Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Intercultural Communication
Com 435.001, 11.00-12.15, T/Th, F 373, Spr 2016

Instructor: Dr. Sudeshna Roy, Associate Professor
Phone: (936) 468 1033
Email: Through D2L (preferred)
roys@sfasu.edu (only for emergency)

Office: LAN 414
Office hrs: T/R – 2-3.30 pm
W – 10-11, 9-10 am (virtual)
And by appointments

Course Description: Application of communication theory to the interactions between individuals of different cultures.

Course Objectives:
Welcome to Intercultural Communication! In this course, we will increase our understanding of our own cultural position and basic concepts, principles, and skills regarding communication between persons from different cultural, racial, and ethnic backgrounds. This class explores issues currently being debated in the U.S. society.

Required textbooks:

Program Learning Outcomes
Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

Student Learning Outcomes
1. Become familiar with the study of intercultural communication from the traditional social psychological perspective, the interpretive perspective, and the more recent critical perspective.
2. Discover the importance of the roles of context and power in studying intercultural communication.
3. Become more sensitive to the complexity of intercultural interactions.
4. Recognize the influence of their own cultural groups on intercultural communication interactions.
5. Become more willing, self-reflective, flexible, and open communicators in intercultural communication interactions.

Learning Assumptions and Expectations:
I have a number of assumptions about your participation in this course.
• It is my belief that what you as a student get out of this course depends upon what you put in it as well as the extent to which you are willing to critically assess your own beliefs and assumptions.
• Respect is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating a positive and respectful learning environment. I expect all of us to contribute to a safe, productive and fun classroom environment, valuing each of our strengths and differences. In class-discussions, everyone should be courteous and respectful of others; no rude, sexist, racist, or other disrespectful or offensive comments or behavior will be acceptable.
• I have high standards for excellent work. To earn good grades you will need to work hard and do excellent work. Hard work is necessary, but not sufficient to receive good grades.
• The assignments in this course are designed to challenge you and help you learn.
• Class discussion will build from the readings so it is necessary that you complete the reading before the assigned date. We will not be able to discuss everything covered in the readings. However you will be responsible for the content.
• I am committed to helping you to learn. Please ask questions and let me know how I can support you. However, also recognize that there is some inherent ambiguity in education - there is no one right way to do most things! I may not always give you a concrete definitive answer to your questions.

Course Policies, and Procedures:
Attendance
Attendance is expected and will be checked daily. You are expected not only to be present, but also to contribute to class discussions and participate in all class activities. Each student will be allowed two unexcused absence. After that absence, every absence will result in a lowering of your grade at the rate of 3 points per day. 7 or more days of absence in the semester results in automatic failure of the course. You are expected to know the material covered even if you are absent on the day it was covered. If you miss class assignments without prior notification you will not be allowed to make up for that assignment. If you anticipate an absence in advance please inform me as soon as possible. You are responsible for obtaining lecture notes and announcements presented in the class session you missed. Please ask your classmates to obtain any missed information. Obtain contact information from your classmate in advance. NOTE: If you have University Sanctioned Events during this course that will require you to be absent, set up a meeting with me with calendar during the first/second week.

Participation
Course participation is important for the success of the class. Sharing your experience and perspective with the rest of the class improves the quality of class discussion and makes the class more meaningful and enjoyable for everyone. You are expected to complete all class activities and assigned reading.
Late work will **not** be accepted with exceptions stemming from extraneous circumstances (documentation required) and/or prior notification based solely on the instructor's discretion.

**D2L**
You are responsible for accessing D2L at all times during the course. Announcements will be regularly made through D2L and you need to check it to be aware of them. Not checking D2L and coming to class unprepared will be to your detriment including not earning grades for specific assignments.

Grades are not negotiable. Every student is graded by the same rubrics/criteria, so never ask me to raise a grade as it would create an issue of discrimination. Your ability to earn a grade ends with the end of the course.

**No office hours during finals week.**

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request
services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Once this has been completed, please schedule an appointment with me so we can work out specifics about the accommodations needed.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Student Support** Should you have technical questions regarding part of the course requirements, please visit the Online Orientation at http://oit.sfasu.edu/orientation/index/index.html. If you still need help, please contact OIT at 936-468-2774.

**Course requirements – Maximum Points 300:**
*All assignments are subject to revision, deletion, change as per the instructor’s discretion as and when needed.

**Test One** - 30  
**Test Two** - 30  
**Reading Discussion and class presentation – 15 + 5 = 20**  
**Film review – 20**  
**My cultural identity - 25**  
**Activities/Assignments/Discussions – 25 (in class or homework)**  
**Intercultural Awareness Seminar for SFA Police - 50**  
**Intercultural Research and Analysis Project – 100 points**  
**Total Points - 300**

**How to calculate your grade:**
Please keep a record of your grades including quizzes and outlines as well as attendance. Use the formula below to assess your work and grade. Please keep all graded assignments until after you have received your final grade.

**Formula:** Your grade % = (all the points you have earned) / (maximum points possible) - A = 90% and above – 270 – 300; B = 80 – 89.99% - 240 – 269; C = 70 – 79.99% - 210 – 239; D = 60 – 69.99% - 180 – 209; F = Below 60% - 179 or less
Assignment descriptions:
*All assignments are subject to revision, deletion, change as per the instructor's discretion as and when needed.

**Reading discussion (Paper and class presentation) – 15 + 5 = 20 points**
Students shall write a 2-3 page critical discussion of one selected reading assigned to them from the Roy & Shaw text during the course. The paper must include:

a) a most compelling aspect of the reading,
b) a class concept/theory that explains this aspect of the reading, and
c) an example from outside sources with an explanation as to how the example expands on the points made in the reading and how it can help us better understand the class concept/theory. Attach the example with the paper.

**In class you will orally present your paper.** Paper is due before class on D2L on the day you present.

**Film review (Paper) - 20 points**
Students will be watching movies during the semester. Each student will be assigned one movie that they will then write a 2-3 page paper discussing aspects of intercultural relations in the film and their connection to intercultural theories from their class lectures and texts. The selection of movies will be conveyed later during the semester.

In your paper, please refer to particular instances from the film that provide the cultural context from a critical standpoint.

Here are some guiding questions for you to think about as you write the review:
1. Describe the context in which the action takes place. Which elements of the film give us information about the context? How does the context affect communication patterns between the main characters?
2. Describe different identities that emerge in the course of the film. How are these identities constructed (ascription, avowal, interpellation)? What are the relationships between identities and context?
3. Does the identity of any of the main characters change/develop in the course of the film? What influenced this process?
3. How does history affect the standpoints of the main characters? What do we learn about history from the film? What is the relationship between history and identities of the main characters?
4. What can you say about communication styles and language use in the film? What did you learn about the characters from the way they use language? Identify social structures that affect how the language is used (discourse).
5. Analyze nonverbal codes and cultural space. How do the main characters use nonverbal communication? How are cultural spaces constructed in the film? Identify different elements that are used to construct these cultural spaces.
6. Identify cultural position(s) the film represents. Whose social interests (in terms of social positions) are represented in the film? Why are those and not other interests represented? How is power implicated in these social positions?
**My cultural identity paper - 25 points**
The purpose of this assignment is for you to examine your own social identity in the larger social context and in relationship to others. Each student will write a 3-4 page paper focused on their own experiences and observations with intercultural communication. The paper should include three sections: (A) Provide a brief introduction to your own cultural background, writing about the major cultural influences on your value system and the ways in which these were first challenged or reinforced by exposure to other cultures (1.5-2 pages); (B) Describe a specific “cultural learning experience” in which you encountered difficulties (misunderstandings, miscommunication, conflict) and/or gained new insight because of differences in culture (1-1.5 pages); (C) Identify the cultural factors that contributed to the learning experience, and describe what you learned (1-1.5 pages).

Here are some guiding questions for you to think about as you write the paper:
1. What cultural patterns and values inform your family structure and rituals or your community and neighborhood, or your school and/or work environment, groups you belong to, etc. How do these patterns and values connect you or distinguish you from others in or around your community?
2. Do you have a sense of belonging to a distinct cultural group that is different from other groups? Why or why not? How do you know this? How is this group defined? What does it mean to you?
3. What “other” people live in your community and how do you and/or “your” group relate to “them”? How have you become aware of the differences? What do they mean to you? What type of interactions do you have with the different people in your area or other places? What lasting impressions have these experiences left on you? How might they influence future interactions?
4. How is your ethnicity defined? Is it an important identity to you? In what way? What do you know about your ethnic heritage? Do you think that various others see you as having an ethnicity? How has this shaped your identity?
5. Do you ever think of your racial identity? What, when, and why? Or why not? What comes to your mind when you think “race”? What do you think other people perceive your “race” to be? What does it mean to you? How has this awareness or lack of it shaped your identity? How does it influence your relationships with others?
6. What are the particular labels you chose to designate your identity and what do they mean to you (e.g., “white,” “person of color,” “American,” “Southerner,” etc)? How do you identify with groups designated by this label, what characteristics do members of this group share in your mind? How do you communicate this identity to others?
7. What implications, obstacles, and challenges does your social identity present to communication with people from different cultures?

**Intercultural Awareness Seminar for SFA Police Force (Service Learning Grant Funded) – 50 points**
Presentations/Activities (30 points), Report (20 points) = 50 points
This assignment allows students to take an active role in designing learning activities and leading discussions about selected topics in intercultural
communication. During the semester, students will learn about different intercultural communication skills that they will then present to SFASU police officers during a half-day Intercultural Awareness Seminar (will be held in April – date will be announced during the course). This will take place at the Student Center and official paperwork will be provided to excuse students from any other classes or work during this day. Students will work in teams to make various presentations and activities to the participating police officers. We’ll form groups of 4-5 students in the class, and each group will take responsibility for leading a 30-35-min session on the day of the Seminar on one of the scheduled course topics. The six topics are:
1. Verbal communication
2. Nonverbal communication
3. Inter-group encounters
4. Intercultural relationships
5. Intercultural conflict
6. Intercultural adaptation

Presentations/Activities – 30 points
Each group will develop a short explanation of key theories on the chosen topic, identify and implement a set of learning activities specific to your audience of police officers, create a set of debrief questions to discuss the implications of the activity and connection to theory, and design an evaluation sheet/rubric to gauge the effectiveness of the learning activity in internalizing the components of the main topic during the 30-35 min session.
1. Theoretical concept. Select specific theoretical concepts, covered by the authors in the readings assigned for the topic of your presentation, and present a detailed explanation of this concept to the audience. In addition to the information in your textbook, you should find at least one primary source article that discusses the concept. [Note: You will usually find primary source articles referenced in the textbooks.] One of your tasks is to translate the “jargon” used by the textbook and the article(s) into terms that your audience can understand clearly. (10 minutes)
2. Experiential activity to illustrate selected concept. Design a short activity that helps “bring to life” one or more aspects of the theoretical concepts you presented. It might consist of conducting an exercise with your audience, telling a story, acting out a skit, engaging the audience in a short role play, showing and discussing video excerpts, or other experiential learning activities. (10-15 minutes)
3. Debrief. Create a few debrief questions to discuss the practical contributions of the information you presented (e.g., how might it help people understand intercultural situations or become better intercultural communicators), and provide your assessment of the limitations of the concept you selected. Suggest unanswered questions and/or further research. (5-10 minutes)
4. Evaluate. Prepare/design an evaluation sheet/rubric to assess the effectiveness of the learning activity in understanding the concept/topic your group was trying to convey. This evaluation will be handed to all participants of that session and collected later.
While your presentation should include all of the required components, they may be implemented in the sequence that is most appropriate to the design of your
presentation. Prepare a Powerpoint/Prezi slideshow that allows audience members follow your presentation. Structure the presentation so that audience members and the instructor may ask clarification questions at appropriate points during the presentation, as well as discuss implications of the material at the end of the presentation. **This is an individual and group grade – every member will receive an individual grade (60%) and a group grade (40%).**

Report – 20 points

Each group should turn in to D2L the following sections after the Seminar: (1) Cover page listing name of course, topic of presentation, date of presentation, names of group members; (2) copy of handouts, slides, etc. that you presented on Seminar day; (3) description of experiential activity; (4) copy of primary source article(s); and (5) copy of all the evaluation forms the officers filled out for your session. **This is a group grade – every member will receive the same grade.**

**Intercultural Research and Analysis Project – 100 points**

Working in teams of 4-5 individuals, groups will select a specific intercultural situation that is relevant to contemporary local, national, or global society and write a group report 10-12 pages in length analyzing the situation in-depth. Situations might represent intercultural arenas such as the following: inter-group conflict, race relations, intercultural marriage, immigration, organizational work teams, community development programs, classroom instruction, and training/consulting. Each group will analyze the situation (using the steps described below), present their project to the class, and provide peer evaluations of their group members.

Step 1: Select a specific intercultural situation. Choose a specific situation or incident that illustrates the dynamics of intercultural communication. The situation should revolve around an actual event or set of events in which individuals or groups from different cultural backgrounds experience a difficulty, misunderstanding, problem, or clash of ideas or positions in which cultural differences play an important role. The situations can come from personal experience, news articles, media documentaries, or published case studies. Describe the situation, including the parties involved, the difficulties they face, how they have responded, and the larger cultural context in which the incident is embedded.

Step 2: Literature Review. Locate at least 10 scholarly articles that present research results or theoretical ideas that are relevant to the situation you are investigating. Discuss the contribution of these articles and summarize the major findings.

Step 3: Analyze the situation based on intercultural communication theory and research. Discuss the intercultural dynamics you believe are most important for understanding the situation, and make recommendations about how the situation can be managed and/or resolved productively. Explain the steps that can be taken by various parties involved, and show how these steps are based in theory, research, and experience.

Step 4: **Present results to class (40 points).** Design a 25-30 minute presentation to the class in which each member must present a part for at least 5 minutes where you describe the situation and the context in which it is embedded,
summarize your findings from the research literature, and discuss your analysis. Use powerpoints, handouts, transparencies, and other media aids as appropriate.

This is an individual and group grade – every member will receive an individual grade (60%) and a group grade (40%).

Step 5: Written Report (40 points). The written report (10-12 pages plus appendices) should consist of an introduction, in which the general context is explained and a rationale is provided for the importance of the topic, and the following sections: (a) 3-4 page description of the situation and the context in which it is embedded; (b) 3-4 page literature review; and (c) 4-5 page analysis of the situation. Include a bibliography (of both popular press and scholarly articles), and attach an appendix with copies of materials (e.g., specific news articles) that help explain the context. This is a group grade where everyone in the group gets the same grade.

Step 6: Peer Evaluation (20 points): Participation grades will be awarded by peer evaluation. Groups are responsible for developing a set of criteria on how those points will be awarded. Each individual will award a set number of points to each other team member, and provide written justification for the number of points they award their peers.

Tests - 30 points each = 60 points
There are two exams consisting of short answer and essay questions. The tests can be accessed through D2L.

Activities/Assignments/Discussions (25 points)
Throughout the semester, you will complete various experiential activities, quizzes, short reflection papers, surveys, experiments, and assignments that pertain to the course content. Many of this work will be accomplished through group work, out of class or individually. Each activity will be worth 2 to 5 points that will be added for a cumulative score out of 25 points. If an activity entails group discussion/involvement and you’re not contributing to the group, you’re at risk of losing points. Several of the activities will include active participation in online discussion board posts. Specific instructions for each post will become available in D2L. If you will be away for official university business and will miss an assigned activity, it is your responsibility to arrange a time to complete the assignment BEFORE you leave. Official documentation is required if you’ll be missing class for university business.

Tentative* Schedule
*The instructor reserves the right to make any changes in this schedule as needed.
*Additional readings will be given as and when the instructor decides.

Dates for film review will be assigned to students during semester.
Please Note: The chapters indicated should be read by the date listed on the syllabus. We will not cover all material in class, but you are responsible for reading them and asking questions from them as you feel necessary.

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Course overview, Introductions</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Groups assigned and semester project introduced Neu - Chap 1</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Neu - Chap 2</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Neu - Chap 2</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Neu - Chap 2 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Neu - Chap 3 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Neu - Chap 3 + RD&amp;CP</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Neu - Chap 4 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Neu - Chap 4 + RD&amp;CP</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Neu - Chap 5 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Neu - Chap 5</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Neu - Chap 6 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Neu - Chap 6 + Exam review</td>
</tr>
<tr>
<td>Mar 3 – 6 am to 10 pm on D2L</td>
<td><strong>Test 1</strong> (You are responsible to complete test before deadline)</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Neu - Chap 7 + RD&amp;CP</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Neu - Chap 7 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Mar 12 - 20</td>
<td>Spring break</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Neu - Chap 8 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Mar 24/28</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Neu - Chap 8 + RD&amp;CP</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Neu - Chap 9 + Readings from Roy &amp; Shaw</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Neu - Chap 9 + RD&amp;CP</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Possible Seminar Day</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Neu - Chap 10 + Group work</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Neu - Chap 10 + Group work</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Neu - Chap 11 + Group work</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Neu - Chap 11 + Group work</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Neu - Chap 12 + Simulation</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Neu - Chap 12 + Group work</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Presentations + Written report + peer evals</td>
</tr>
<tr>
<td>May 3</td>
<td>Presentations + Written report + peer evals</td>
</tr>
<tr>
<td>May 5</td>
<td>Presentations + Written report + peer evals</td>
</tr>
<tr>
<td>May 6 – 6 am to 10 pm on D2L</td>
<td><strong>Test 2</strong> (You are responsible to complete test before deadline)</td>
</tr>
</tbody>
</table>