

Syllabus, Fall 2016
Communication 305: Foundations of Intercultural Communication

Professor: Eunkyong (Esther) Lee Yook, Ph.D.

Email: eyook2@ gmu.edu

Office: Robinson A, 321

Office Hours: Tuesdays, 3:00 – 5:00 p.m. and other days and times by appointment

Fax: (703) 993-1096

Catalog Description: *Prerequisite 3 credits of 100 or 200-level COMM courses or 60 credits: satisfactory completion of COMM 250.* Analysis of communication variables as they relate to intercultural encounters. Emphasis is on the influence of culture on the communication process, including differences in values, assumptions, and communication rules.

Books for this Course

1. Ting-Toomey, S. & Chung, L. C. (2012). *Understanding intercultural communication*. Los Angeles, CA: Oxford University Press.
2. Samovar, L., Porter, R., McDaniel, E. , & Roy, C. (2015). *Intercultural communication: A reader* (14th edition). Boston, MA: Wadsworth Cengage Learning.

Course Objectives

1. Develop perspectives about the influence of culture on the sending and interpreting of messages
2. Discover the complexity of communication in an intercultural communication exchange
3. Become more willing to interact in intercultural message exchanges
4. Develop a reflective process for improving the analysis of intercultural exchanges
5. Recognize the influence of our own cultural situation upon the sending and interpreting of messages

Attendance:

Following University policy, I expect you to be in class on time (defined as the time the class is scheduled to begin). Bring textbooks, course materials, and this syllabus to each class. I will note absences and tardiness. More than two unexcused absences will result in lower grades due to your inability to participate and cover classroom material. You are responsible for material covered in class whether or not you are present. I will not offer a re-cap of material. Quizzes cannot be made up except for University-approved absences. University policy requires documentation for absences to be excused. Please make arrangements with a classmate to get copies of notes and materials covered in class.

Written Assignments and Late Work Policy

1. All writing assignments completed outside of class must be typed, and (unless specified otherwise) posted on-line by class start time of due date. No e-mail attachments are accepted.
2. All written work submitted in this course must follow APA guidelines (APA Manual, 6th edition) see university libraries' "Reference and Research Help" section. For additional support, visit the university Writing Center.
3. Specifics: White paper, black type, double spaced; indented paragraph format (do not double space between paragraphs); Times New Roman font only; 12 point type size; 1-inch margins. Papers which do not meet these criteria will have points deducted. Please include page numbers and a reference page for all written assignments. Staple all assignments. Do not use paper clips, folders, or plastic covers.
4. Points will be deducted for excessive typing errors and grammatical mistakes (excessive would be more than 8 total errors). Please follow page limits for all assignments. Papers that are more than one full page below or above the required number may be penalized.
5. Your work will be evaluated in terms of clarity, syntax, spelling, punctuation, subject-verb agreement, pronoun/antecedent agreement, etc. All papers are expected to have an introduction with a thesis statement, a body with main points, and a conclusion. Your main points should contain topic sentences and be connected with each other through transitions. Proofread your work; ask a friend to proofread your work, and visit the Writing Center for assistance.
6. All written assignments are due **at the beginning** of class. Students arriving more than 15 minutes late to class on a day that an assignment is due will be unable to turn in that assignment. If you know you will be absent on a day an assignment

is due, please turn it in one class period early, with the exception of the abstracts: **abstracts will NOT be accepted for a day that you are absent**, as the purpose of the abstracts is to prepare you to participate actively in class discussions.

Oral Presentation Policies: Due to the nature of this course there are no scheduled make-up times for presentation of papers, group projects, in-class activities, and other assignments.

Laptop Use and Text Communications Students may **NOT** use laptops during class. There will be no text messaging during class time.

Respect and Privacy. All communication and discussion in this course, whether through technology or face to face, is meant for class-use only and should exhibit respect for other class participants and the instructor.

Speech Etiquette: If you must leave class for any reason, please be quiet and courteous to other students. DO NOT leave during a presentation for any reason other than physical injury or imminent illness. Also, do not enter the classroom while a student is giving a speech. Wait until the person has finished speaking to come in.

University Policies and Procedure

Official statement: *I take seriously the University Honor Code, and consider our class bound by its provisions. They cover; cheating and attempted cheating; plagiarism; lying; and stealing. You should be thoroughly familiar with the rules and guidelines that are listed in: <http://www.gmu.edu/facstaff/handbook/aD.html>.*

I do not tolerate cheating, fabrication, facilitating academic dishonesty, plagiarism, and reusing old or "filed" papers. You must receive permission in advance of using/rewriting papers that you have already submitted for a grade in any other course. You are expected to watch all movies and read all relevant materials for this course. If I determine that you have cheated, I will report it immediately to the proper university authorities. If you see or know of instances of academic dishonesty, you are also obligated to report it to the proper authorities as soon as possible. You are welcome to tell me about the situation and I will address it more formally.

Emergency Alerts: In the event of an emergency a telephone and exit strategy are located in this classroom. In addition, I am registered to receive University emergency alerts. I suggest that you do the same. To receive emergency alerts, register at: alert.gmu.edu

Other University Policies and Procedures:

1. This class adheres to all published university policies regarding sexual harassment and equal opportunity. The goal is to provide all of us with a safe, fair, and equitable learning and teaching environment.
2. All students enrolled in this course will be required to have access to, and utilize, a GMU email account. For assistance with setting up an account, please call computer support at (703) 998-8870, or go to Patriotweb.gmu.edu and click on "student" and follow the directions. You must have an account established no later than the third day of class. You are welcome to forward that account into another email account, but the GMU account must be active so you can receive mail there.
3. If you live with a disability, please visit the Office of Disability Services, or call (703) 993-2474. This office will notify me directly so that appropriate accommodation can be made.
4. Per University policy, cell phones should be set to silent mode and should not disrupt the learning environment in the classroom. Cell phones cannot be answered or used in the classroom except for emergency alerts. Students who fail to turn off such devices and disrupt the class will be asked to leave. See the undergraduate catalog for more information on classroom disruptions.

Grading Policy and Methods of Evaluation

1. Your total points will be added at the end of the semester to determine your final grade for the course. You should keep track of all grades to calculate class standing during the semester and at semester's end.
2. It is my policy not to discuss points on assignments or course performance before, during, or after class without a written statement from you. If you have any concerns about your performance on an individual assignment, please contact me via email within a week of receiving your evaluation. After I have had a chance to review your concern, we will set up a time to meet.

Grading Weights and Point Distribution

Class Participation: 50 total points*	_____
Exam 1: 50 total points	_____
Chapter Presentations: 100 total pts. Presentation 1 _____ + Presentation 2 _____ = _____	
Intercultural Contact Paper, 100 total points	_____
2 Reflection Essays (50 pts each), 100 point Essay 1 _____ + Essay 2 _____ = _____	
Exam 2, 100 points	_____
TOTAL	500 points

Point Distribution

A+ = 486 to 500	C+ = 385 to 399
A = 465 to 485	C = 350 to 384
A- = 450 to 464	C- = 339 to 349
B+ = 435 to 449	D = 300 to 338
B = 415 to 434	F = 299 or less
B- = 400 to 414	

NOTE: An A and A+ are both recorded as a 4.0; a C- is considered passable at GMU but carries a 1.67 GPA designation on the transcript and as such is not considered a passing grade at most institutions and would not be transferred.

Active participation is needed in this class. As stated earlier in this syllabus, **2 or more unexcused absences will result in -5 participation points for each absence.**

.....

Assignments and Learning Activities

Two Reflection Essays

Explore your own efforts at achieving intercultural sensitivity. Essays are assigned to encourage you to reflect on your personal experiences with intercultural communication as you proceed through this course. The following essays should be 4-5 typed pages in length, including cover sheet and reference page. Essays are graded on 1) your ability to apply theories, ideas, and terms from class reading and discussion; 2) clarity and articulation of these ideas; and 3) APA and references. Students will write on the following two topics:

1. **Autobiography:** Talk about yourself, your background, where and how you grew up. What things were significant to you? What ideas / values were important? How are they similar to or different from the values of your family and/or friends? How rigid/flexible are they? How have your values changed/adapted/reinforced over time? What influences them? What would you like to get out of this course? Be sure to **incorporate terms, ideas, and concepts** from our reading and lectures up to this point. Cite sources.

2. **Newspaper Reflection:** Select ONLY ONE co-culture to focus upon and discuss how individuals and groups are depicted in the news. Consider representations of race/color, gender, class, sexuality, age, (dis)ability, international communities, etc. Reflect on the experiences of the people shown in the news and address the ways in which their interests come to be represented publicly. Read the news section of current national newspapers for three days. It can be *The Washington Post*, *The New York Times*, *The Washington Times*, etc. Please do not use USA Today or any tabloids. If a newspaper is the only experience we have with people who are “different” then what do we come to “learn” about them? Please make sure to include cites of the articles, w/ dates. Use the DIE (Describe, Interpret, Evaluate) to answer the questions: “*What are the experiences of the people depicted?*” “*How are they portrayed?*” “*How does that affect our perceptions?*”

One Intercultural Contact Paper:

- **Choose Between Two Options:** A) Attend an unfamiliar cultural event or B) Engage in thoughtful interaction with a text

The goal of this assignment is to encourage you to learn about a different culture, individuals, and groups. The easiest way to achieve that goal is to engage in social contact. Write a 4-5 page (including cover sheet and reference page) double-spaced paper analyzing what you learned from the encounter. Discuss communication, culture, and themes. **It is important to ground your observations in relevant class readings: be sure to relate theory, terms, articles, and themes from class.**

1) Attend an unfamiliar cultural event. Drawing from theories, ideas, and concepts covered in our readings, write about your intercultural interaction. Discuss the experience. The experience should provide you with an opportunity to explore and discuss themes of this course. *Was there a separation between the culture and aspects of your lived experience? How does the culture see itself in relation to other cultures? How are values enacted/reflected/communicated within the culture? How is this similar to or different from your own experiences? What are basic foundations of the culture?* **Be sure to relate theory, terms, articles, and themes from class. Cite all sources.**

- Ideas for activities include weddings, religious ceremonies, holiday celebrations, festivals, and sporting events. Also consider interviews, exchanging experiences over dinner, going through family photo albums, etc.

2) Thoughtful Interaction with a Text: Moreover, the intercultural contact may occur through thoughtful interaction with a text (e.g., any chapter from our reader text that was not assigned as class readings, a novel, movie, poem, song, etc.). Identify the text, and then apply the theory, terms, themes you have learned in class. Begin with a short (one paragraph) review of the text. Next, analyze cultural patterns and illustrate principles from the readings. **Again, be sure to relate theory, terms, articles, and themes from class. Cite all sources.** This is not a literary analysis for a literature class. Check with instructor for approval of the chapter, novel, movie, or experience.

Abstract and Presentation

Individual abstracts: For the assigned chapter reading and one of the assigned reader text articles, each student will create a very short abstract. An abstract briefly summarizes the important contents of the article. The 2 abstracts will be very short: no more than 100 – 150 words (a brief paragraph) each, or 1 page total. Abstracts are important as they help create a common knowledge base that allows everyone to participate actively in discussions. Abstracts should be submitted online each week **BEFORE** class. No abstracts will be accepted from students absent from class, as the purpose

of abstracts is to prepare you for that day's class discussions. A total of 7 abstracts or more are required for full participation points; 5 points will be deleted for each abstract below the required 7. No abstracts will be due on the day that paper *drafts* are due, because it takes time to write the paper's initial draft. As the *final drafts* will entail only minor changes to initial drafts, abstracts **WILL** be due the week paper final drafts are submitted.

Group presentations: During the first week of class you will be assigned two days from which you may select your reader article as a group to create and present more detailed abstracts for a 20 - minute group presentation: 10 minutes to present the abstract and 10 minutes to start a mini-discussion based on the questions. **Make sure that you include an evaluation at the end, telling us how you believe the article is useful for learning about intercultural communication.** This group presentation, and its questions (3 questions total) will form the basis for our discussions each week, which will be extended by instructor-moderated discussions and debriefing.

How to do the group *abstract* (to hand in to me on the day of your presentation): Begin the written abstract with the APA bibliographic reference. The rest of the abstract should be divided into three sections: *summary, analysis, and evaluation*. Abstracts will be graded on a) having a correct bibliographic entry on top; b) an accurate summary of the article; c) an analysis that includes methodology and references to IC terms, theory, and themes; and d) an evaluation that assesses the article's perspective, contribution to learning, and impact on your thinking about intercultural communication. Again, conclude the abstract with three related questions to be addressed in class. This is not a lecture but an opportunity to share your interpretation of the material.

Be prepared to present the abstract to the class (see grading rubric on our Blackboard Discussion Board).

- Handouts, visual aids, and creative approaches (video/audio clips, current events, etc.) are welcomed
- You may use PowerPoint to add clarity and a professional aesthetic to your presentation.
- If you do an unassigned reading, you will receive a 0 for the assignment.
- Rescheduling is not permitted, as it disrupts the class schedule.

COMM 305 Weekly Schedule *

The dynamic global leader understands the importance of global literacy.

—Rosen, 2000

NOTE: Meeting once a week means that students need to spend at least 3 hours a week reading/studying class material outside of class.

*TTC means Ting-Toomey and Chung text and R means Reader by Samovar, Porter, & McDaniel

Week	Date	Chapter Topics, Activities	Readings	Assignment
1	Aug 29	Syllabus, course overview Why study IC? Cultural Identity Circles Groups decide on R chapters for presentations	TTC: Ch. 1 R pages 5-15 (McDaniel et al.)* R pages 110 - 120 (Yum)	In class, begin to prepare for group presentations
2	Sep 12 (Sep 5 no class: Labor Day)	Cultural Value Patterns Abstract sharing in class Cultural & Ethnic Identity	TTC Ch. 3 & 4 R 367 – 384 (Collier) R. pages 141 - 149 (Skow & Samovar) (Preview Martin et al. article for discussions in preparation for next week's assignment)	Abstract on Chapter 4 & Collier article due (after this, select 7 times to submit abstracts during the semester on-line at your discretion) Prepare for group presentations
3	Sep 19	Reflection Essay # 1: Autobiography peer review (* no abstracts due today) Discussions Questions on Martin et al. article (on Discussion Board; write up a 100 word group reply – only one reply per group - and email to me before class on Sep 26)	TTC Ch. 4 (continued) R pages 85 - 91 (Sauceda) R pages 126 – 132 (Begley)	Bring autobiography draft hard copy to class / peer review sheet to class
4	Sep 26	IC Theoretical Perspectives Intercultural Flexibility	TTC Ch. 2 R. pages 42 - 46 (Korzenny) R. page 343 – 354 (Spitzberg) (Read Martin et al. article for discussions)	Groups 1 & 2
5	Oct 3	Culture Shock Creating ICS	TTC Ch. 5 R. 92 – 105 (Onwumechili et al.) R. 229 – 241 (Andersen)	Reflection Essay # 1: Autobiography Due Groups 3 & 4

6	Oct 11 (No class Oct 10: Columbus Day)	Language and Culture Verbal Communication Review for exam – come with questions	TTC Ch. 6 R 209 215 (Fong) R. 224-228 (Roy)	Groups 5 & 6
7	Oct 17	Ethnocentrism and Stereotypes Exam 1	TTC Ch. 8 R 190 – 208 (Eadie)	
8	Oct 24	Ethnocentrism and Stereotypes (cont.) and Nonverbal Communication Reflection paper #2 draft peer review (* no abstracts due today)	TTC 8 (cont.) & 7 R 76 – 84 (Martin) R 182 – 189 (Ribeiro et al.)	Bring Reflection paper #2 hard copy and peer review sheet for in-class peer review session
9	Oct 31	Intercultural Conflict	TTC Ch. 9 R 355 – 366 (Ting-Toomey) R 422 426 (Kale)	Submit Reflection paper #2 Groups 1 & 2
10	Nov 7	Intercultural Relationships	TTC Ch. 10 R 162 – 173 (Braithwaite et al.) R 174 – 181 (Pearson)	Groups 3 & 4
11	Nov 14	Peer Draft Reviews: Intercultural Contact Paper peer reviews – bring hard copy drafts IC and Global Identity	TTC Ch. 11 R 430 – 437 (Kim) R 16 – 26 (Saint Jacques)	Bring IC Contact Paper hard copy and peer review sheet for in-class peer review session Groups 5 & 6
13	Nov 21	Ethical Communication & Societal Health	TTC Ch. 12 R 417 – 421 (Evanoff) R 438 – 448 (Saint-Jacques)	Submit Intercultural Contact Papers
14	Nov 28	Class Wrap-up: Final comments What have we learned? presentations (extra credit)	R 401 (Cleveland)	Reflections on growth as a scholar of intercultural communication
15	Dec 5	Exam 2		http://registrar.gmu.edu/topics/final-exam-locator/

**The instructor reserves the right to change this schedule as necessary to meet instructional needs.*