

Course Syllabus

Department of Communication Studies COM 2050 Intercultural Communication 3 Units
Fall 2020

Meeting days: M/W	Instructor: Dr. Lisa Raser
Meeting times: 10:55 am - 12:10 pm	Email: lraser@pointloma.edu
Meeting location: Zoom/Canvas	Zoom Office hours: Go here to sign up.
	Final Exam: Friday Dec 4th, 10:30 am - 1:00 pm

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

Catalog 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.

and more: 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.

COURSE LEARNING OUTCOMES

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

- 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 solutions 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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Lustig, M.W., Koester, J. (2013). *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: Pearson.
2. Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York: PublicAffairs.
3. *The Farewell* (2019). This is a movie that you can rent.

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 ASSIGNMENTS

Cultural Identity Paper: In this paper, you will describe your own cultural background and cultural identity(ies). Please include in your paper: 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). Papers should be well organized with an introduction (including a clear thesis statement), body, and conclusion.

Culture Map Discussion Facilitation: With a partner or small group, you will facilitate an online discussion on one chapter of the book, *The Culture Map*, by Erin Meyer. The groups and chapters will be assigned in advance. You will create a graphic display (pdf, flyer, infographic, PPT slides) that synthesizes some of your key "take aways" from your chapter in a way that is organized, clear, and visually engaging. Your graphic display will be posted to the discussion board. You will also develop several open-ended questions from the chapter that will guide the class in discussion. The class will give you feedback on your graphic display as well as responses to your discussion questions. You will then be responsible for responding back to the comments of your peers. Dr. Raser will be the first facilitator of a *Culture Map* chapter so that you can learn the format before completing your own.

Intercultural Film Analysis: 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 Amazon Prime or can be rented on YouTube or other platforms. If you are in San Diego, I also have a copy of the DVD that you can pick up/borrow if you wish. In your paper, you will reference specific scenes from the film and build context/appreciation/understanding around these moments by citing your two course textbooks (*Intercultural Competence* and *The Culture Map*). These sources will support your analysis. Further prompts will be provided to guide the structure of your paper.

Group Project on Intercultural Friendship: For this project, each student will use a guided survey to interview two different people who each have an intercultural friendship. Interviews may be done over the phone or on video chat. Then, you will analyze the survey responses with a team of your peers and develop inductive themes/conclusions from your data. You will present your conclusions in a formal group paper, using the course text(s) and outside sources to support your analysis.

Final Exam: We will have a cumulative exam during finals week. This exam will have a series of questions that invite short essay responses. We will co-create the questions for this exam together 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.

Quizzes, Discussion Posts, Collaborations, etc: Throughout the semester there will be short quizzes, discussion posts and other assignments (individual and collaborative with peers) that will be due each week. We will also listen to several podcast episodes (with corresponding short assignments) throughout the semester with themes connected to intercultural communication. The point values for these assignments may vary, but will be clearly designated on the assignment.

ASSESSMENT AND GRADING

COURSE REQUIREMENTS	Number of Points AVAILABLE
Cultural Identity Paper	60
Culture Map Discussion Facilitation	60
Intercultural Film Analysis	75
Group Project on Intercultural Friendship	100
Final Exam	60

TOTAL**755**

NOTE: There may be adjustments made to the point values/totals listed above. Each assignment will be clearly marked with the point value when assigned on Canvas.

Student grades and feedback will be posted in the Canvas grade book promptly after each assignment has been graded. It is important to read the comments posted in the grade book as these comments are intended to help you improve your work. Final grades will be posted by Sunday, December 13th.

Rounding: Typically, grades follow the scale below and are not rounded up. Rounding of grades is only done in rare circumstances when the percentage point after the decimal is extremely close to the next grade and the student has demonstrated exemplary participation in the course. Any possible changes are made by instructor discretion; please do not request that your grade be rounded up.

Standard Grade Scale Based on Percentages

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

COURSE 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 schedule a Zoom office hours appointment. I am also happy to provide support and feedback on assignments before they are turned in or presented. If you have any particular needs or concerns that it would be helpful for me to be aware of, please do let me know.

ATTENDANCE AND PARTICIPATION: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. During class periods when we're not meeting synchronously, your on-time participation in Canvas discussions and completion of asynchronous work will be counted as your attendance. You will also receive points for your attendance and participation in our Zoom classes. You will not receive those points if you come to class unprepared, stare at another screen, or are disruptive on Zoom. Also, since arriving late to class is distracting to your classmates (and to your professor), you are expected to arrive to Zoom class on time. If you are late to a Zoom class, you will receive a reduction of your participation points for that class period. Missing more than 20 minutes of any part of the Zoom Class (in the beginning, middle or end) will count as an absence.

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 online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. In general, no late or makeup written assignments/presentations will be allowed. In the event of a personal emergency with advance communication and at my discretion, make-up work *may* be accepted for half credit. Incompletes will only be assigned in extremely unusual circumstances.

EMAIL

I will frequently use Canvas Announcements or 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 9:00 am – 4:00 pm. If you send me an email over the weekend or holiday, I will respond on the following school day.

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 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 PoliciesLinks to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

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 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 ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#)[Links to an external site.](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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 students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)[Links to an external site.](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#)[Links to an external site.](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

TENTATIVE COURSE SCHEDULE

Below is a tentative course schedule for the semester that includes the major assignments only for the course. This schedule does not include most weekly assignments, synchronous classes etc.

Please look to the Canvas modules each week for the complete schedule.

WK	Topic	Reading/Assignments Due
1	Welcome/Course Introduction	
2	Introduction to Intercultural Competence	Ch. 1 <i>3 Miles</i> – This American Life Podcast
3	Culture and Intercultural Communication	Ch. 2 Culture Map Intro – Dr. Raser
4	Intercultural Communication Competence	Ch. 3 Culture Map Ch 1 – Group 1
5	Cultural Patterns – Foundations	Ch. 4 Culture Map Ch 2 – Group 2
6	Cultural Patterns – Taxonomies <i>Discuss Intercultural Friendship Project</i>	Ch. 5 Culture Map Ch 3 – Group 3
7	Cultural Identity and Cultural Biases (Focus on Cultural Identity)	Ch. 6 – Part 1 Cultural Background Report Due
8	Cultural Identity and Cultural Biases (Focus on Cultural Biases)	Ch. 6 – Part 2 Podcast: <i>Hidden Brain</i> , episode: “#AirbnbWhileBlack: How Hidden Bias Shapes The Sharing Economy”
9	Verbal Intercultural Communication	Ch. 7 Culture Map Ch 4 – Group 4
10	Nonverbal Intercultural Communication	Ch. 8 Culture Map Ch 5 – Group 5
11	The Effects of Code Usage <i>Data Analysis for Intercultural Friendship Project</i>	Ch. 9 Survey Data due for Intercultural Friendship project

Culture Map Ch 6 – Group 6

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| 12 | Interpersonal Relationships | Ch. 10
Listen to Podcast: <i>Code Switch</i> ,
episode: “A Prescription For ‘Racial
Imposter Syndrome’”
Culture Map Ch 7 – Group 7 |
| 13 | Episodes, Contexts, and Interactions | Ch. 11
Intercultural Film Analysis Due |
| 14 | The Potential for Intercultural
Competence
<i>Class co-creates final exam</i> | Ch. 12
Culture Map Ch 8 – Group 8 |
| 15 | Work on Intercultural Friendship Papers | Intercultural Friendship Paper Due |
| 16 | Final Exam
Fri, Dec 4 th 10:30 am – 1:00 pm | Final Exam |