

**Marshall University**

Course Title/Number	<b>Intercultural Communication: CMM 322</b>
Semester/Year	Fall 2013
Days/Time	Tuesday/Thursday 9:30-10:45 am
Location	Smith Hall 227
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	Tuesday 11:00-12:00 Wednesday 10:00-3:00 Thursday 11:00-12:00, 3:30-6:30
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 <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a>  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.
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**General Education Program Student Learning Outcomes**

<p>Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:</p> <ol style="list-style-type: none"> <li>1. Aesthetic/Artistic</li> <li>2. Communication (oral, written, visual)</li> <li>3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.</li> <li>4. Mathematical and Abstract</li> <li>5. Multicultural/International</li> <li>6. Scientific</li> <li>7. Social/Ethical/Historical</li> </ol>
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### Relationships among Course, Program, and Degree Profile Outcomes

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

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.
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**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 / Due Dates**

Midterm	October 24	100 points
Final	December 12	100 points
Intercultural training workshop	TBD	40 points
Self Reflection 1	October 13	40 points
Self Reflection 2	December 8	40 points
Group Reflection	November 10	40 points
		<b>Total 360 points</b>

**Grading Policy**

Your final course grade will be calculated using the following scale:

A+	349-360
A	334-348
A-	324-333
B+	313-324
B	298-312
B-	288-297
C+	277-287
C	262-276
C-	252-261
D+	241-251
D	226-240
D-	216-225
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 and submitted to Dropbox.

### Tentative Course Schedule

Week	Topic	Readings due
<b>Week 1</b>	<b>SECTION A</b> <i>What is culture? What are subcultures? How does culture impact our identities? How do we communicate culture?</i> <i>How does culture affect our perceptions and behaviors?</i> <i>How do the dimensions of culture impact communication behaviors?</i>	
T, 8/27	Course introduction	
TR, 8/29	The Global Society	Chapter 1
<b>Week 2</b>		
T, 9/3	Orientations and Behaviors	Chapter 5
TR, 9/5	Orientations and Behaviors	Chapter 5
<b>Week 3</b>		
T, 9/10	Subgroups and Identities	Chapter 8
TR, 9/12	Culture and Perceptions	Chapter 4
<b>Week 4</b>		
T, 9/17	Understanding Culture	Chapter 3
TR, 9/19	Understanding Culture	Chapter 3

Week	Topic	Readings due
<b>Week 5</b>	<b>SECTION B</b> <i>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?</i>	
T, 9/24	Communication	Chapter 2
TR,9/26	Language	Chapter 6
<b>Week 6</b>		
T, 10/1	Language	Chapter 6
TH, 10/3	Nonverbal Communication and Culture	Chapter 7
<b>Week 7</b>		
T, 10/8	Nonverbal Communication and Culture	Chapter 7
TH,10/10	Media & Technology	Chapter 11
<b>Sunday, October 13</b>	<b>Self-Reflection # 1 Due by 11:59 to Dropbox.</b>	
<b>Week 8</b>		
T, 10/15	Huntington Museum Visit	Huntington Museum Visit
TH, 10/17	Huntington Museum Visit Group Reflection Paper	Huntington Museum Visit
<b>Week 9</b>	<b>SECTION C</b> <i>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?</i>	
T,10/22	Midterm Review	Midterm Review
TH,10/24	Midterm Exam	Midterm Exam
<b>Week 10</b>		
T, 10/29	Intercultural Relationships	Chapter 9
TH, 10/31	Immigration & Acculturation	Chapter 12
<b>Week 11</b>		
T, 11/5	Managing Conflict	Chapter 10
TH, 11/7	Effective Intercultural Communication	Chapter 13
<b>Sunday, November 10</b>	<b>Group Reflection Paper Due by 11:59 to Dropbox</b>	
<b>Week 12</b>		

<b>Week</b>	<b>Topic</b>	<b>Readings due</b>
T, 11/12	Meetings with Professor	
TH, 11/14	Meetings with Professor	
<b>Week 13</b>		
T, 11/19	Independent Group Work	Independent Group Work
TH, 11/21	Independent Group Work	Independent Group Work <b>No Class: NCA</b>
<b>Week 14</b>		
T, 11/26	Presentations	
TH, 11/28	Presentations	
<b>Week 15</b>		
T, 12/3	Presentations	
TH, 12/5	Presentations	
<b>Sunday, December 8</b>	<b>Self-Reflection# 2 Due by 11:59 to Dropbox</b>	
<b>Week 16</b>		
T, 12/10	Final Exam      8:00-10:00 AM	<b>Self-Reflection# 2 Due</b>

**Reflection Paper 1. Due October 13**

Students who do not have exposure to different people from different cultures have a difficult time learning Intercultural course material. This assignment is designed to help you establish a frame of reference for learning concepts in this class. I encourage you to not race through your interview and written reflection, but consider them a resource for thinking through concepts we will be working with all semester long.

Locate an “other” on campus. This may be someone from a different race (non-white), religion (non-Christian), or region (non-Appalachian). Interview this person about his/her experience as 1) a stranger, 2) a marginal person, and/or 3) a sojourner. Write a 3-5 page paper reflecting on the interview. Incorporate at least five additional concepts discussed in class or from the textbook. Be very specific in your language by bolding the concepts that you select for use.

<b>Reflection Paper 1 Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Location and identification of an “other”	<b>10 Points</b>	
Reflection of your “other” as 1) a stranger, 2) a marginal person, and/or 3) a sojourner	<b>20 Points</b>	
Incorporation of at least five additional concepts	<b>20 Points</b>	
		<b>Total</b>

**Reflection Paper 2. Due December 8**

Return to your “other” for a follow-up interview. This time, ask questions that are on your mind pertaining to new concepts from the book, and how they apply to your impressions of this person’s intercultural experience. In particular, ask questions about 1) culture shock, 2) reverse culture shock, 3) any type of threat and 4) any type of conflict. Write a 3-5 page paper reflecting on this second interview, incorporating at least five additional concepts. Be very specific in your language by bolding the concepts that you select for use.

<b>Reflection Paper 2 Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Follow-up impressions of this person’s intercultural experience.	<b>10 Points</b>	
Reflections on 1) culture shock, 2) reverse culture shock, 3) any type of threat and 4) any type of conflict.	<b>20 Points</b>	
Incorporation of at least five additional concepts	<b>10 Points</b>	
		<b>Total</b>

**Group Reflection Paper Due November 10**

After visiting the Huntington Museum of Art, your group will submit a 3-5 page reflection paper addressing the following: 1) how one or more artifact collections illustrates an intercultural phenomenon, 2) exemplifies five concepts from the textbook, and 3) exemplifies at least five concepts from external intercultural communication sources (books and articles) that you can teach the class. Because we do not need you to re-teach concepts already covered, I am much more interested in point 3; point 2 verifies that you are on the right track. Be very specific in your language by bolding the



concepts that you select for use. Additionally, discuss your ideas for presenting your material. They should conform the instructions for the Intercultural Training Workshop.

<b>Group Reflection Paper Rubric</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Identification of artifact collection (s) that illustrates an intercultural phenomenon	<b>10 Points</b>	
Exemplification of five concepts from the textbook	<b>5 Points</b>	
Exemplification of at least five concepts from external intercultural communication sources (books and articles)	<b>15 Points</b>	
Ideas for presenting your material. Creativity is encouraged, boringness is discouraged	<b>10 Points</b>	
		<b>Total</b>

**Intercultural Training Workshop Due TBD**

I strongly encourage you to pull from your trip to the Huntington Museum in brainstorming this project. You will work in a group of 4 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

communicate (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 communication 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.

<b>Intercultural Training Workshop</b>		
<b>Vector</b>	<b>Value</b>	<b>Score</b>
Description: Illustration of how members of the culture communicate (differently) and what misunderstanding or biases may arise from such differences	<b>10 Points</b>	
Explanation: Identification of <i>theoretical explanations, based on cultural worldviews, values, cognitive styles, etc.</i> that shed light on the processes making up the communication differences	<b>10 Points</b>	
Prescription: Development of a “toolkit” to help communicate more effectively with members from the culture(s)	<b>10 Points</b>	

Audio-visual aids, or creative ways of demonstrating the communication differences	<b>10 Points</b>	
		<b>Total</b>