been completed.**

4. Be prepared for class. Do the readings each week and be ready to discuss them and to work with the concepts during the class period. Bring your text to class each time.
5. Class participation is essential and a major portion of the grade. Please ask questions, clarify doubts, make comments and share your experiences as seems appropriate.
6. All work should be presented in the most professional way; well-written, word processed, and proofread. Be sure that your work always represents college-level learning. In academics, presentation is everything. This is your opportunity to shine.

Withdrawal

Students are responsible for officially withdrawing from the course if they are unable to continue. After the official withdrawal date (see New College bulletin), students can petition for withdrawal through their CAP advisor. This must be done prior to the end of the course. **Students may be withdrawn from the course by the instructor for excessive absences. In this course two or more absences (class meetings missed) may be considered excessive. Students are responsible for communicating with the instructor exceptional circumstances that impact attendance.**

Academic Integrity

Students are expected to maintain high standards of academic integrity in all work for the course. Dishonesty in any work will result in a grade of F for the course. Plagiarism is a form of academic dishonesty that may result in the same penalty. In cases of mitigating circumstances, the instructor may assign a lesser penalty. Once a grade of F

has been assigned on the basis of academic dishonesty, the student may not withdraw from the course.

Special Circumstances

If you have a medical, learning, or psychiatric disability and require accommodations in this class, please let the instructor know early in the semester or as soon as you are eligible for accommodations. You will first need to present documentation of your disability to the Disability Coordinator located in Academic Planning and Support on the first floor of Moody Hall. In addition, APS provides tutors to assist you with study techniques and mastery of course content. Call 448-8660 for an appointment.

Computer Competencies

All Undergraduate and New College students who entered St. Edward's University under the Fall 1999 catalog and later are required to satisfy the Computer Competency Requirement (CCR). The CCR modules comprise Introduction to Computers, Introduction to Email, Introduction to Netscape and the World Wide Web, Basic Library Research, Introduction to Word Processing, and Introduction to Spreadsheets. Students must satisfactorily complete a web-based test over each module in order to fulfill this requirement. For more information about the Computer Competency Requirement, go to: www.stedwards.edu/it_dept/competency or call 464-8816.

Class Schedule, Assignments, and Requirements

How to read your text: Although this course will have a significant practical component, it is essential at first for you to gain an understanding of the basic concepts and information presented in the text. The course has been designed to "front-load" the reading, so for the first three weeks, in particular, your reading assignments will take some time. Don't worry -- the volume of text reading decreases each week, and you will be completely finished by Class 6.

For a small book, our text is very dense, so you may find it heavy going from time to time. Keep in mind that academic reading differs from more casual reading, and you do not need to read every single word of your text to understand the concepts.

**** **Use the website** that accompanies the book at www.mhhe.com/martinnakayama. There you will find chapter outlines, sample quizzes, crossword puzzles using key terms, flashcards, etc. This is a major student resource and will help you get the most out of your text.

If you get bogged down, stand back and say, "What is the major, overarching concept I'm supposed to get here?" Look for the big picture, and refer to the Study Questions and Key Words for each chapter to orient your thinking. As you read, make a note of your own confusions, questions or doubts along with your personal comments about the ideas.

A word about e-mail and Blackboard: **Be sure to forward your SEU e-mail to the e-mail address you read frequently or arrange to read your SEU e-mail very regularly.** We consider your SEU e-mail our primary means of contacting you. It is

your responsibility to make sure you read it regularly. Much information about the Organizational Communication program will reach you through your SEU e-mail address. I will expect that I can send information to you about this class via your SEU e-mail. I may use our Blackboard site for mounting assignments. If you need instruction on this web-based tool, please let me know.

A word about Express Exams: You may remember Express Exams under another name -- Pop Quizzes. You might expect to have two or three very short pop quizzes during the course. They will be short and sweet, given at the beginning of the class. They are primarily designed to check your comprehension of the reading assignments. These quizzes cannot be made up if they are missed.

A word about the Dialogue Journal: Immediately begin to keep a journal relating to this class in a Word document. You should have at least two entries a week, each about one-half of a single-spaced page. You may include two entries on one page if they fit -- don't hand in a lot of blank paper! (Feel free to make entries more often than twice a week, or more lengthy than specified.) **Always date your individual entries.** Your journal entries should focus on any observations or experiences you are having related to culture, or they may focus on questions I have assigned for you to consider.

Remember, there is no right or wrong way to make comments in the journal. I invite you to muse about intercultural communication issues that you observe, or to explore questions, ideas or concerns that may arise from our class discussions or practical exercises.

The "dialogue" portion of the assignment name means that I will briefly respond to your entries to encourage your reflection and learning, and return the paper to you at the next class session. **Dialogue Journals are due twice (every two weeks) depending on the group to which you have been assigned, Group A or Group B.**

I will explain more about the Journal assignment as we go along. And do feel free to ask me questions, particularly when you feel "uninspired".

***** Expect the unexpected! *****

Course Schedule and Assignments:

<u>Topic</u>	<u>Session</u>	<u>Reading/assignments/assignments due</u>
INTRODUCTION: Course overview Rationale Basic concepts	Class 1, 3/23	For next week and some future assignments: <ul style="list-style-type: none"> • In text, read Chapters 1 -4 • Complete study questions and review key words for each chapter each week - online • Begin keeping Dialogue Journal; make at least two half-page entries a week • Reflection paper #1; Questionnaire • Family Tree assignment, p. 38
FOUNDATIONS: Culture, Context, Power History and ICC	Class 2, 3/28	Due: Reflection paper #1; Questionnaire; Family Tree For next week: <ul style="list-style-type: none"> • Text, Chapters 5-7 • Dialogue Journal #1, Group A • Field Assignment from text (TBA)
PROCESSES: Identity Language Nonverbal Codes and Cultural Space	Class 3, 4/4	Due: Dialogue Journal #1, Group A Field Assignment For next week: <ul style="list-style-type: none"> • Text, Chapters 8-9 • Field Study #1 (TBA) • Dialogue Journal #1, Group B
APPLICATIONS: Intercultural Transitions Folk and Popular Culture	Class 4, 4/11	Due: Dialogue Journal #1, Group B Field Study #1 For next week: <ul style="list-style-type: none"> • Text, Chapters 10-11 • Dialogue Journal #2, Group A • Research Topic Presentation • Field Study #2 (TBA)
Intercultural Relationships Conflict	Class 5, 4/18	Due: Dialogue Journal #2; Group A Research Topic Presentations Field Study #2 For next week: <ul style="list-style-type: none"> • Text, Chapter 12
Outlook for ICC	Class 6, 4/25	Due: Dialogue Journal #2, Group B Research Topic Presentations (continued) For next week: Final paper
Personal Reflections	Class 7, 5/2	Due: Final paper - research project

GRADING

Percentage Grades	Letter Grade Equivalents
90% +	= A
80 - 89%	= B
70 - 79%	= C
60 - 69%	= D

Assignment / Task	Total Points Possible	Date Due
Dialogue Journal #1	5	4/4; 4/11
Dialogue Journal #2	5	4/18; 4/25
Reflection Paper #1	15	3/28
Reflection Paper #2	15	5/2
Field Study #1	15	4/11
Field Study #2	15	4/18
Research Project	50	5/2
Research Project - Presentation (progress report)	10	4/18; 4/25
Express Exams	21	??
Discussion, class attendance and overall participation	70	always
TOTAL	221	

REMEMBER: (as stated above)

No email assignments will be accepted. Assignments are due at the beginning of the class hour.

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