

COM 365: Intercultural Communication

Department of Communication & Theatre

Point Loma Nazarene University

FALL 2016 – Monday, 3:00-5:40

Instructor: Kelly Christerson, MA

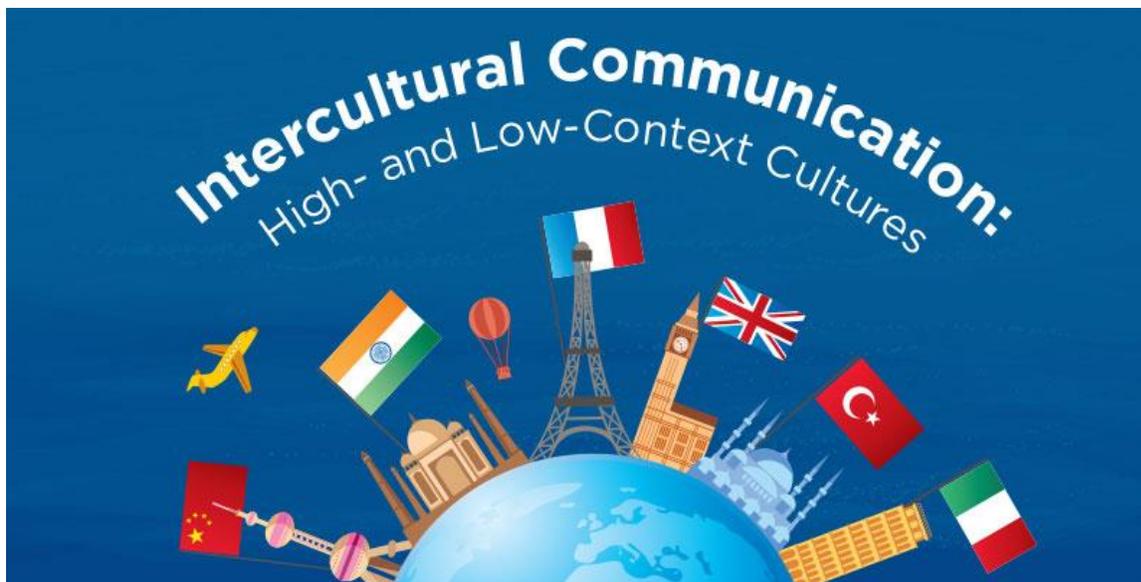
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“Because communication is an element of culture, it has often been said that communication and culture are inseparable”



PRAYER OF CONFESSION:

God of all nations, we praise you that in Christ the barriers that have separated humanity are torn down. Yet we confess our slowness to open our hearts and minds to those of other lands, tongues and races. Deliver us from the sins of fear and prejudice, that we may move toward the day when all are truly one in Jesus Christ.

Amen.

REQUIRED MATERIALS & RESOURCES:

Lustig, M., & Koester, J. (2013). Intercultural Competence: Interpersonal Communication Across Cultures. 7th ed. NJ: Pearson.

COURSE DESCRIPTION:

This course is designed to increase each student's ability to define, analyze, and discuss intercultural communication. The values, norms, beliefs, structures, and role definitions of differing cultures will be analyzed and compared with the practices of stereotyping and ethnocentrism being addressed alongside each concept. Furthermore, a special part of the course will be designated to learning appropriate communication competence in the work and business settings. The class will learn to set goals appropriate for communication with all cultures in a variety of contexts and settings.

LEARNING OBJECTIVES:

- Students will develop an increased understanding of the relationship between culture and communication
- Students will learn an intellectual framework that allows description and understanding of communication between culturally heterogeneous individuals and groups
- Students will be able to explain the role of cultural patterns, verbal codes, and nonverbal codes in the development of intercultural relationships
- Students will be able to identify and synthesize crucial elements in the analysis and resolution of cultural differences originating from varying values, norms, and beliefs
- Students will develop skills under and assess intercultural interaction in organizations, with an aim toward building community through diversity

Assignments:

All assignments must be completed in order to receive a grade in the course. Failure to complete an assignment or exam means a failing grade! Please note that standard APA formatting is Times New Roman, 12 pt. font, without any grammatical errors or misspelled words in your assignments. All assignments are due at the time assigned and late assignments will NOT be accepted. If an assignment is late (post the start of class) I will not accept said assignment. Please be proactive rather than reactive and ensure you are appropriating enough time for a seamless and painless submission.

Course Assignments:

- 1. Cultural Background Paper:** This paper will describe your own cultural background. Family members will need to be consulted as you attempt to trace your own cultural and ethnic backgrounds. Include in your paper values, traditions, and beliefs relevant to how you identify your cultural background. This will be a 3-4 page paper.
- 2. Model United Nations:** Known as “Model UN” or “MUN” and also heavily relied upon in the world of academe as an educational simulation will replicate real-life Model UN conferences. Students in Model UN conferences, also known as “delegates”, will be assigned a country and/or political figure, and they will represent that body. Delegates will conduct research before conferences and formulate positions that they hold and will not break character during the assignment. At the end of a conference, the best-performing delegates in each committee, as well as delegations, are sometimes recognized with awards. Model UN integrates diplomacy and international relations into the classroom while simultaneously requiring students to research, write, public speak, and potentially debate while critically thinking, working within teams, and portraying leadership abilities.
- 3. Cultural Stereotype(s) Paper:** This paper will examine the cultural stereotypes of three U.S. cultural groups other than your own. Be specific and blunt about what stereotypes and why you have formed these stereotypes. This will be a 3-4 page paper.
- 4. Movie Analysis Paper:** The paper will examine cultural issues in the U.S. through a viewing of a movie or documentary dealing with current cultural issues.
- 5. Cultural Case Studies:** There will be two intercultural case studies to analyze and make recommendations on. These case studies will give specific actions and recommendations for each study. The case study papers should be 4-5 pages each. You can work with a partner for this paper (preferably dyads although it may depend on how many students are in the class).
- 6. Mid-Term and Final Exam:** There will be a mid-term and final exam. Each exam will have a mix of both objective questions and essays. The exams will cover all lecture material and text material.
- 7. Quizzes:** At the discretion of the instructor unannounced quizzes may be given over assigned readings.

Date:	Activity:	Reading(s):
August 30th:	Icebreakers, Syllabus & APA	TBA
September 12th:	Culture and Cultural Identity	TBA
September 19th:	Starting in the United States!	TBA
September 26th:	Taxonomies of Cultural Patterns <i>Cultural Background Paper & Stereotype Paper Due</i>	TBA
October 3rd:	Foundations of Cultural Patterns <i>Cultural Case Study Due</i>	TBA
October 10th:	Intercultural Business Communication	TBA
October 17th:	<i>Model UN</i> (mandatory participation day)	TBA
October 24th:	Mid Term Exam	TBA
October 31st:	Global Communication	TBA
November 7th:	Movie: Global Etiquette	TBA
November 14th:	Intercultural Negotiations <i>Movie Analysis Paper Due</i>	TBA
November 21st:	<i>Model UN</i> (mandatory participation day)	TBA
November 28th:	Bring in an Intercultural Article <i>Cultural Case Study Due</i>	TBA
December 5th:	Last class and Final Exam!	



ASSIGNMENT	POINTS POSSIBLE	YOUR SCORE
Cultural Background Paper	25	
Model UN 1	50	
Model UN 2	50	
Cultural Stereotype Paper	25	
Movie Analysis Paper	25	
Cultural Case Study 1	25	
Cultural Case Study 2	25	
Mid Term	100	
Final Exam	150	

Total: 475

GRADING SCALE:

“A”: Work that is highly exception and goes above and beyond all minimal requirements

“B”: Work that is above average and goes slightly above minimal requirements

“C”: Work that meets basic standards and requirements also known as “mediocre at best”

“D”: Work below average that lacks minimal requirements

“F”: Work that clearly does not meet minimal standards, or is not complete

GRADE	%	POINTS
A	93-100	440-475
A-	90-92	426-439
B+	87-89	411-425
B	83-86	392-410
B-	80-82	378-391
C+	77-79	364-377
C	73-76	345-363
C-	70-72	331-344
D+	67-69	316-330
D	63-66	297-315
D-	60-62	283-296
F	0-59	0-282

ATTENDANCE AND PARTICIPATION:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. It is recognized that many of you have outside commitments to the university; these are considered excused, but must be cleared with the instructor PRIOR to the absence and written documentation presented, including sports. If you are absent from more than 10 percent of class meetings, I have the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, you will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See Academic Policies in the undergrad student catalog.

MAKE UPS AND EXTRA CREDIT:

All assignments are due on the date specified in the syllabus. Please be responsible and figure out how you will get the assignment done and turned into me. In the event of an emergency, please contact me at your earliest convenience. Extra credit may, or may not, be offered throughout the semester.

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 Class Schedules site.

USE OF TECHNOLOGY:

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. However, cell phones must be turned off before class begins. Laptops, tablets and all other electronic devices cannot be used during lecture/discussion without permission by the instructor.

“Multitasking, when it comes to paying attention, is a myth, according to John Medina, a molecular biologist at the University of Washington School of Medicine. Medina acknowledges that the brain does multitask at some level – you can talk and talk at the same time. But when it comes to the brain’s capacity to *pay attention* to a lecture, conversation, or presentation, it is simply incapable of paying equal attention to multiple items. To put it bluntly, research shows that we *can’t multitask*. We are biologically incapable of processing attention-rich inputs simultaneously”

GRADE CONCERNS:

If you feel as if you were unjustly evaluated on any assigned, please talk to me within two weeks after the assignment has been returned. An appeal is welcome by scheduling an appointment or coming to my office hours. Please **do not** approach me immediately after a class. Please come by with a well reasoned and written explanation of why the grade should be changed and I will be happy to discuss it with you. Asking for an appeal and defending your case does not secure nor imply a change of grade. If at any point during the course you become concerned with your grade, please feel free to make an appointment or stop by the office. My goal is to help you succeed in this class.

ACADEMIC DISHONESTY:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See Academic Policies in the undergrad student catalog.

ACADEMIC ACCOMMODATIONS:

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

FERPA POLICY:

In compliance with federal law, neither PLNU student ID nor social security number will be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not

identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See Policy Statements in the undergrad student catalog.



Model UN:

Q&A FOR MODEL UN's (Answering the questions below will be a good starting point for researching on a country and it's position):

1. What sort of government does your country have?
2. What types of ideologies (political, religious or other) influence your country's government?
3. Which domestic issues might influence your country's foreign policy?
4. What are some major events in your country's history? Why are they important?
5. Which ethnicities, religions and languages can be found in your country?
6. Where is your country located and how does its geography affect its political relationships?
7. Which countries share a border with your country?
8. Which countries are considered allies of your country?
9. Which countries are considered enemies of your country?
10. What are the characteristics of your country's economy?
11. What is your country's gross domestic product (GDP)? How does this compare to other countries in the world?
12. When did your country become a member of the UN?
13. Does your country belong to any intergovernmental organizations outside the UN system such as the North Atlantic Treaty Organization (NATO) or the Organization of the Petroleum Exporting Countries (OPEC)?
14. Does your country belong to any regional organizations such as the European Union (EU), the African Union (AU) or the Organization of American States (OAS)?
15. Does your country belong to any trade organizations or agreements such as the North

American Free Trade Agreement (NAFTA) or the Organization for Economic Cooperation and Development (OECD)?

After a complete and thorough research on your country, subsequently, identify the issue. Developing a full understanding of the issue will put you in a position to fully defend your country's position and debate confidently at the conference. Below are a few questions that could help you better in your research on the issue.

1. What is the problem? How does it affect your country?
 2. What has your country done to combat the problem?
 3. What are the various “sides” in the debate?
 4. Which aspects of the issue are most important to your country?
 5. If your country is not involved with the issue, how can it become involved?
 6. How will your country shape the debate at the conference?
 7. What arguments will other countries make?
 8. How do the positions of other countries affect your country’s position?
- Is there evidence or statistics that might help to back up your country’s position?

Preparing as a Staff Member (this may or may not be applicable to each student)

Most MUN staff members are local participants or participants who have relocated to the conference city or town, since preparations involves regular meetings with the rest of the Staff team. It is more challenging being a staff that a normal delegate, since all MUN staff members are required to act as coordinators during the conference. It therefore means all staff members are to be well informed on all organizational issues concerning the conference.

Additionally, those holding functions such as president, secretary, chair and co-chair have to fully understand the functioning of the conference especially its rules and procedures. The rules and procedures may slightly vary from MUN to MUN, but the fundamentals reflect those of the MUN conference or meeting they are simulating.

Prior to the conference all staff members are required to do a few pre-simulations so as to fully understand the rules and procedures. This is to enable a fast and smooth running of the conference when it begins. The staff will be in the position to use the first few hours of their respective sessions to familiarize themselves with the rules alongside, teaching the fresh delegates who might have never had the chance to practice the rules. It is of vital importance to hold such pre-simulation meetings with local delegates, since they will also be in the best position to teach their newly arrived colleagues.

Much administrative work is involved, which requires the full attention of each staff member. The entire staff team is under the supervision of the MUN Secretary General who delegates duties. Any successful MUN conference or meeting requires intense teamwork, meeting as a staff! You must be ready to work in a team, which sometimes can be very multinational. It could be your first opportunity to work in a team, and therefore a huge chance to learn what it takes to execute teamwork; an asset you will always appreciate later in your professional carrier.