

Course Summary		
Course Code	Course Title	Recommended Credit Hours
COMM-280	Intercultural Communication	3
Subject	Contact Hours	Prerequisites
Culture and Communication	45	None
Department	Level of Course	Language of Instruction
Communication	Lower-Division	English

### Course Description

This course presents a theoretical and practical approach to the study of intercultural communication and development. The aim of this course is to increase sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication and interactions. The course is designed to be interactive and practical and will involve students in several projects to meet people of different cultural backgrounds. Students will gain an awareness of the diversity of ideas and practices found in human cultures and understand how such ideas and practices compare.

#### Purpose of the Course

- Develop an appreciation for and better understand one's own culture
- Develop an appreciation for other cultures
- Develop intercultural competence skills to live in an increasingly diverse world and to successfully interact with diverse people
- Develop an understanding of the host country's historical, political, religious, economic and geographical features

#### Course Topics

1. Intercultural Communication theory
2. Experiential learning model
3. Cultural diversity
4. Cultural identity
5. Cultural awareness
6. Intercultural competencies

### Instructor Information

Dr. Sandi Smith is a specialist in international education, engagement and learning, with decades of experience training students, faculty and professionals in intercultural development, competencies, communication, transition adjustment and education abroad pedagogy. Dr. Sandi earned a doctorate in Higher Education Administration from Florida State University, specializing in internationalization of higher education. Her dissertation topic explored the

meaning and measurement of intercultural development in college students. Dr. Sandi has previously taught this course in the classroom and as an online e-learning course.

## Learning Outcomes

1. Demonstrate the ability to describe the concepts of culture (meaning, cultural identity and cultural diversity) and basic concepts, principles, and skills regarding communication between persons from different cultural backgrounds (e.g., religion, age, race, class, gender, sexuality, region, nationality, generation, disability).
2. Identify key concepts and theories of intercultural communication and competence.
3. Analyze how elements such as culture, ethnicity, and gender influence individuals' communication and interactions with others. Evaluate the relationship between cultural/ethnic identity and intercultural interaction skills.
4. Produce critical reflection on the effects of stereotypes, prejudice, socio-structural forms of power, and ethnocentrism on cultural identity, communications and interactions.
5. Challenge assumptions within the theories, research studies, and debates examined during the course.
6. Demonstrate intercultural communication and interaction skills.
7. Identify and implement ways to improve the intercultural communications in various academic, professional and social settings.

## Evaluation and Grading

- |     |  |
|-----|--|
| 10% | 1. Participation in online Discussion Board  |
| 10% | 2. Reflection Assignments<br>Each week, students will be given an assignment to observe and/or interact with others and provide a written (or digital media) reflection of the experience.   |
| 15% | 3. Mid-term Test<br>Vocabulary, concepts, theories of culture and intercultural competence.  |
| 10% | 4. Cultural Autobiography<br>Write a 4-page (typed, double spaced, 12pt Times New Roman font, one inch margins) description of your own cultural background. Be sure to cover the 'components of culture' (i.e. building blocks of culture) discussed in class, such as: economic organization (e.g. socioeconomic influences, education, etc.), social organization (e.g. family, residence, kin group, common interest groups, etc.), political organization, religious organization, arts, language, etc. The beliefs, values, and attitudes (including insider/outsider) that you have been taught as a member of your culture group(s). Also, reflect on how you think these components influence your communication with others and your potential workplace in the future. Students will be evaluated on their report based on effort in terms of reflecting on and relating to all the building blocks of culture we discuss in class. |
| 10% | 5. Intercultural Interaction Exercise<br>Each student will be given a topic to explore with three individuals from the community. In pairs, students will observe and interact with culturally different individuals. Write an 4-page (typed, double spaced, 12pt Times New Roman font, one inch margins) description of the similarities and differences in perspectives.   |

Describe your assumptions of the cultural background of each interviewee and how his/her culture may have influenced his/her perspective.

20% 6. Ethnography

Each student will be assigned a cultural group in which to conduct a mini ethnographic study. Instructions included in syllabus.

25% 7. Final Exam

The final exam will be a series of short essay questions providing students an opportunity to demonstrate broad cultural concepts they learned and practiced throughout this course.

### Readings and Resources

Experiencing Intercultural Communication: An Introduction (5th Ed.), 2013, Martin & Nakayama, Boston, MA: McGraw-Hill.

Culture from the Inside Out, 2004, Alan Cornes, Intercultural Press, Boston, MA.

### Other Academic Policies

To qualify for a make-up exam, or quiz, or be given any other dispensation, the student must submit a doctor's certificate or other formal document of equivalent authority. Also wherever the student feels that he has been significantly disadvantaged by absence from an assessed activity, or lackluster performance in an assessed activity, he may submit a doctor's/police certificate or other document of equal authority to qualify for special consideration.

Completion of all activities to be graded (e.g. exams, quizzes, exercises, assignments, workshops and labs etc) is a serious and important matter, and will be treated as necessary for successful completion of the course. Please note cheating from someone else's work, or allowing someone to cheat from your own work is an academic crime for this course and both are subject to corrective action - even possibly complete failure of the course. Likewise plagiarism is NOT allowed as it is an academic crime. Students will risk complete failure of the course if they plagiarize, or in any other way cheat. Whenever you use other written material (that is not common knowledge) in your assignments, you should reference the sources of that information.

Students are expected to present to the lecture on time. Only students who are on time are eligible to attend the lecture or class. Late students may not enter the lecture. There is also a good "unwritten law" in communication to produce real in depth discussion and results. That is, one person speaks at a time, and when that person is finished the other person then gives his response. This will be practiced in class.

The course professor however reserves the right to make special dispensation in favor of the student where the professor deems it fair or necessary to do so.

### Materials and Supplies

No additional materials or supplies are required for this course.

## Course Outline

	<b>Topic</b>
Module One	Introduction to course and expectations Principles of Participant Learning <ul style="list-style-type: none"> <li>- Kolb learning cycle</li> <li>- Socratic dialogue</li> <li>- Reflective journaling</li> <li>- Active participation</li> <li>- Experimentation</li> </ul>
Module Two	Principles of Communication <ul style="list-style-type: none"> <li>- Identity, perceptions, needs, persuasion</li> <li>- Contextual, dynamic, symbolic, learned, consequential</li> <li>- Messages, encoding, listening</li> </ul>
Module Three	Non-Verbal Communication
Module Four	Theories of Culture <ul style="list-style-type: none"> <li>- Beliefs, Values, Norms</li> <li>- History</li> <li>- Identity</li> <li>- Language</li> <li>- Social</li> <li>- Ethnicity</li> </ul> Taxonomies of Cultural Patterns <ul style="list-style-type: none"> <li>- Hall, Hofstede, Kluckhohn</li> </ul>
Module Five	Identity
Module Six	Cultural Autobiography
Module Seven	Intercultural Development Theory <ul style="list-style-type: none"> <li>- Allport</li> <li>- Bennett</li> </ul>
Module Eight	Interaction Exercise <ul style="list-style-type: none"> <li>- Observation, interpretation, analysis</li> </ul>
Module Nine	Intercultural Competencies
Module Ten	Intercultural Interaction
Module Eleven	Ethnographic Process
Module Twelve	Ethnographic Reflection