

	Department of Communication Studies
	COM 2050 Intercultural Communication 3 Units
Fall 2021	

Meeting days: Mon/Wed	Professor: Dr. Lisa Raser
Meeting times: 10:55 am - 12:10 pm	Phone: 619-849-2585
Meeting location: Cabrillo Hall 202	Email: lraser@pointloma.edu
Final Exam: Mon Dec 13, 10:30 am	Office location: Cabrillo Hall 201
Office Hours: M: 12:30-1:30 pm & Tues/Thurs: 11:00 am – 12 noon (also by apt.)	

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.

REQUIRED MATERIALS & RESOURCES

1. Ting-Toomey, S. & Chung, L.C. (2021). *Understanding intercultural communication*. New York: Oxford.*
2. Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York: Public Affairs.
3. *The Farewell* (2019). This film is currently available on Amazon Prime or can be rented on YouTube or other platforms. I also have a copy of the DVD that can be borrowed.

*A copy of the course text is available for short-term check-out at the Ryan Library.

NOTE: 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.

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 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 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 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 two (2) absences in the course of the semester without penalty. The only absences excused after that will be university approved absences or Covid-related absences (see sections below). It is your choice how you use these absences and it is encouraged that you use them wisely. Please note that these 2 absences DO include instances of illness, quarantine, and family obligations. Each absence over two will result in a 15-point deduction to your overall grade.

University Approved Absences: Absences for certain events and obligations recognized by the University (i.e.: participation in sports, forensics, music tours, field trips, 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.

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 (3 classes), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (6 classes), 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.

COVID-19: Our course will follow all of the PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies. All of us, including me, can show our respect and care for each other by not coming to class if we do not pass the Campus Clear app or have any Covid symptoms. If you have Covid-related absences that extend beyond the two “freebie” absences allotted for the course, they will be excused. You will still be responsible for getting the notes from a classmate and keeping up with all assignments for any classes you miss.

Due to our current pandemic conditions, there is the possibility that classes may periodically need to be held in an asynchronous or synchronous online format. The attendance policy still applies to these types of class formats. Please check email/Canvas announcements on a regular basis for any course updates.

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. Therefore, I do make note when you are late to class and five tardies will equal one absence. Please talk to me early in the semester if you have any questions or concerns about this policy.

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 discussion and activities until the end of the class period. If you absolutely must leave early one day for a personal/emergency reason, please let me know at the class period prior or via email before class. (During advising time, please arrange any advising meetings with your academic adviser so that they do not conflict with your class schedule.)

Late Work/Make-Up Work: All assignments are to be submitted/turned in according to the due dates set on this syllabus schedule and on Canvas. In general, no late or makeup written assignments/presentations will be allowed. Please communicate with me in advance of an assignment due date if you are concerned that an illness or other personal hardship may prevent you from turning in an assignment on time. 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 documentation of your absence (for example, a note from your doctor).

Incompletes: Incompletes will only be assigned in extremely unusual 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 – 4:00 pm. If you send me an email over the weekend or on a 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-read 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 issues and back up files as you go.

Student Responsibility: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university). 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 presenting your Intercultural Group Friendship Project with your group during the designated final exam time. Presentations may not be given early. Please arrange any activities or transportation for the break around this finals schedule so that you can be present 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.

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 Accommodations Policy: PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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. 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 EAC 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.

Spiritual Care: Please be aware that 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.

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.

CLASS ASSIGNMENTS & COURSE SCHEDULE

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 in-class 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. You will also develop several open-ended questions from the chapter and you will guide the class in a discussion. 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. I also have a copy of the DVD that you can 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 (*Understanding Intercultural Communication* 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, in-person, 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. On our final exam day, you will share your results with the class.

Reading Quizzes: You will have reading quizzes throughout the semester on select chapters of the text (see course schedule for dates). You may bring one 3x5 notecard (front and back) of handwritten notes to class as an aid for the quiz. Please make sure that you have a phone, tablet, or laptop with you in class to complete the quiz on Canvas. Quizzes may consist of a mix of multiple choice, T/F, fill-in-the-blank, and short response/essay questions. **At the end of the semester, the quiz with the lowest score will be dropped.**

Quiz Policy: Quizzes will not be given early and the first quiz missed cannot be made up. If you are absent (for illness, travel, Covid-related isolation or quarantine, 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 an illness or other personal hardship 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.). Reading quizzes will be given at the beginning of class. If you come late to class, you will not be given extra time to complete a quiz.

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, podcast reflections, discussions, group work, etc. The point value for these assignments may vary, but will be clearly designated on the assignment.

ASSESSMENT & GRADING

Grade Scale (% to Letter):

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

Rounding: Typically, grades follow the scale above 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 and effort in the course. **Any possible changes are made by instructor discretion; please do not request that your grade be rounded up.**

Point Distribution

COURSE REQUIREMENTS	Number of Points AVAILABLE	Number of Points I EARNED
Cultural Identity Paper	60	
Culture Map Discussion Facilitation	60	
Intercultural Film Analysis	75	
Group Project on Intercultural Friendship	100	
Additional Assignments & Reading Quizzes	150	
TOTAL	445	
- Absence penalties (15 pts. per absence after 2 absences)	(e.g., 3 absences = -15)	

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 in class or on Canvas.

Student grades will be posted in the Canvas grade book after each assignment has been graded. It is important to read the comments written on your assignment or posted on Canvas as these comments are intended to help you improve your work. Final grades will be posted by Dec. 26.

COM 2050 Course Schedule

This course schedule is subject to change with fair notice. Please complete the reading (s) prior to arriving at class on the assigned due date.

- UIC = *Understanding Intercultural Communication* by Ting-Toomey & Chung
- CM = *The Culture Map* by Meyer

WK	Date	Topic	Reading/Assignments Due
1	T 9/2	Welcome/Course Introduction	
	W	Culture Partner Interviews 100 People Activity	
2	M 9/6	Labor Day Holiday	No Class
	W 9/8	Why Study Intercultural Communication? Sign up for Culture Map Groups	UIC Ch. 1
3	M 9/13	Intercultural Communication Flexibility	UIC Ch. 2 CM Introduction
	W 9/15	Navigating Cultural Differences Dr. Raser facilitates the first Culture Map discussion on the Introduction	
4	M 9/20	Cultural Value Patterns Quiz on UIC Ch. 3/CM Ch. 1	UIC Ch. 3 CM Ch. 1
	W 9/22	Listening to the Air CM Group 1 Facilitation	
5	M 9/27	Understanding Cultural & Ethnic Identities Introduce Culture Identity Paper	UIC Ch. 4 CM Ch. 2
	W 9/29	The Many Faces of Polite CM Group 2 Facilitation	
6	M 10/4	What is Culture Shock? Quiz on UIC Ch. 5/CM Ch. 3	UIC Ch. 5 CM Ch. 3
	W 10/6	The Art of Persuasion in a Multicultural World CM Group 3 Facilitation	
7	M 10/11	Verbal Communication and Culture	UIC Ch. 6
	W 10/13	Share Culture Identity Papers in Groups	Culture Identity Paper Due
8	M 10/18	Communicating Nonverbally Across Cultures Quiz on UIC Ch. 7/CM Ch. 4	UIC Ch. 7 CM Ch. 4
	W 10/20	Leadership, Hierarchy, and Power CM Group 4 Facilitation	
9	M 10/25	Biases Against Outgroups	UIC Ch. 8
	W 10/27	Biases Against Outgroups (Cont.) Discuss Friendship Group Project	

10	M 11/1	Managing Intercultural Conflict Flexibility Quiz on UIC Ch. 9/CM Ch. 5	UIC Ch. 9 CM Ch. 5
	W 11/3	Who Decides, and How? CM Group 5 Facilitation	
11	M 11/8	Challenges in Intercultural-Intimate Relationships Quiz on UIC Ch. 10/CM Ch. 6	UIC Ch. 10 CM Ch. 6
	W 11/10	Two Types of Trust and How They Grow CM Group 6 Facilitation	Intercultural Friendship Interviews Due before class
12	M 11/15	Global Identity Matters Introduce Film Analysis	UIC Ch. 11 CM Ch. 7
	W 11/17	Disagreeing Productively CM Group 7 Facilitation	
13	M 11/22	Watch <i>The Farewell</i> on your own/work on Intercultural Film Analysis	
	W 11/24	Thanksgiving Break	Thanksgiving Break
14	M 11/29	Becoming Ethical Intercultural Communicators Quiz on UIC Ch. 12/CM Ch. 8	UIC Ch. 12 CM Ch. 8
	W 12/1	How Late is Late? CM Group 8 Facilitation	Intercultural Film Analysis Due
15	M 12/6	Work on Intercultural Friendship Group Papers	
	W 12/8	Work on Intercultural Friendship Group Papers	Intercultural Friendship Group Papers Due
16	Finals Week	Intercultural Friendship Group Presentations Monday, December 13 th 10:30 am – 1:00 pm	Group presentations cannot be given early or made up and all group members must be present. Please arrange any activities or transportation for the break around this finals schedule so that you can present at the assigned time.