

**COM 3065: Intercultural Communication (3 units)**  
**M, 3:00 pm – 5:45 pm in C 202**  
Department of Communication Studies  
Point Loma Nazarene University

<p><b>Professor:</b> Dr. Lisa Raser <b>Email:</b> lraser@pointloma.edu <b>Phone:</b> 619-849-2585 <b>Office:</b> Cabrillo, Rm. 205 <b>Office Hours:</b> M: 10:30-11:30 am; M: 1:00-2:30 pm, and by appointment</p>
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## 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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## REQUIRED MATERIALS & RESOURCES

Lustig, M.W., Koester, J. (2013). *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: Pearson.

\*Please read and save this syllabus. If you remain in the course after the first day of class, then you are stipulating that you will abide by the university and course policies described within this syllabus.

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## COURSE DESCRIPTION & LEARNING OUTCOMES

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.

By the end of the course, students will be able to:

- explain how people's culture(s) affect beliefs, values, perceptions, assumptions and communication styles.
- identify and demonstrate communication skills that improve competence in intercultural communication.
- discuss how individuals express, produce, and negotiate culture through communication.
- explain the role of cultural patterns and verbal/nonverbal codes in the development of intercultural interpersonal relationships.
- apply your understanding of intercultural communication concepts/theory to cultural events in San Diego.

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## COURSE FORMAT AND POLICIES

**Support:** I am committed to helping every student attain their best possible education.

I AM HERE TO HELP! Please do not hesitate to ask questions, or ask for help, in or out of class. I will also be available if you would like me to review your work and give you feedback before it is turned in or presented. If you have any special needs that it would be helpful for me to be aware of, please do let me know.

**Attendance:** As members of a learning community, your presence is appreciated, and your absence is noticed. The class sessions are set up to help people learn from each other (through discussions, activities, etc.) and you are expected to attend each class session. Everyone has useful and insightful information to offer to the class. Participation is the core of this work, and to help keep track of that, I take attendance.

You are allowed one (1) excused or unexcused absence in the course of the semester without penalty. The only absences excused after that will be university approved absences (see section below). Please note that this 1 absence DOES include instances of illness and family obligations. Each absence over one will result in a 15-point deduction to your overall grade.

**PLNU Attendance and Participation Policy:** Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

**University Approved Absences:** Absences for certain events and obligations recognized by the University (i.e.: participation in sports, debate, music tours, etc.) may be counted as “excused.” Please notify me at least one week prior to such absences with documentation and contact information from the sponsoring program/department. You are responsible for making up all work missed due to absences in a timely manner, to be worked out ahead of time with me.

**Late to Class/Leaving Early:** It is an expectation of this class community that we begin our class time *together*, and complete our class time *together* each day. Instances of habitual lateness are a distraction to our class community and may impact your ability to participate fully in the course.

Being absent for more than 20 minutes during any part of a class period, whether at the beginning, middle, or end, will constitute an absence. Similarly, it is expected that you remain actively engaged in the classroom activities until the entire class has been dismissed for the day. If you absolutely must leave early one day for an important/legitimate/emergency reason, please approve it with me at the class period prior or via email. (Please arrange any meetings with your major adviser so that they do not conflict with your class schedule.) Please talk to me early in the semester if you have any questions or concerns about this policy.

**Late Work/Make-Up Work:** All work is expected on the planned “due dates” - at the beginning of the class period when they are due. In general, no late or makeup written assignments/presentations will be allowed. In the event of a personal emergency with written documentation and at my discretion, make-up work *may* be accepted for half credit. If you are absent on the day of a test or a presentation, I will only consider a make-up opportunity if you have communicated with me in advance of your absence and you have written documentation of a personal emergency. Depending upon the circumstance, a make-up opportunity may not receive full credit.

**Incomplete:** Incompletes will only be granted under extreme circumstances, given reasonable justification.

**Electronic Devices:** The use of cell phones and laptops/tablets during class is prohibited unless I ask for them to be used as a specific part of a class activity. Please join me in turning off or silencing all cell phones, laptops, and similar electronic devices and keeping them out of sight for the duration of class. This policy was influenced by two important pieces of research: 1. Faria Sana, Tina Weston, and Nicholas J. Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education* (March 2013): “We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate

that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.” 2. Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking” (April 2014). In this study, the authors found that students who hand wrote their notes during lectures remembered more material than students who used laptops for notetaking because they could not write everything down verbatim. The extra processing required by the hand writers to select important over extraneous information was beneficial for their retention of the material they were learning.

**Email:** I will frequently use email to communicate with you and I do my best to respond to your emails as promptly as possible. I will respond to emails Monday-Friday from 8:00 am – 5:00 pm. If you send me an email late at night, or over the weekend or holiday, I will respond on the following school day.

**Written Work:** Please type, double-space and staple all written work unless instructed otherwise. It is my expectation that all writing will be clear, coherent, and free of grammatical/spelling errors. Please proof all written work – your grade will reflect both the substance and the style of your writing. When working on the computer, try to plan for the “unexpected” but predictable problems: plan extra time for library printing lines and back up files as you go.

**Student Responsibility:**

It is the student’s responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

**Final Exam Policy:**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. Final exams will not be given early before our assigned date/time. Please arrange any activities or transportation for the break around this finals schedule so that you can be present to take the test at the assigned time.

**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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**Academic Accommodations:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC’s policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student’s specific learning needs. The DRC will thereafter email the student’s AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**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.

## CLASS ASSIGNMENTS & COURSE SCHEDULE

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**Reading Quizzes:** You will have a quiz each week throughout the semester on the week's reading. Reading quizzes may consist of a mix of multiple choice, T/F, fill-in-the-blank, and short response/essay questions. We will take the quiz at the beginning of the class period. If you arrive late to class, you will not be given additional time to take the quiz. At the end of the semester, **the quiz with the lowest score will be dropped.** You may bring one 3x5 notecard (front and back, handwritten – not typed) to each quiz and turn it in with your quiz.

**Quiz Policy: Quizzes will not be given early.** If you are absent (for illness or travel, for example) on the day of a quiz, that first quiz grade will be dropped. If you miss more than one quiz, make-up quizzes will only be given if you have a personal emergency with written documentation *and* you notify me in advance of your absence. Exception to this policy: a first and subsequent missed quiz may be made up only for instances of University approved absences (debate team, athletic team travel, field trip for another class, etc.)

**Cultural Background Report:** In this 5-7 minute presentation, you will describe your own cultural background and cultural identity. Please include in your presentation: the values, traditions, or beliefs relevant to how you identify your cultural background. Explain how factors such as religion, language, food, or your place of upbringing shaped your identity as a person. Finally, describe how you think your cultural background might affect your communication with others (both people from the same culture as you and those from other cultures). You may decide to consult family members for this presentation as you attempt to trace your own cultural and ethnic backgrounds. Presentations should be well organized with a clear introduction, body, and conclusion. Please prepare visually-engaging slides with images that enhance the message. Delivery should be extemporaneous, using effective eye contact with your audience. You may speak from memory or briefly from notecards, but please do not read your presentation word-for-word.

**Intercultural Feast Report:** Since food is deeply rooted in culture, we will be using new experiences with an unfamiliar cuisine in order to explore cultural practices and communication. In preparation for this presentation, you will visit a new (to you) restaurant and/or grocery store that makes/sells food from a culture that is different from your own. Your objective is to try a food that you have never eaten before and present about the experience. You will describe details about the environment, your interactions, how the food is cooked/presented, etc. Tip: ask the staff for their recommendations of the best food to try! Presentations should be well organized with a clear introduction, body, and conclusion. Please prepare visually-engaging slides with images that enhance the message. Delivery should be extemporaneous, using effective eye contact with your audience. You may speak from memory or briefly from notecards, but please do not read your presentation word-for-word. Extra credit points will be given for students who choose to bring some food for the class to sample. After the reports, we will feast together!

**Intercultural Event Paper and Report:** This assignment asks you to research some of the public (off-campus) activities that involve people from other cultures and to participate in one of them. Before attending

your event, you will need to obtain written approval from me to ensure that the event is acceptable for the class report. You will write a paper and deliver a presentation that reflects on your experience of the event, while connecting course concepts. Please prepare visually-engaging slides with photographs/ephemera (tickets, flyers, pamphlets, etc.) that you collected at the event. Further instruction/details on this assignment will be available on Canvas.

**Group Project on Intercultural Friendship:** For this project, each student will use a guided survey to interview two different people who have an intercultural friendship. Then, you will analyze your data with a team of your peers and develop inductive themes/conclusions. You will present your conclusions in a formal group presentation with visuals on the last class meeting before finals. In addition to delivering your presentation, you will turn in: your individual data, a group presentation outline, and your presentation slides.

**Final Exam:** We will have a cumulative exam during finals week. This exam is a written exam, with a series of questions that invite short essay responses. We will create the questions for this exam together as a class so that you will have the opportunity to reflect upon the concepts/theories that you wish to revisit and solidify as a part of your learning for this class.

**In-Class (or take home) Assignments:** At times, you will be given short assignments or exercises in class (or to take home) that are worth points toward your final grade. These assignments may include written responses/reflections, home learning, group work, etc. The point value for these assignments may vary, but will be clearly designated on the assignment.

## ASSESSMENT & GRADING

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Grade Scale (% to Letter): Final grades will be calculated as follows and will not be rounded.

93-100	A	73-76.9%	C
90-92.9%	A-	70-72.9%	C-
87-89.9%	B+	67-69.9%	D+
83-86.9%	B	63-66.9%	D
80-82.9%	B-	60-62.9%	D-
77-79.9%	C+	0-59	F

### Point Distribution

COURSE REQUIREMENTS	Number of Points AVAILABLE	Number of Points I EARNED
Reading Quizzes	110	
Cultural Background Report	50	
Intercultural Feast Report	60	
Intercultural Event Report	100	
Group Project on Intercultural Friendship	100	
Final Exam	60	
Additional Assignments	30	
<b>TOTAL</b>	<b>510</b>	
- Absence penalties (15 pts. per absence after 1 absence)	(e.g., 2 absences = -15)	

### Tentative Course Schedule

- Subject to change with fair notice.
- Please complete reading *prior* to arriving at class on the assigned due date.

WK	Date	Topic	Reading/Assignments Due
1	M 9/9	Welcome/Course Introduction	
3	M 9/16	Introduction to Intercultural Competence <i>Share Cultural Background Reports</i> <i>Discuss Intercultural Event Report</i>	Ch. 1 <b>Cultural Background Report Due</b>
4	M 9/23	Culture and Intercultural Communication <i>Introduce Intercultural Feast Report</i>	Ch. 2
5	M 9/30	Intercultural Communication Competence	Ch. 3 <b>Historical Events and Cultural Change Assignment Due</b>
6	M 10/7	Cultural Patterns – Foundations <i>Share Intercultural Feast Reports</i>	Ch. 4 <b>Intercultural Feast Report Due</b>
7	M 10/14	Cultural Patterns – Taxonomies <i>Discuss Intercultural Friendship Project</i>	Ch. 5
8	M 10/21	Cultural Identity and Cultural Biases	Ch. 6
9	M 10/28	Verbal Intercultural Communication Socratic Seminar	Ch. 7 Listen to Podcast: <i>Hidden Brain</i> , episode: “#AirbnbWhileBlack: How Hidden Bias Shapes The Sharing Economy” <b>Podcast Reflection Due</b>
10	M 11/4	Nonverbal Intercultural Communication	Ch. 8 <b>Final Deadline for submitting Intercultural Event Approval Form</b>
11	M 11/11	The Effects of Code Usage <i>Data Analysis for Intercultural Friendship Project</i>	Ch. 9 <b>Survey Data due for Intercultural Friendship project</b>
12	M 11/18	Interpersonal Relationships Socratic Seminar	Ch. 10 Listen to Podcast: <i>Code Switch</i> , episode: “A Prescription For ‘Racial Imposter Syndrome’” <b>Podcast Reflection Due</b>
13	M 11/25	Episodes, Contexts, and Interactions <i>Share Intercultural Event Reports</i>	Ch. 11 <b>Intercultural Event Report Due</b>
14	M 12/2	The Potential for Intercultural Competence <i>Class co-creates final exam</i>	Ch. 12
15	M 12/9	Group presentations	<b>Intercultural Friendship Project Due</b>
16	Finals Week	<b>Final Exam</b> Mon, Dec 16 <sup>th</sup> 4:30 pm – 7:00 pm	<b>Final Exam</b> Please note: The final will not be given early before our assigned date/time. Please arrange any activities or transportation for the break around this finals schedule so that you can be present to take the test at the assigned time.