

 <b>POINT</b> <sup>19</sup>  <b>LOMA</b> <sup>02</sup> NAZARENE UNIVERSITY	<b>Department of Communication Studies</b>
	<b>COM 2050</b> <b>Intercultural Communication</b>  <b>3 Units</b>
Spring 2025	

<b>Meeting days:</b> M/W/F	<b>Professor:</b> Dr. Lisa Raser
<b>Meeting times:</b> 8:30 am - 9:25 am	<b>Phone:</b> 619-849-2585
<b>Meeting location:</b> Cabrillo Hall 101	<b>Email:</b> lraser@pointloma.edu
<b>Final Exam:</b> Fri May 9, 8:30 am	<b>Office location:</b> Cabrillo Hall 201
<b>Office Hours:</b> M/W/F by appointment	

## PLNU MISSION

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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

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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). We will watch this movie together in class.

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

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**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

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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

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**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.

**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 drop date or, after that date, receive the appropriate grade for their work and participation.

**COM 2050 Attendance Policy:** 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 (see section 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 and family obligations. Each absence over two will result in a 10-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.

**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 will impact your ability to participate fully in the course. Please talk to me early in the semester if you have any concerns about arriving to class on time.

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/exams will be allowed. Please communicate with me in advance of an assignment due date (not the day of) if you are concerned that an illness or other personal hardship may prevent you from turning in an assignment on time. Presentation dates are your commitment and should not be changed, as changes impact class planning. Exam or presentation makeups will only be considered in the rare instance of a documented illness or personal emergency and you have notified me prior to the beginning of class.

**Incompletes:** Incompletes will only be assigned in extremely unusual circumstances, given reasonable justification.

**Electronic Devices:** The use of cell phones and laptops 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. You will need to bring a laptop to class to take the reading quiz on quiz days (see syllabus schedule).

**Notetaking in Class:** Please plan to take lecture notes in class by writing rather than typing and using a pen/pencil and paper. A notebook is recommended to keep all class notes together and organized. Laptops will not be permitted for notetaking unless for an academic accommodation. A tablet with a stylus that lays flat on the desk is the only electronic device that will be permitted for notetaking in class. The purpose of this policy is to limit multitasking and distractions during lecture for yourself and others.

This notetaking 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. If you send me an email after 4 pm, or over the weekend or on a holiday, I will respond on the following school day.

**Written Work:** It is my expectation that all submitted writing will be clear, coherent, and free of grammatical/spelling errors. Please proofread all written work – your grade will reflect both the substance and the style of your writing.

**Exam Policy:** Successful completion of this class requires taking the final examination (group presentation) on its scheduled day. The final exam will not be given before or after our assigned date/time. Please arrange any activities or transportation for the breaks around this exam schedule so that you can be present at the assigned time. The final examination schedule is posted on the [Class 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.

**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:** Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) may only be used to generate IDEAS. You are not allowed to use AI tools to generate CONTENT (text, video, audio, images) that will end up in any work

submitted to be graded for this course. If you have any intention to use AI, or any concerns about using AI, please consult with the instructor.

**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](mailto:EAC@pointloma.edu) or 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special accommodations.

**Spiritual Care:** PLNU strives to be a place where students 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 if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

**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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://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](http://www.pointloma.edu/bias)

**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.

**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.

## CLASS ASSIGNMENTS & COURSE SCHEDULE

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**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. 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 use your own handwritten notes as an aid on a quiz, but not an open book. Please make sure that you have a laptop set up with Honorlock 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 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 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

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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	120	
Additional Assignments & Reading Quizzes	130	
TOTAL	445	
- Absence penalties (10 pts. per absence after 2 absences)	(e.g., 3 absences = -10)	

**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.

### 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	In-Class	Reading/Assignments Due
1	M 1/13	Welcome/Course Intro	Introductions and review of the course syllabus & schedule
	W 1/15	Culture Partner Interviews & Venn Diagram	<b>Take Honorlock Practice Assessment</b>
	F 1/17	Culture Box Activity 100 People Activity	<b>Prepare and bring your Culture Box</b>
2	M 1/20	<i>MLK Holiday</i>	<i>No Classes</i>
	W 1/22	Why Study Intercultural Communication? Sign up for Culture Map Groups	UIC Ch. 1
	F 1/24	Why Study Intercultural Communication? (Cont.)	
3	M 1/27	Intercultural Communication Flexibility	UIC Ch. 2



	W 1/29	Navigating Cultural Differences Dr. Raser demonstrates the first CM discussion on the Introduction	CM Introduction <b>CM Introduction Reflection due to Canvas by 1/28 @ 11:59 pm</b>
	F 1/31	Watch in class: “How Bravery Can Help Bridge Our Divides” (TED live with Dr. Brené Brown) Class discussion on video	
4	M 2/3	Cultural Value Patterns <b>Quiz on UIC Ch. 3/CM Ch. 1</b>	UIC Ch. 3 CM Ch. 1
	W 2/5	Listening to the Air <b>CM Group Facilitation (Ch 1)</b>	
	F 2/7	Cultural Value Patterns (cont.)	
5	M 2/10	Understanding Cultural & Ethnic Identities Introduce Culture Identity Paper	UIC Ch. 4
	W 2/12	Understanding Cultural & Ethnic Identities (cont.)	
	F 2/14	CM: The Many Faces of Polite	CM Ch. 2 <b>CM Ch 2 Reflection due to Canvas by 2/13 at 11:59 pm</b>
6	M 2/17	What is Culture Shock? <b>Quiz on UIC Ch. 5/CM Ch. 3</b>	UIC Ch. 5 CM Ch. 3
	W 2/19	Racial Imposter Syndrome Class discussion	<b>Code-Switch Podcast Notes/Discussion Starters Due to Canvas by 2/18 at 11:59 pm</b>
	F 2/21	The Art of Persuasion in a Multicultural World <b>CM Group Facilitation (Ch 3)</b>	
7	M 2/24	Peer Review of Culture Identity Papers	<b>Post full draft of Culture Identity Paper to Canvas for Peer Review</b>
	W 2/26	Verbal Communication and Culture	UIC Ch. 6
	F 2/28	Share Culture Identity Papers in Groups	<b>Culture Identity Paper Due before class.</b>
8	M 3/3	Communicating Nonverbally Across Cultures <b>Quiz on UIC Ch. 7/CM Ch. 4</b>	UIC Ch. 7 CM Ch. 4
	W 3/5	Communicating Nonverbally Across Cultures (cont.)	
	F 3/7	Leadership, Hierarchy, and Power <b>CM Group Facilitation (Ch 4)</b>	
9	3/10-3/14	<i>Spring Break</i>	<i>No Classes</i>
10	M 3/17	Biases Against Outgroups	UIC Ch. 8

	W 3/19	Biases Against Outgroups (Cont.) Discuss Friendship Group Project	
	F 3/21	Biases Against Outgroups (Cont.)	
11	M 3/24	Managing Intercultural Conflict Flexibility <b>Quiz on UIC Ch. 9/CM Ch. 5</b>	UIC Ch. 9 CM Ch. 5
	W 3/26	Managing Intercultural Conflict Flexibility (cont.) Implicit Bias	
	F 3/28	Who Decides, and How? <b>CM Group Facilitation (Ch 5)</b>	
12	M 3/31	Challenges in Intercultural-Intimate Relationships <b>Quiz on UIC Ch. 10/CM Ch. 6</b>	UIC Ch. 10 CM Ch. 6
	W 4/2	Group work in class: interview data analysis/synthesis	<b>Intercultural Friendship Interviews Due before class</b>
	F 4/4	Two Types of Trust and How They Grow <b>CM Group Facilitation (Ch 6)</b>	
13	M 4/7	Global Identity Matters Introduce Film Analysis	UIC Ch. 11 CM Ch. 7
	W 4/9	Global Identity Matters (cont) CM: Disagreeing Productively	
	F 4/11	The Race Card Project	
14	M 4/14	Watch <i>The Farewell</i> in class	
	W 4/16	Watch <i>The Farewell</i> in class	
	F 4/18	<i>Easter Break</i>	<i>No Class</i>
15	M 4/21	<i>Easter Break</i>	<i>No Class</i>
	W 4/23	Becoming Ethical Intercultural Communicators <b>Quiz on UIC Ch. 12/CM Ch. 8</b>	UIC Ch. 12 CM Ch. 8
	F 4/25	Create Culture Maps in class	<b>Intercultural Film Analysis Paper Due to Canvas at 11:59 pm</b>
16	M 4/28	Discuss <i>The Farewell</i> Share COM 2050 Postcards	<b>Bring COM 2050 Postcard to class</b>
	W 4/30	Work on Intercultural Friendship Group Papers	
	F 5/2	Work on Intercultural Friendship Group Papers	<b>Intercultural Friendship Group Papers Due</b>
17	Finals Week	<b>Intercultural Friendship Group Presentations</b> 8:30 am – 10:00 am Friday, May 9 <sup>th</sup>	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.

