

**EASTERN ILLINOIS UNIVERSITY
SCHOOL OF COMMUNICATION AND JOURNALISM
CMN 3710: Intercultural Communication**

In order to understand, you must stand under. – Unsure of Origin

He who knows others is wise. He who knows himself is enlightened – Lao Tzu

No culture can live, if it attempts to be exclusive. - Mahatma Gandhi

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse gift will find a fitting place. - Margaret Mead

*“You got to be open minded. It’s 20 and 20.”
-- Calexus Carrington-Steele*

Section: 600 CRN: 96947 3 credit hours
Meeting Time/Days: Online Location: d2l
Instructor: Dr. Richard G. Jones, Jr. (preferred gender pronouns he/him/his)
Office: Buzzard Hall 2411
Office Hours: Via email, or appt. for phone/video chat
Email: rgjones@eiu.edu

IMPORTANT NOTE: Use this contact information to keep your instructor informed of anything that is interfering with your performance or attendance in class such as illnesses, family emergencies, or other personal issues. You do not need to share details, but letting your instructor know what’s going on before you miss class will increase the chance that accommodations can be made.

Required Materials:

Textbook: Martin, J. N., & Nakayama, T. K. (2018). *Intercultural communication in contexts* (7th ed.). New York, NY: McGraw Hill.

Readings will be posted on d2l

Description: Students in this course will explore existing and emerging issues, theories, and practices in intercultural communication. Specific attention will be paid to the ways in which culture influences and is influenced by verbal and nonverbal communication, identity, conflict, and popular culture. In addition to learning theory and applying different approaches to the study of intercultural communication, this course asks students to reflect on their own cultural identities, values, beliefs, and standpoints through participation in class discussions, activities, and assignments. Through self-reflection and critical thinking students will develop intercultural communication competence and an awareness to the complexity of intercultural communication.

Note: We will view *culture* in the broadest context, including: global/international cultures, racial and ethnic minorities, dominant identities (white, heterosexual, able-bodied, etc.), and other rich characteristics of diversity such as gender, sexual orientation, age, (dis)ability, and class.

Course Objectives:

1. Describe and analyze the interrelationship between communication and culture
2. Describe and differentiate among competing cultural values, attitudes and beliefs
3. Identify, analyze, and manage verbal and nonverbal communication styles and patterns in various cultures
4. Describe and differentiate cultural practices related to conflict and describe steps to effectively manage conflict
5. Demonstrate the ability to be a more willing, self-reflective, flexible, and/or open communicator in intercultural communication interactions.

Welcome: Welcome! I am excited to work with you this semester on broadening your understanding of the complexity of culture and identity! We are going to tackle some challenging readings and controversial ideas and I'm sure we will all learn a lot from each other. My default is to refer to you with the name that appears on my roster. If you have a preferred name that you would like me to use, please let me know. Again, welcome, and let's have a great semester!

Professor's Note on Expectations:

1. I am committed to facilitating your needs as they arise. Please ask me for help if you find that you have questions I have not answered in class, or if you would like to discuss any (potential) problems.
2. Understand that my commitment to facilitating your needs in and goals for the class are extended primarily to those students who are proactive and address concerns before they become significant obstacles, and generally do not extend to students who only demonstrate concern for their performance in the class during the last weeks of the semester.
3. You will be graded based on standard collegiate level expectations. To earn an A or a B, you will need to consistently exceed those expectations.
4. As a student, you *earn* your grades rather than me "giving" you grades; however, I believe you always have the right to understand why you *earned* the grade you did. If you have a question, please ask.

Student Responsibilities: Students are expected to attend class and participate in class discussions, read the assigned reading material before class, and complete the assignments. Federal guidelines dictate that institutions should expect students to work for at least two hours outside of class for each hour of in-class instruction. That means that you should expect to work, on this class, at least six hours a week in order to earn credit for this course. The bulk of your out of class work time should be spent on reading and completing the reading responses.

GRADING

Grading Scale:

Grade	Percentage
A	100 to 90
B	Below 90 to 80
C	Below 80 to 70
D	Below 70 to 60
F	Below 60

General Grading Expectations:

A: Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

B: Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

C: Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

D: Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.

F: Failure to complete assignments during the scheduled time through lack of evident effort.

Assignment	Weight (%)
Reading Reaction Videos	35
Reading Reaction Peer Feedback	10
Review Quizzes	5
Current Event Paper and Presentation	10
Midterm Essay (Identity Paper)	15
Case Study and Presentation	25

*You can use D2L to monitor your grade in the class at any time.

COURSE POLICIES

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct

(<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

The Student Code of Conduct states that students should meet the following standard: "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." The Code defines *plagiarism* as: "is the use, without adequate attribution, of another person's words or thoughts as if they were one's own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work

that was previously completed for another class without prior approval from the instructor.” About 80% of your papers should be in your own words. At minimum a student who engages in academic dishonesty/plagiarism will receive a 0 (F) on the assignment and be reported to the Office of Student Standards. If there are multiple instances of academic dishonesty, the Office of Student Standards may sanction the student further, i.e., suspension for a semester or academic year or expulsion from the university. Your instructor reserves the right to utilize TurnItIn or other tools to evaluate your work.

Students with disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

Class participation: Class participation is expected. Online course instruction includes a variety of activities such as posting reading reaction videos, peer feedback, review quizzes, application activities, etc.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, etc. Such language will not be accepted in your online classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be referred to Student Standards.

Late work: If you do not have your assignment submitted by the due date it will be subject to a 50% deduction. Assignments can always be turned in early. Assignments will receive no credit if they are more than one week late. Please do not blame technology for not having an assignment ready.

Make up work: Make-up privileges, where make-up is possible, will be granted to students with excused absences. It is the student’s responsibility to initiate plans for make-up work and complete the work promptly.

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gender, race, ethnicity, class, age, sexual orientation, ability, political beliefs, religion, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

Make up work: Make-up privileges, where make-up is possible, will be granted to students who have properly verified absences, University approved absences, or made arrangements with the instructor. Otherwise, I will use my discretion to decide whether or not a student can make up work and how much of a penalty to impose. It is the student's responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course webpage (through EIUOnline) daily for announcements and updates. Use Panthermail – not D2L to send emails to your professor. You should also check your Panthermail daily. Please communicate via email in a professional manner. While electronic communication is convenient at times, please take advantage of office hours to ask questions, as email responses may be delayed up to 48 hours.

Guidelines for typed assignments: Standard collegiate level criteria for writing assignments will be followed in this class. Typed assignments must adhere to the following criteria: (you may want to use this as a checklist to ensure you don't lose points):

___ 12 point font size

___ 1" margins all around

___ Times New Roman font everywhere (including headers and page numbers)

___ double-spaced (throughout document. Do not have extra line spaces after headers)

NOTE: Most computers do not default to 1" margins so you will have to manually change them, you may also have to manually change font or font size, so always to make sure to double-check your formatting.

ASSIGNMENTS

Reading Reaction Videos:

Students will receive "Reading Questions" for each week. Review these questions before you begin the readings. The reading questions will guide you to the most important parts of the reading. Students will respond to some of the reading questions in a "Reading Reaction Video" that will be submitted to the discussion forum.

We should engage in class discussion and provide insights, grounded in the readings, and based on our relevant experiences. Contributions will be most meaningful when they are informed by the course readings. Well-prepared students who offer insights grounded in the readings, contribute to class discussion by describing salient experiences, offer oral references to relevant materials outside the course and are respectful of others will be successful contributors. Students will receive feedback on their reactions from their professor and peers.

Reading Reactions Videos - Peer Feedback:

Each week, students will “reply” in writing to two of their peers’ reading reaction videos. The feedback should be engaging, meaning that it should include something that furthers the conversation. Feedback should be varied and may include comments on: areas of agreement, areas of disagreement, something from the reading reaction video that was illuminating or informative, how the content of the reading reaction connects to their personal experiences or to current events, etc. Students will be graded on the relevance, completeness, and constructiveness of their feedback.

Review Quizzes:

In order to review the reading materials, we will take quizzes on d2l that cover the main points and ideas. These quizzes will not be graded based on right or wrong answers. Their purpose is to serve as a review and not as an assessment.

Current Event Presentation and Reflection Paper:

During the semester, each student will be required to deliver one presentation on a current event that relates to a concept or concepts from the readings and turn in a 2-page critical reflection.

Instructions:

- 1) Sign up for a week to present your current event.
- 2) Look through online news sources for a story that relates to intercultural communication and to at least one concept from the reading associated with your presentation slot. This may not jump out at you at first, so be patient and creative. Make sure that you can tie the article you chose, specifically, to your chapter and the concept you chose. You will be required to send your idea to Dr. Jones several days before your presentation is due.
- 3) Analyze the article and write a reflection paper that addresses the following questions/points:
 - a) What is the main point/context of the article? (this should be a brief summary about a paragraph long);
 - b) Which concept from the reading does it relate to and why? (Make sure to define the concept you are using);
 - c) What can we learn from the context of your article that will make us more competent and knowledgeable interpersonal communicators? (Here, you may offer critiques of or support for the context backed by personal opinion or supported by the book.)
 - d) Include a copy of the article with your assignment!
- 4) Prepare a presentation between 7 and 10 minutes long that summarizes what you wrote in the reflection paper to deliver to the class via video. Make sure that you have at least two discussion questions prepared to post on the discussion board spark discussion once you have completed your presentation.

Midterm Essay: Identity Paper:

The purpose of this paper is to allow you to analyze the cultural background that is the basis for your own beliefs, values, norms, social expectations etc. It is a first step in understanding the complexities of your cultural identity that may impact your ability to communicate inter-culturally. This assignment also allows you to receive feedback on writing structure, analysis, and use of class concepts.

Instructions:

1) Write a 5 page paper that conforms to the guidelines for written assignments noted earlier in the syllabus and describes aspects of your cultural identity. In your analysis, please use **at least 5 specific terms from the readings and bold** them. Structure your paper using the following **bolded Section Headings**):

Identified Cultural Groups

- Cultural groups would be factors such as race, gender/sexuality, ethnicity, nationality, age, hobby groups, career identification, etc.
- Describe all of the cultures and cultural groups with which you feel a strong identification. In your description of these groups, include the group's prevailing values, attitudes, and beliefs, and how members of these groups expect you to behave. Which values do you most closely ascribe to and why? Are there some values of the groups to which you belong that you do not agree with – why or why not?
- Which groups are dominant and which groups are subordinate (in society at large)? How do you think your identification with these groups (including their values and whether they are dominant or subordinate) effect your communication? Give some specific examples.

Estranged Cultural Groups

- Now describe a cultural group with which you feel uncomfortable. Is this a dominant or subordinate group? Why does this group make you feel uncomfortable? Are there cultural values in this group that are counter to yours? If so, how did you learn about this groups' cultural values and do you think your perceptions are accurate? Why? Are there prejudices regarding this group that you hold? If so, where did they come from and why are they credible? Give some actual examples to amplify your analysis.

Identity Search

- Finally, do some analysis on where you believe yourself to be in the search for cultural identity based on course readings. Which stage are you in now? Have you been in other stages in the past? If so, what made you move stages? If you haven't moved stages, do you want to? Why or why not? What do you think might cause you to move? Give some actual examples to amplify your analysis.

Case Study and Oral Presentation:

This final project will be a chance for you to incorporate all of what you've learned in the class through the creation of a case study that deals with an aspect of intercultural communication that you find interesting. We will be reading some examples of case studies in the class to help inspire you. I will individually discuss your case ideas with you to make sure they are appropriate. You will conduct some outside research and write up a case study that is based on some mixture of real life experiences and hypotheticals in a 6-7 page paper. You will then present your case studies to the class at the end of the quarter.

Case studies are specific stories or incidents, usually from real-life, that portray communication concepts or lessons to be learned. While you may find inspiration for your case in your real-life experiences, you will also likely need to build in hypotheticals to make your case a rich document for discussion and analysis. Remember that case studies are designed for discussion and analysis, often with several possible answers/interpretations.

Purpose: Your creation of an intercultural case study allows you to explore and expand concepts that we have discussed in class in a context that interests you and that demonstrates your knowledge.

Instructions:

1. Think of a case you would like to construct. Make sure it applies to our course concepts. The case proposal should be 2 typed pages. Make sure to follow the guidelines for typed assignments that are listed in the syllabus. Include the following:

- Include a creative/catchy tentative title (I understand that this may change completely, but it will help you get your thoughts narrowed and together).
- Include a paragraph or so where you identify the key context and problematic: What is it that you hope to gain/illuminate/find through your research/reading/investigation?
- Include a paragraph or so where you discuss your personal investment in pursuing this topic (Why does this matter to you? Hopefully it is something you are truly interested in and are passionate about) and its potential significance (Why/how will your research matter to others who might be interested in a similar topic? What will it add to our understanding of intercultural communication?)
- Include a list of concepts from the class that you will incorporate into your project and how they do (or might) connect to your topic.

2. Do research on your case. Get facts, background information, or other pertinent information to build the framework for your case. You will want to use the textbook and the supplemental readings as a starting point but you must have FOUR more sources (not including the course readings). These must be books or journal articles. Your FOUR required outside sources can NOT include dictionaries, encyclopedias, online sources, magazines, or newspapers; although you may use these to supplement your research. You will turn in a list of references in advance of the final due date.

3. Write up the case study, which should be about 6 pages of text not including your attached bibliography. The general format of a case study includes: Title; list of key terms; background information on the case from your research (2-3 pages) where you define the key terms, cite your research, and set up the context; the case itself which is usually in the form of a narrative, dialogue, or story (2 pages); a conclusion that summarizes the previous two sections and leads to your; discussion questions; bibliography that conforms to APA style.
4. Give a presentation of your case study to the class. You will need to create and submit through d2l a summary of the case.

Your grade will be determined based on the following criteria:

Proposal

Presentation:

- Is the student prepared?
- Does the presentation look polished and practiced?
- Is the handout neat and easy to follow?
- Does the student ask good discussion questions, follow-up questions, and facilitate discussion smoothly?

Paper:

- Is the background for the case clearly provided in a way that connects to course concepts and includes external scholarly sources?
- Is the case example itself engaging and a creative example of intercultural communication?
- Is the summary relevant and well thought out so as to spark discussion and learning about intercultural communication?
- Does the case study follow the guidelines and format instructions from the assignment sheet and writing guidelines from syllabus?

COURSE CALENDAR (Due dates on d2l supersede due dates here)
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Dates:	Content for each week:	Assignments/To dos: See d2l for specific due dates
Week 1: 08/24 – 08/30	<i>Introduction to Course</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 1 • Submit: Introduction Videos
Week 2: 08/31 – 09/06	<i>Introduction to Intercultural Communication Part 1</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 2 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies • To Do: Sign up for Current Event Presentation
Week 3: 09/07 – 09/13	<i>Introduction to Intercultural Communication Part 2</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 3 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies • To Do: Review Case Study Assignment
Week 4: 09/14 – 09/20	<i>History of the Study of Intercultural Communication</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 4 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Week 5: 09/21 – 09/27	<i>Culture, Communication, Context, and Power</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 5 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies

Week 6: 09/28 – 10/04	<i>History and Intercultural Communication</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 6 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies • Submit: Case Study Proposal • To Do: Review Identity Paper Assignment
Week 7: 10/05 – 10/11	<i>Identity and Intercultural Communication</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 7 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Week 8: 10/12 – 10/18	<i>Language and Intercultural Communication</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 8 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Submit: Identity Paper • Complete: Review Quiz • Complete: Application Activity/ies
Week 9: 10/19 – 10/25	<i>Nonverbal Codes and Cultural Space</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 9 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Week 10: 10/26 – 11/01	<i>Understanding Intercultural Transitions</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 10 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies

Week 11: 11/02 – 11/08	<i>Popular Culture and Intercultural Communication</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 11 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Week 12: 11/09 – 11/15	<i>Culture, Communication, and Intercultural Relationships</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 12 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Week 13: 11/16 – 11/22	<i>TBD</i>	<ul style="list-style-type: none"> • TBD
Week 14: 11/23 – 11/29	Thanksgiving Break	
Week 15: 11/30 – 12/06	<i>Culture, Communication, and Conflict</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 15 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Week 16: 12/07 – 12/13	<i>Striving for Engaged and Effective Intercultural Communication</i>	<ul style="list-style-type: none"> • Start: Checklist for Week 16 • Read: Assigned Reading(s) Listed on d2l • Submit: Reading Reaction Video • Submit: Reading Reaction Peer Feedback • Complete: Review Quiz • Complete: Application Activity/ies
Finals Week 12/14 – 12/18	<i>Case Study Papers and Presentations Due</i>	<ul style="list-style-type: none"> • Submit: Case Study Paper and Presentation Video