



Communication Studies Department

COM 2050 Intercultural Communication

3 Units

Spring 2026

Meeting days/times: Tuesday/Thursday 8:00-9:15am

Meeting location: Cabrillo #202

Final Exam: Thursday 5/7 7:30-10:00am

| INFORMATION | SPECIFICS FOR THE COURSE |
|-----------------------------------|---|
| Instructor title and name: | Dr. Johnny Capra |
| Phone: | 619-849-2724 |
| Email: | jcapra@pointloma.edu |
| Office location and hours: | Cabrillo Hall #207, Office Hours: M/F 12:00-1:30 pm and T/TH 11:00am-1:00pm |

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

A study of intercultural principles, processes, and topics including; verbal and nonverbal communication, perception, cultural values and expectations, and media impact. Students develop an increased awareness, understanding, and appreciation of other cultures.

Continued: In this course, we will be studying the complex and interdependent relationship between communication and culture. Through observation, discussion, and application, we will learn how communication is influenced by culture and how culture is created and sustained through communication. In this class, you will build a foundation of intercultural communication competence so that you will be better prepared to interact with others in diverse contexts.

Program and Course Learning Outcomes

Students who successfully complete this course will:

- Identify your own cultural identities and analyze how people's culture(s) affect beliefs, values, perceptions, assumptions and communication styles.
- Discuss the role of cultural biases (stereotyping, racism, ethnocentrism) in disrupting the development of intercultural competence and develop strategies for navigating these biases in communication interactions.
- Demonstrate communication skills that improve competence in intercultural communication.
- Explain how individuals express, produce, and negotiate culture through communication.
- Analyze the role of cultural patterns and verbal/nonverbal codes in the development of intercultural interpersonal relationships.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

COURSE FORMAT AND POLICIES

Required Text:

Ting-Toomey, S., & Chung, L. C. (2022). *Understanding Intercultural Communication* (3rd ed.). Oxford University Press.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*

Communication

All communication for this course will take place via Canvas where you will receive reminders and updates related to the course regularly. Your instructor will utilize the Canvas page to communicate with the class as well as post the syllabus, reading materials, assignment

descriptions, rubrics, grades, and any other information related to the course. Throughout the term it is essential that you actively check your canvas email and the course canvas page in order to succeed in this course.

Email: jcapra@pointloma.edu

I check my email frequently and try my best to respond to emails within 24 hours during the workweek (Monday- Friday). If you have not received a response from me within 48 hours, then please send me a follow up email.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

COM 2050 Attendance

Students are allowed two (2) absences during the course of the semester without penalty excluding university approved absences or Covid-related absences. Each absence over these three will result in a 15-point deduction from your final grade. Please notify me at least one week prior to excused absences. You are responsible for communicating with your instructor in order to make up missed work within one calendar week of the excused absence.

Late Policy

In order to benefit from each class session and avoid interrupting the learning experience of their fellow classmates, it is important that students attend the entire class period. Tardiness exceeding 5 minutes at any point during the class period is taken note of. If a student demonstrates habitual tardiness points will be taken from their final grade.

Electronic Devices

The use of cell phones is prohibited in class. Laptops/tablets may be used for note taking or other class-related activities. If any of these devices becomes a distraction the student will be asked to put them away.

Reading Policy

This course requires that all assigned readings are completed prior to arriving in class on the day they are due. In-class time will be used to build on the concepts covered in the readings, not to review it. Come to class prepared to any ask questions you have about the readings, and to thoughtfully analyze and apply the topics covered in the text.

Professionalism

Please be respectful of your peers and instructor at all times by adhering to the guidelines provided below.

- Use your best communication skills. Actively engage in class discussions and be professional, positive, and supportive of others.
- Be respectful to your classmates and instructor.
- Use technology strictly for notetaking and course-related reasons.
- Put laptops away during in-person student presentations.
- Ensure appropriate grammar, spelling, and punctuation for all completed work.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Incompletes and Late Assignments

Late assignments are not accepted in this course and should instead be submitted via Canvas on or before their assigned due date. If you are unable to attend class on the day an assignment is due for university excused reasons, communicate with your instructor and an alternative will be made available to you. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments and Grading

Exams (200 points): This course will include a midterm (100 pts) and final exam (100 pts) Each of these will be administered in class in order to assess your knowledge of lecture material, in-class activities, and chapter readings. Items will consist of multiple choice, true/false, and short answer type questions. A study guide will be provided prior to each exam.

Intercultural Communication Reflection (50 points): This assignment will provide you with an opportunity to reflect upon your initial understanding of the study of intercultural communication. In doing so, this will require you to summarize what we have learned about intercultural communication in class, investigate what the bible has to say about communicating with others, and theorize about how this information may apply to your own life. Further instruction and a detailed rubric will be provided in class.

Cultural Identity Paper (50 points): In order to become better intercultural communicators, we will start by examining the effect of culture on ourselves. This paper will require you to investigate and describe your own cultural background and cultural identity(ies). Further instruction and a detailed rubric will be provided in class.

Intercultural Film Analysis (50 points): You will be watching the 2019 film, *The Farewell*, and writing a paper to analyze the communication, interpersonal relationships, and family dynamics from an intercultural perspective. This film is currently available on Netflix or can be rented on other platforms. In your paper, you will reference specific scenes from the film and build context/appreciation/understanding around these moments by citing the textbook. Further instruction and a detailed rubric will be provided in class.

Intercultural Communication in the News: (50 points): This assignment is designed for you to make connections between theories and concepts that we are learning in this class and everyday examples of relevant practices outside the class. You will work in a small group to select a news story relevant to the chapter of your choice and present your analysis of the news in class. You will be evaluated as a group. To aid your analysis, you are required to incorporate two (2) concepts from the chapter of your choice and two (2) outside academic sources (i.e., peer-reviewed journal articles and books authored by scholars affiliated with universities and academic institutions). Further instruction and a detailed rubric will be provided in class.

Intercultural Experience Paper & Presentation (100 Points): The goal of this assignment is to learn about different cultures, individuals, and groups by attending an unfamiliar cultural event. Ideas for activities include weddings, ceremonies, holiday celebrations, festivals, sporting events, interviews, etc. Students are required to attend one such event over the course of the term and reflect on this experience in a paper format as well as present their findings to the class. Further instruction and a detailed rubric will be provided in class.

Participation (100 points): Quizzes, Homework, In-class Activities, Participation, etc.

Grading Scale: Grades are calculated by dividing the number of points you earn by the total points available (600). The grading scale is as follows:

| | | | | | |
|----|---------|----|--------|----|---------------|
| A | 93-100% | C | 73-76% | D- | 60-62% |
| A- | 90-92% | C+ | 77-79% | F | 59% and below |
| B+ | 87-89% | C- | 70-72% | | |
| B | 83-86% | D+ | 67-69% | | |
| B- | 80-82% | D | 63-66% | | |

Grading Policy:

The grading criteria for all assignments, presentations, and exams are below. Remember, just because you did the work does not mean you will receive an “A” – you must demonstrate *mastery* of concepts in order to receive the highest grade.

A range work: Work is outstanding, demonstrating clear mastery of course concepts. Written work is organized, focused, using strong evidence to support one’s position with very few, if any, grammatical errors. Presentations are professional, highly engaging, and very well-rehearsed. Exam performance reveals a deep understanding of course content, far beyond simply regurgitating facts and definitions. Overall, work is intellectually rigorous and contains few, if any, areas for improvement.

B range work: Work is of high quality and demonstrates understanding of course concepts. Written work is organized and demonstrates reasonably consistent mastery of course concepts and contains relatively few grammatical errors. Presentations are professional, clear, and rehearsed. Exam performance yields a thorough understanding of all content, but not to the level of mastery. Work demonstrates solid grasp on all content and strengths outweigh weaknesses, but could use improvement to reach A range.

C range work: Work is completed and of acceptable quality. Written work is competent, on-topic and responds to requirements of assignment, but does not show mastery of concepts. Written work contains errors in grammar and mechanics and may be disorganized or unclear at times. Presentations contain issues with audience engagement, professionalism or rehearsal of material. Exam performance yields basic understanding of elements, but does not go into depth or exhibit strong connection between concepts. Work demonstrates reasonable and average grasp of content, but lacks intellectual rigor and strengths do not outweigh weaknesses.

D range work: Work is seriously limited, demonstrating little mastery of course concepts. Written work is flawed by one or more of the following: weak critical thinking, insufficient examples and reasoning, poor organization, and major vocabulary and grammar problems. Presentations are not professional, not clear and have not been rehearsed. Exam performance reveals issues in basic knowledge of course content. Work may be inconsistent, partially incomplete, or off topic. Demonstrates a weak grasp on all content and does not meet intellectually rigorous application of material.

F work: Work is fundamentally lacking, demonstrating very little or no mastery of course concepts, and is of unacceptable quality. Written work is severely flawed by one or more of the following weaknesses: no clear point of view, disorganized or unfocused, many fundamental errors in writing, and pervasive errors in vocabulary and grammar. Presentations fail to address assignments at a basic level and lack fundamental structure or organization. Exam work reveals a lack of basic understanding of course content. Work demonstrates a minimal level of understanding and skill and exhibits little or no effort in completing assignments. Attendance record may be erratic or poor.

Tentative Course Outline

Below you will find a detailed course outline. Please keep in mind that this is a living document that may change at any time. It is your responsibility to actively and regularly check the course canvas page, as well as your canvas email to stay up to date on any changes made to this outline.

| Week | Date | Topic/Activity | Reading / Assignment / Materials Due |
|------|------|---|---|
| 1 | 1/13 | Intro / Syllabus | |
| | 1/15 | Introduction to Communication | |
| 2 | 1/20 | Studying Intercultural Communication | <i>Chp.1</i> |
| | 1/22 | | |
| 3 | 1/27 | Intercultural Communication Flexibility | <i>Chp.2</i> |
| | 1/29 | | Initial Response (due Sunday at 11:59pm) |
| 4 | 2/3 | Essential Cultural Value Patterns | <i>Chp.3</i> |

| | | | |
|----|------|--|--|
| | 2/5 | | |
| 5 | 2/10 | Understanding Cultural and Ethnic Identities | <i>Chp.4</i> |
| | 2/12 | | |
| 6 | 2/17 | Culture Shock | <i>Chp.5</i> |
| | 2/19 | | Cultural Identity Paper (Due Sunday at 11:59pm) |
| 7 | 2/24 | Verbal Communication and Culture | <i>Chp.6</i> |
| | 2/26 | | |
| 8 | 3/3 | Review Day | |
| | 3/5 | Midterm | |
| 9 | 3/10 | No Class-Spring Break! | |
| | 3/12 | No Class-Spring Break! | |
| 10 | 3/17 | Communicating Nonverbally Across Cultures | <i>Chp.7</i> |
| | 3/19 | | Intercultural Film Analysis (Due Sunday at 11:59pm) |
| 11 | 3/24 | Biases Against Outgroups | <i>Chp.8</i> |
| | 3/26 | | |
| 12 | 3/31 | Intercultural Communication in the News Presentations | |
| | 4/2 | No Class-Easter Break! | |
| 13 | 4/7 | Managing Intercultural Conflict Flexibly | <i>Chp.9</i> |
| | 4/9 | | |
| 14 | 4/14 | Challenges in Intercultural-Intimate Relationships | <i>Chp.10</i> |
| | 4/16 | | |
| 15 | 4/21 | Global Identity Matters | <i>Chp.11</i> |
| | 4/23 | | |
| 16 | 4/28 | Ethical Intercultural Communication | <i>Chp.12</i> |
| | 4/30 | Review Day | Intercultural Experience Presentation Visual Aid (Due Sunday at 11:59pm) |
| 17 | 5/7 | Intercultural Experience Presentations 5/7 at 7:30 | Final Exam & Intercultural Experience Paper (due Friday 5/8 at 11:59pm) |