**Marshall University**

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| Course Title/Number | **Intercultural Communication: CMM 322** |
| Semester/Year | Spring 2013 |
| Days/Time | Tuesday/Thursday 11:00‐12:15 am |
| Location | Smith Hall 414 |
| Instructor | Dr. Stephen M. Underhill |
| Office | Smith Hall 248 |
| Phone | (304) 696‐3020 |
| E‐Mail | [underhi](mailto:underhills@marshall.edu)[lls@marshall.edu](mailto:lls@marshall.edu) |
| Office/Hours | M‐ 9:00‐12:00; 1:00‐1:45  T‐ 10:00‐10:45  W‐ 9:00‐12:00; 1:00‐1:45  TH‐ 1:15‐3:00 |
| University Policies | By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic](http://www.marshall.edu/academic)‐affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by  going to <http://www.marshall.edu/academic>‐affairs/?page\_id=802  Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment |
| Class Policies | All assignments must be typed, size 12 font, 1 inch margins, double spaced |

**Course Description: From Catalog**

A study of the barriers to communication across cultures and of strategies for addressing these problems.

**General Education Program Student Learning Outcomes**

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

1. Aesthetic/Artistic

2. Communication (oral, written, visual)

3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.

4. Mathematical and Abstract

5. Multicultural/International

6. Scientific

7. Social/Ethical/Historical

**Relationships among Course, Program, and Degree Profile Outcomes**

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| Course Student  Learning  Outcomes | How students will  practice each outcome in this Course | How student  achievement of each outcome will be assessed in this Course | Program  Outcomes | Degree Profile  Outcomes |
| Students will  understand culture as a context for communication. | Class discussion;  Class activities; Intercultural training workshop. | Exams, Quizzes,  Intercultural training workshop. | 2,5,7 | Applied learning;  Intellectual skills; |
| Students will articulate the  relationship between communication and culture. | Class discussion; Class activities;  Intercultural training workshop. | Exams, Quizzes, Intercultural  training workshop. | 2,5,7 | Applied learning; Intellectual skills; |
| Students will assess the ways  culture affects their own perceptions and behaviors. | Class discussion; Class activities;  Intercultural training workshop. | Exams, Quizzes, Intercultural  training workshop. | 2,5,7 | Specialized knowledge;  Applied learning; Broad, Integrative Knowledge |
| Students will evaluate the role  of verbal and nonverbal communication in cultural and intercultural interactions. | Class discussion; Class activities;  Intercultural training workshop. | Exams, Quizzes, Intercultural  training workshop. | 2,5,7 | Applied learning; Broad, Integrative  Knowledge; Intellectual skills |
| Students will  analyze cultural artifacts using intercultural communication theory. | Class discussion;  Class activities; Intercultural training workshop. | Exams, Quizzes,  Intercultural training workshop. | 2,5,7 | Specialized  knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning. |
| Students will  generate arguments for important debates in intercultural communication. | Class discussion;  Class activities; Intercultural training workshop. | Exams, Quizzes,  Intercultural training workshop. | 2,5,7 | Broad, Integrative  Knowledge; Intellectual skills |

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| Students will  implement general principles of intercultural communication competence. | Class discussion;  Class activities; Intercultural training workshop. | Exams, Quizzes,  Intercultural training workshop. | 2,5,7 | Specialized  knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning. |

**Required Texts, Additional Reading, and Other Materials**

Liu, Shuang, Zala Volcic, and Cindy Gallois. *Introducing Intercultural Communication: Global Cultures and Contexts* (Los Angeles: Sage, 2011) .

**Course Requirements**

Midterm 100 points Final 100 points Intercultural training workshop 40 points Self Reflections 40 points

**Total** 280 points

**Grading Policy**

Your final course grade will be calculated using the following scale: A+ 271‐280

A 261‐270

A‐ 251‐260

B+ 241‐250

B 231‐240

B‐ 221‐230

C+ 211‐220

C 201‐210

C‐ 191‐200

D+ 181‐190

D 171‐180

D‐ 161‐170

F LESS THAN 161

**Attendance Policy**

1. CMM 322 is a performance course, and your participation is an integral component. Regular and prompt attendance is mandatory.

2. Because we are on a tight schedule, you are allowed TWO unexcused absence. After that, you will lose 10 points per unexcused absence. These points will be deducted from your final grade.

3. There are no make‐ups for presentations or exams that are missed without a University excused absence

(religious holidays, University‐sponsored activities, and illness). Excuses for illness and emergencies require

documentation from appropriate sources within one week of the student’s return to class. Appropriate sources include medical professionals, obituaries, a note from the tow‐truck driver, etc. All notes must include phone numbers for verification. Written excuses will not be accepted after the 7th calendar day, and the absence will be considered unexcused. If your absence will be longer than 3 days, please notify the professor by e‐mail or phone message.

4. Students arriving late are not to disrupt presentations, but are to remain quietly outside the classroom until the speaker is finished. Anyone needing to leave early should inform the professor before class and sit near the door.

Marshall University’s attendance guidelines may be found at the following link:

<http://www.marshall.edu/president/board/Policies/MUBOG%20AA>‐13%20Class%20Attendance.pdf

**Document Policy**

All documents must be typed, size 12 font, 1 inch margins, double spaced

**Tentative Course Schedule**

**Week Topic Readings due**

**Week 1 SECTION A**

*What is culture? What are subcultures? How does culture impact our identities? How do we communicate culture?*

*How does culture affect our perceptions and behaviors?*

*How do the dimensions of culture impact communication behaviors?*

T, 1/15 Course introduction

TR, 1/17 The Global Society Chapter 1

**Week 2**

T, 1/22 Understanding Culture Chapter 3

TR, 1/24 Understanding Culture Chapter 3

**Week 3**

T, 1/29 Subgroups and Identities Chapter 8

TR, 1/31 Culture and Perceptions Chapter 4

**Week 4**

T, 2/5 Orientations and Behaviors Chapter 5

TR, 2/7 Orientations and Behaviors Chapter 5

**Week 5 SECTION B**

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| **Week** | **Topic** | **Readings due** |
|  | *What is communication? How does culture affect communication? What is the role of verbal and*  *nonverbal communication in culture? How does language impact identity?*  *How do channels of communication impact culture? What is the relationship of culture to technology?* | |
| T, 2/12 | Communication | Chapter 2 |
| TR,2/14 | Language | Chapter 6 |
| **Week 6** |  | |
| T, 2/19 | Language | Chapter 6 |
| TH, 2/21 | Nonverbal Communication and Culture | Chapter 7 |
| **Week 7** |  | |
| T, 2/26 | Nonverbal Communication and Culture | Chapter7 |
| TH,2/28 | Media & Technology | Chapter 11 |
| **Week 8** |  | |
| T, 3/5 | Midterm Review | **Self Reflection# 1 Due** |
| TH, 3/7 | Midterm Exam |  |
| **Week 9** | **SECTION C**  *How do we navigate intercultural interactions?*  *What are the causes of intercultural conflict and how can we overcome that conflict?*  *What challenges do individuals face when they move to a host culture that is different from their home culture?*  *How can we become more effective intercultural communicators?* | |
| T,3/12 | Intercultural Relationships | Chapter 9 |
| TH,3/14 | Immigration & Acculturation | Chapter 12 |
| **Week**  **10** |  | |
| T, 3/19 | SPRING BREAK |  |
| TH, 3/21 | SPRING BREAK |  |
|  |  |  |
| **Week**  **11** |  | |
| T, 3/26 | Managing Conflict | Chapter 10 |
| TH, 3/28 | Effective Intercultural Communication | Chapter 13 |
| **Week**  **12** |  | |
| T, 4/2 | Huntington Museum Visit  Reflection Paper |  |
| TH, 4/4 | Huntington Museum Visit  Reflection Paper |  |
| **Week** |  | |

**Week Topic Readings due**

**13**

T, 4/9 Meetings with Professor

TH, 4/11 Meetings with Professor

**Week**

**14**

**Application & Analysis Section**

Intercultural Training Workshop (40 points):

**I strongly encourage you to pull from our trip to the Huntington Museum in brainstorming this project.**

You will work in a group of 3 for this 18‐20 minute training workshop (unless approved otherwise). For this assignment, you will provide intercultural training to your classmates

concerning specific culture(s) of your choice. This intercultural training workshop should (a) describe, (b) explain, and (c) prescribe. For the descriptive element, you must choose some observable aspects of the culture(s), including but not limited to, cultural artifacts, rites and rituals, verbal or nonverbal communication norms, etc., to show how members of the culture do things (differently) and what misunderstanding or biases may arise from such differences. For the explanatory element, you must identify some theoretical explanations, based on cultural worldviews, values, cognitive styles, etc that are less visible but nevertheless shed light on the processes making up the differences. Finally, for the prescriptive element, you must provide a “toolkit” to

your classmates for how to communicate effectively with members from the culture(s). Audio‐visual aids, or creative ways of demonstrating the differences to engage your audience will be highly encouraged. You will be given an option to choose your own group members. If you take this option, you must submit a list with the names of all your group members; otherwise you will be assigned to a group. Specific guidelines and a grading sheet for this assignment will be posted on Blackboard.

T, 4/16 Independent Group Work

TH,

4/18

**Week**

**15**

Independent Group Work

T, 4/23 Work Shops **Self Reflection# 2 Due**

TH,4/25 Work Shops

**Week**

**16**

T, 4/30 Work Shops TH, 5/2 Work Shops **Week**

**17**

TH, 5/9 Final Exam 10:15‐12:15