

Intercultural Communication Com 210

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Office Hours: 10:00-11:20; 12:20-12:50 MWF; 9:30-12:00 T & 5-5:30 W
Or By Appointment

Required Text:

Cooper, P.J., & Calloway-Thomas, C., & Simonds, C.J. (2006). *Intercultural Communication: A Text with Readings*. Boston, MA: Pearson.

Additional Readings will be available on the Desire2Learn website.

Course Overview

Understanding cultural difference is becoming an imperative. The world is quickly shrinking. Increasing technological advances bring us closer to peoples from nations different from our own. Additionally, the United States, itself, is a diverse nation. As we enter into more and more intercultural interactions, conflict is increasing. Many of the U.S.'s key political issues center around intercultural differences. In this course, you will be exposed to one manner of approaching and understanding cultural difference: intercultural communication theory.

Upon completion of this course, students should be able to:

1. define intercultural communication
2. explain the process of identity formation
3. understand the complexity of living with multiple identities
4. describe how culture influences your own and other's communication.
5. understand factors involved in the formation and elimination of prejudice.
6. gain appreciation for the contexts in which intercultural communication occurs by critically examining the institutionalization of culture.
7. determine ways of increasing intercultural competence.
8. apply intercultural theory and skill to intercultural interactions.
9. recognize the value of intercultural theory in solving social problems at the personal, local, state, national, and global levels.

Nature of Class Sessions

Learning about intercultural communication and applying the concepts is a difficult endeavor. This course will rely on critical thinking skills. The class will be active in nature, requiring you to engage in the material and ideas. Because you will be expected to examine your own behavior and because the issues are often controversial, I anticipate there may be moments of discomfort or emotional reaction for some of you. As your instructor, I will often take the role of "devil's advocate" to further challenge you on your ideas. You are encouraged to keep an open mind and to explore concepts more deeply in these instances. Additionally, I encourage you to discuss your feelings with me in private if you are unable to do so in class. More than anything, I want you to leave this class with an appreciation complexity of intercultural communication, not a bad taste in your mouth about "diversity classes."

Course Policies

1. Late work will be subject to a NON-NEGOTIABLE FULL LETTER GRADE DEDUCTION for each day that an assignment is late. MAKE-UP EXAMINATIONS WILL BE GIVEN ONLY WHEN THERE IS A DOCUMENTABLE EXCUSE (ie: sickness, funeral, school-related activities). **If you have not turned in an assignment or taken a test ONE WEEK after the due date, your grade automatically becomes a ZERO.**
2. Academic misconduct is an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized materials or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic work of others; (e) engages in conduct aimed at making false representation of a student's academic performance; or (f) assists other students in any of these acts. The above acts are subject to disciplinary action. Further information may be found in the UW Colleges Student Rights and Regulations Handbook at: http://www.uwc.edu/student_services/student_R&R.pdf
3. Qualified students with disabilities (those who have been admitted and can provide documentation of their disability) have the right to request accommodations from the university, as stipulated within Section 504 of the Rehabilitation Act of 1976 and the Americans with Disabilities Act. Students needing accommodations should provide early notice to staff in the campus Student Services Office because of the time required for arranging accommodations. Students may also contact the coordinator of Services for Students with Disabilities in Madison at 608-262-2001 (voice) or 608-265-5766 (TDD/TTY) for information and assistance. More information may be found at: http://www.uwc.edu/student_services/disability_services.asp
4. Attendance: You will benefit most from this class if everyone voices their opinion, perspectives, and experiences. You cannot participate if you are not here, and participation will be graded. You are given FOUR "free" absences. After those absences, your participation grade will automatically be reduced by 10 points per absence
5. All written work should be typed and double spaced using 10 or 12 point font and 1" margins. Be sure to spell check and proofread all written work.
6. You should demonstrate respect for the classroom and your classmates. This includes:
 - Not talking while others are speaking
 - Arriving to class on time to minimize disruptions
 - Minimizing food and drink intake during class
 - Not leaving class early
 - Turning off cell phones and pagers
7. I encourage consultation with me for clarification of ideas, assignments, etc. Feel free to call me at home with any questions (at a reasonable hour please!). Also, I will happily arrange a meeting with you. It is best to ask questions prior to the due date of an assignment/grade, so that I can help you.

Grading Procedure

Course Requirements.

Participation	50 pts
Cultural Identity Paper	100 pts
Activities & Reports (2 @ 50pts)	100 pts
Final Project	150 pts
Tests (3)	300 pts
Total points	700 pts

Grading Scale:

93-100%=A 90-92=A- 87-89=B+ 83-86=B 80-82=B- 77-79=C+ 73-76=C
70-72=C- 67-69=D+ 63-66=D 60-62=D-
Below 60%=F

Summary of Assignments

Cultural Identity Paper (4-6 pg.) - In this paper, you will examine your own cultural identity and describe how it relates to intercultural interaction by discussing Co-culture membership and values, beliefs, and worldview. You will give a brief oral report in class. (100 pts)

Tests- You will take 3 tests (100 pts each). Tests incorporate a variety of objective and subjective questions including multiple choice, true/false, short answer, case study analysis, and essay. (200 total pts).

Activities & Reports– You will complete 2 out of class field activities which will have you actively exploring intercultural communication around you.

Final Course Project – Individually or in groups, you will work to explore a topic of intercultural communication in depth. The goal of the project is to apply theories and concepts to real life issues and to actually engage in intercultural practice. All group members will receive the same grade. Graded items will include: a proposal, 2 draft updates, a presentation, and an outline/bibliography (150 pts).

Participation—Participation will be graded. What does it mean to be a good participator? In essence, a good participation grade will be warranted if students are well prepared for class, actively share ideas, and demonstrate critical thinking skills. At the beginning of this class, it is assumed that you are an average participator (C). Your participation will be evaluated on the following criteria:

- **Students should be willing to share relevant ideas and answer questions on a regular basis.**
- **Students should listen to others in the class completely and with an open mind before responding.**
- **Students should allow others to present ideas; don't monopolize talk time.**
- **Show respect for other's dignity. Practice intercultural skills in class discussion.**
- **Be prepared for class. Be sure to read each day's assignment prior to class discussion.**
- **Students should complete all in and out of class activities.**
- **Students should demonstrate appropriate classroom behavior.**

Tentative Course Schedule

Day/Date	Topic	Assignments
W Sept. 5	Introduction to the course	
F Sept. 7	Communication & Culture	Ch. 1
M Sept. 10	Levels of culture	Shahar & Kurts
W Sept. 12	Cultural Patterns	Ch. 2
F Sept. 14	Research day	
M Sept. 17	Values	
W Sept. 19	Cont. Value discussions	Stewart, Danielian, & Foster – pg. 33
F Sept. 21	Reports	Activity #1
M Sept. 24	International Cultures Work Day	
W Sept. 26	International Cultures	Project Proposal Due
F Sept. 28	Finish International Cultures Perception	Ch. 3 Zandpour & Sadri
M Oct. 1	Cultural Identity	Ch. 4
W Oct. 3	Continued discussions of identity	Thomas & Thomas
F Oct. 5	Review	
M Oct. 8	Test #1	
W Oct. 10	Prejudice	
F Oct. 12	History & identity	
M Oct. 15	Living with Multiple Identities	Voicing Identity (D2L)
W Oct. 17	<i>Reports</i>	Activity #2
F Oct. 19	Verbal	Ch. 5
M Oct. 22	More on Verbal	Houston First Project Draft Due
W Oct. 24	Language continued	Ting Toomey & Oetzel
F Oct. 26	Nonverbal Codes	Ch. 6
M Oct. 29	Nonverbal cont.	
W Oct. 31	<i>Discussion</i>	Cultural Identity Papers Due
F Nov. 2	Listening	Ch. 7 Beall
M Nov. 5	Family and Friends	Ch. 8
W Nov. 7	More family & friends	Bhatt
F Nov. 9	Review	
M Nov. 12	Test #2	
W Nov. 14	Final Project Check In	
F Nov. 16	Business	Ch. 10
M Nov. 19	Media	Ch. 12 Second Project Draft Due
W Nov. 21	Other contexts	
F Nov. 23	No Class Thanksgiving Break	
M Nov. 26	Adaptation	

W Nov. 28	Competence	Ch. 14
F Nov. 30	Work Day	Outlines Due
M Dec. 3	Ethics	Ch. 13
W Dec. 5	Work Day	
F Dec. 7	Presentations	
M Dec 10	Presentations	
W Dec 12	Presentations	
F Dec 14	Review/Wrap up	
W Dec 19	Test #3	10:30-12:30

ICC: Cultural Identity
2 Activities (w/choices)
3 tests
Final Project

Public Speaking: 1. Focus Speech/Introduction
2. Inform/Teach/Explain
3. Narrate/Story
4. Persuade/Advocate/Convince
2 graded impromptus
Pop quizzes

Pop Culture Spring:
Discussion leader
3 tests
Final project
Pop culture log