

Communication Studies 122: Intercultural Communication Fall 2017 Course Syllabus

Instructor: Ms. Elyse M. Warford-Spearman

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Class Meetings: TR 12:45 pm – 2:10 pm (#28077) JUNIPER-0807

Office/Office Hours: Adjunct Office: VLGE 8113 / IRIS 905
TR: before and after class.
Also by appointment.
E-mail to confirm our meeting time and place.

I. Welcome to [Communication Studies 122: Intercultural Communication](#)

This course provides an introduction to intercultural communication in domestic and/or global contexts and the development of appreciation of diverse groups within the larger context of American culture. Students explore theory and knowledge of effective communication within and between cultures to increase their intercultural competence. Students analyze the influence of cultures, verbal and non-verbal communication and social patterns of groups relating among themselves and with members of different ethnic and cultural groups.

II. COURSE OBJECTIVES

1. Students will apply Hofstede's value dimensions to a culture or co-culture.
 2. Students will identify and demonstrate the significance of verbal and nonverbal codes in the role of cultural patterns.
 3. Students will comprehend cultural, racial, and gender differences in various contexts and address discriminatory practices.
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III. REQUIRED TEXTBOOK

Title: Intercultural Competence: Interpersonal Communication Across Cultures
(REVEL log-in/registration required; paperback book optional)

Edition: 8th edition, ©2018

Author(s): Myron W. Lustig, Jolene Koester, Rona Halualani

Publisher: Boston: Allyn and Bacon

ISBN: 9780134003221 (Revel) 9780134003238 (paper)



Choose the option that works best for you:

#1 Purchase REVEL access code from the campus bookstore.

#2 Online Instant Access: You can purchase REVEL access online.

Once you register (after choosing #1 or #2 above), you also have the option of adding the printed paperback book for \$19.95 extra (no shipping cost). REVEL can be accessed on your computer, tablet, or smartphone throughout the semester. How to register video: www.pearsonhighered.com/revel/students/registration

1. Enter course invite link in your web browser address:

<https://console.pearson.com/enrollment/xxxxxxx>

2. Create Pearson account to sign in.

3. To access it during the semester go to <http://console.pearson.com> (or download the app).

Support: www.pearsonhighered.com/revel/students/support/index/html and call in number: 855-875-1801

IV. PIERCE COLLEGE POLICIES

Last day to add:	September 10th
Last day to drop, no fees:	September 10th
Last day to drop without W:	September 10th
Last day to drop with W:	November 19th

Classroom Behavior Policy: Disobedient, disruptive or disorderly behavior exhibited by any student may result in disciplinary action in accordance with District policies and procedures. Action may include, but is not limited to expulsion from class.

Plagiarism and Academic Dishonesty Policy: The faculty and administration of Pierce College are committed to the belief that honesty and integrity are integral components of the academic process. The College expects students to be honest and ethical at all times in their pursuit of academic goals. Students who violate the code of academic conduct by which the College maintains its academic integrity will be dealt with in a manner reflecting the seriousness of these violations.

a. Violations of academic honesty and integrity occur when a student participates in any act in which he/she uses deception or fraud while performing an academic activity. Violations include, but are not limited to, the following: Using study aids such as calculators, tape recorders or notes, when not authorized by the instructor. Cheating on examinations, assignments or experiments (allowing another student to copy one's answers or copying the answers of other students; exchanging information by any means, including verbal exchanges, sign language, hand signals, secret codes, passed notes, creation of a distraction for the purpose of cheating; changing answers on a previously scored test, assignment or experiment; inventing information and/or data.) Allowing another student to assume one's identity in order to fulfill an assignment or take a test. Submitting for a grade the words, ideas, and/or written work of another person without giving due credit to that person. This includes purchased papers or papers written by other students. Falsifying or attempting to falsify attendance records and/or grade rosters. Conspiring with other students to commit any of the above behaviors.

b. Consequences for any offense against academic honesty and integrity may include: An "F" or a "0" on the examination or assignment. Suspension from the class and other sanctions and/or penalties authorized by the Board of Trustees for violations of the District Code of Conduct. A record of the student's violation placed in the student's disciplinary file. Students are required to be honest and complete their own work at all times. Additional information about plagiarism can be found at www.plagiarism.org.

V. PIERCE COLLEGE ESSENTIAL RESOURCES

Academic Counseling Services – 818.719.6440, Student Services Bldg, 1st
Academic counselors are available to assist you with many of your educational needs such as help in clarifying your values and goals; develop a student education plan (SEP); interpret articulation agreements with other colleges and universities, and much more.

ASSIST.org – www.assist.org ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official

repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Financial Assistance – 818.719.6428, Student Services Bldg, 1st floor

If you need help paying for books and other college expenses, please contact the Financial Aid Office.

Health Center – 818.710.4270, Student Services Bldg, 2nd floor

The Pierce College Student Health Center is committed to delivering expert medical care to students. Each student is given professional and cost effective medical attention. **All registered students, regardless of insurance, are eligible for the same no charge or low cost care.** Personal Counseling is also available to all currently enrolled students.

***Special Services – 818.719.6430, Student Services Bldg, 1st floor**

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact the office of Special Services as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made.

Veterans Office – 818.710.3316, Student Services Bldg, 2nd floor

The mission of the Pierce College Veterans Office is to provide a supportive environment for veterans and to assist them with the services they need to receive VA benefits and to successfully complete their educational goal at Pierce College. The Veterans Office is designed as a liaison between you as a veteran and the Veterans Administration. Our Veterans staff will forward all documents required by the Veterans Administration directly to the Muskogee Regional Office. Our email contact is pierce-veteran@piercecollege.edu

VI. EVALUATION

Points Earned	%	Letter Grade
540-600	90-100%	A
480-539	80 – 89%	B
420-479	70 – 79%	C
360-419	60 – 69%	D
0-359	0 – 59%	F

Exam 1 (Mid-term)	100 points (17%)	Exam over concepts covered during the first half of the semester. Multiple choice, matching.
Exam 2 (Final)	100 points (17%)	Exam over concepts covered during the second half of the semester. Multiple choice, matching.
"My Culture" PowerPoint Presentation	25 points (3%)	A two to three minute presentation using a PowerPoint (or Prezi) with images to educate the class about your cultural background and identity.
Intercultural Experience	100 point (17%)	Engage with and learn about a culture that is different from your own. Then write a 3-4 page analysis about your experience.
Social Justice Team Project	175 points (29%)	In small groups of four to five people, identify and investigate an intercultural issue and develop ways to take action to solve the issue. Then present your findings in front of the class in a creative way.
Participation	100 points (17%)	Participation in in-class activities. Revel assignments, Tardiness, sleeping in class and absences may lower your participation grade.

VII. COURSE EXPECTATIONS & POLICIES

Attendance & Participation: This is a communication course, therefore your attendance and participation is required. Attendance will be taken at the beginning of each class. You are expected to attend all scheduled classes. I understand that emergencies do arise, so you are allowed two (2) unquestioned absences. There are no "**excused**" absences; these two (2) unquestioned absences are simply lack of attendance, no matter the extremity of the situation. Please use your allotted absences wisely, if at all. Tardiness is not appropriate and will not be tolerated. Additionally, leaving class early is strongly discouraged and will not be tolerated. Three tardy arrivals and/or early departures equal one absence. *Absences affect your participation grade. Those with perfect attendance at the end of the semester, receive extra credit.*

If you miss a class, please get notes from a friend. Do not e-mail and ask me if you "missed" anything *important* because the answer is always YES and it is your responsibility to catch up. I do not offer my notes or power points to students.

Late Assignments / Make up Work: Late work will **NOT** be accepted. Should you miss an **exam**, you MUST notify me via e-mail **within 24 hours** of the exam. You must have documented proof of your excuse (no copies) for not taking the exam (e.g., doctor's statements, court appearance document, traffic report, verifiable death in the immediate family, etc... I am highly suspicious of the "family emergency" excuse and will not accept it). It is the student's responsibility to present the documentation for the absence at the next class meeting and to present late work or a missed assignment immediately upon return to class. Without a documented excuse, you will be penalized at least 50% of the points for your failure to take the exam with the rest of the class.

Papers: All work handed in for graded assignments must be TYPED and will not be accepted unless otherwise instructed or approved. Please format all papers in TIMES NEW ROMAN 12 point font with 1 inch margins on top, bottom, right and left. Also no cover sheets or binders please. **NO exceptions.**

Canvas: All assignments will be posted on Canvas to save paper. Plan to log-in from time to time for important announcements and to download detailed assignment guidelines.

Courtesy & Respect: Any distractions will result in a deduction of your grade. Points will be deducted from your grade if your cell phone rings or if you use them to send or receive text messages or for any other means to disrupt the class. **A CELL PHONE RING RESULTS IN A POP QUIZ FOR THE ENTIRE CLASS.** You may use laptops & iPads with a **strike one** rule in place (i.e., if you are caught (or reported by another student) checking e-mail, social media, etc., that is *strike one* and you are not allowed to bring laptop again). Additionally, I prefer laptop users to sit in the very back rows of the classroom. **You may not:** (1) have your phone sitting on the corner of your desk or (2) hiding in your lap, (3) have your headphones in your ears, (4) play crossword puzzles or (5) do homework for another class during our class.

Ground Rules For Discussions: In order to maintain a respectful atmosphere where people feel safe to express their diverse experiences, feelings, perceptions, and beliefs, please adhere to the following rules:

1. I have the right to speak for myself and share what I believe to be true based on my experiences and beliefs. I will do this without belittling others whose experiences and beliefs are different from mine.

2. I will listen with an open mind. I may not agree, but I will do the best I can to understand.

3. If I have made my opinion clear and others disagree, I will agree to disagree and allow the class discussion to move on rather than continuing to assert myself in an attempt to change the opinions of others.

4. I will not say that the feelings, experiences or beliefs of others are wrong or incorrect. However, I may share that my experiences or beliefs are different or that I am having a hard time understanding someone's perspective.

5. When I feel the need, I will ask clarification questions to better understand others. (As long as they are questions worded in a respectful manner in a genuine attempt to understand, they are welcome. For example, "Don't you think it's wrong to..." is not the start of a question, it is the beginning of an evaluative, judgmental statement. Please do not ask people to speak for an entire race, gender or culture. People can only speak for themselves as individuals. For example, "Why do you people..." is an unacceptable way to begin a question.)

6. I will avoid expressing value judgments of others' beliefs, cultural practices, experiences or perspectives. This means I will stay away from words such as "wrong" and "right" when referring to another person or an aspect of their identity. I can share if something seems right or wrong in my own life or based on an aspect of my personal belief system.

Important: After these ground rules are provided and discussed, you will be expected to follow them at all times in class. By agreeing to these ground rules, you are giving your instructor and classmates' permission to respectfully point out when you are violating a ground rule.

Tentative Course Schedule

Week 1	August 29 & 31	Course Introductions and Review Syllabus Get to Know Each Other Introduction to Communication Discipline
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Assignments: Read the Syllabus, Print Schedule, Buy Textbook/REVEL

Week 2	September 5 & 7	Chapter 1: Introduction to Intercultural Competence
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Week 3	September 12 & 14	Chapter 2: Culture and Intercultural Communication <i>[Introduce My Culture Presentations]</i>
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Week 4	September 19 & 21	Chapter 3: Intercultural Communication Competence
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Week 5	September 26 & 28	Chapter 4: Cultural Patterns: Foundations My Culture Presentations
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Week 6	October 3 & 5	My Culture Presentations <i>[Introduce Social Justice Teams]</i> Chapter 5: Cultural Patterns: Taxonomies
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Week 7	October 10 & 12	Chapter 5: Cultural Patterns: Taxonomies <i>Daughter from DaNang</i> Documentary
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Week 8	October 17 & 19	<i>Daughter from DaNang</i> Documentary Exam #1
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Week 9	October 24 & 26	<i>[Introduce Intercultural Experience]</i> Chapter 6: Cultural Identity & Biases
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Week 10	Oct 31 & Nov 2	Chapter 7: Verbal Intercultural Communication Language Activity Chapter 8: Nonverbal Intercultural Comm
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Week 11	November 7 & 9	Chapter 8: Nonverbal Intercultural Comm Chapter 9: Effects of Code Usage
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Week 12	November 14 & 16	Chapter 10: Intercultural Competence Interpersonal Relationships
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Week 13	November 21	Chapter 11: Episodes, Contexts, Interactions Intercultural Experience Paper Due
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November 23-26th Thanksgiving Holiday ☺

Week 14	November 28 & 30	Chapter 12: The Potential for Intercultural Competence
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Week 15	December 5 & 7	Group Presentations
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Final Exam: Tuesday, December 12th 11:00 am – 1:00 pm

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Language, Thought, Culture, and Intercultural Communication | The Sapir-Whorf hypothesis of linguistic relativity | Variations in
linguistic grammars highlight the relationship among language, thought, and culture. | Cultural conceptions of time can vary from
culture to culture and influences perceptions. | Languages allow, and to a certain extent force, speakers to display respect for others.
| Pronouns are indicative of important cultural characteristics and say something. Interpersonal communication across culture (7th
edition) | Find, read and cite all the research you need on ResearchGate.Â Intercultural competence. Interpersonal communication
across culture (7th edition). Article (PDF Available) in Language and Intercultural Communication 14(2):262-264 Â May 2014 with 2,810
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