

**INTERCULTURAL COMMUNICATION (CMST 3330)**  
**M/W/F 12:30pm-1:20pm, Old Main 326**  
**Fall Semester 2015**

**Instructor: Dr. Jason Gilmore**

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**Office Hours: Mondays from 3:20 to 5:20 or by appointment (Main 002F)**

**Course CANVAS Site: <https://usu.instructure.com/courses/382175>**

### **Course Overview**

In this era of globalization, increased contact with a variety of cultures is omnipresent, providing both a rich canvas for interpersonal and intergroup relationships, but also the potential for conflict and tension. Understanding the role culture plays in how we communicate with others is vital and will be the focus of this course. This course will provide an overview of the field of intercultural communication from an international perspective. Students will come away not only with a greater appreciation of cultural diversity, but also a solid theoretical foundation, and the skills necessary to be adept intercultural communicators.

### **Required Texts:**

Hall, B. J. (2005). *Among Cultures: The Challenge of Communication* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

\*\*Other required weekly readings will be available on the CANVAS site on the syllabus page.

### **Course Objectives**

1. Learn the fundamental perspectives, theories and principles of intercultural communication as a field and as a practice in everyday life.
2. Strengthen students' ability organize and present your thoughts, perspectives, and arguments in written format.
3. Obtain a robust understanding and appreciation of different cultural perspectives, approaches, and worldviews.
4. Further improve students' ability to think critically about and evaluate different points of view and arguments.
5. Further develop students' ability to maturely engage in intellectual conversations through extensive in-class discussions.
6. Strengthen students' ability to analyze complex subject matter and make sound arguments in order to present them in both oral and written formats.

### **Course Requirements**

- 1) Written assignments. There will be two large(ish) assignments due this semester. Descriptions of the assignments are available on the course CANVAS site (on the Syllabus page) and will be discussed in class at a later date.
- 2) Reflection Papers. You are required to complete five one-page, single-spaced, and typed reflection papers. In these papers you will synthesize the readings for the day by discussing how they relate one another and to concepts and theories discussed in class. You are required to use concepts and theories from class to help explain your evaluations and analyses. You may relate the readings and class concepts back to events and happenings you are exposed to in the real world, to personal experiences, or to information you have learned in other classes. Reflection papers must be turned in only

on Thursdays when we have discussants. Look for the \*s on the schedule for when these are due. Please note that reflection papers need to be printed and turned in in person at the end of class on the scheduled days.

- a. NOTE: All students are required to write the first reflection paper. See schedule below for due date.
- 3) Reading Discussant. You will be required to serve as a reading discussant for the weekly readings for two classes this semester. The reading discussants will write a “discussant paper” (same as a reflection paper) but with the added responsibility of serving as one of three or four student discussion leaders for that day’s discussion. This means that you will hand in a discussant paper with a second FULL page of discussion ideas and questions that will help you lead the discussion for the day. You will also need to create a discussion activity to do with your group and provide a full description on the second page you turn in. Please note that the papers you write for these days do not count as your regular reflection papers. Note that a discussant does not dominate the conversation, but guides students to new perspectives and distinct ways of thinking about the subject matter.
- 4) Class participation. Because this is a 3000-level class a high level of individual participation is expected of each student. As you cannot participate if you are not in class, regular attendance is therefore vital to your overall success in this course. Please arrive *on time* having already completed the assigned reading, ready to engage in the discussion material.
  - a. The participation grade will be broken into two parts:
    - i. 75% - Your overall participation in class discussions and in-class activities.
    - ii. 25% – 2 “Draft” days where you will be required to bring in a working draft of your written assignments for the course prior to the due date. You will both get feedback on your draft from two fellow students and give feedback to them.

## Evaluation

### *Major assignments:*

|   |                  |
|---|------------------|
| Assignment 1: Cross Cultural Comparison | 80 points (20%)  |
| Assignment 2: Intercultural Interview   | 100 points (25%) |
| Presentation of Assignment #2           | 20 points (5%)   |

### *Reflection papers:*

|                                      |                  |
|--------------------------------------|------------------|
| 5 reflection papers @ 20 points each | 100 points (25%) |
|--------------------------------------|------------------|

### *Other Evaluations:*

|                                      |                 |
|--------------------------------------|-----------------|
| Reading Discussant 2@ 30 points each | 60 points (15%) |
| Participation                        | 40 points (10%) |

### **Total:**

**400 points (100%)**

## Course policies

Written Assignment Format. All written assignments will be in typed in 12 point Times New Roman font with 1-inch margins on all sides of the document. Papers will either be in single (reflection and discussant) or double-spaced (two major written assignments) format. No extra spacing should be added between paragraphs or before or after lines. Although this may seem stringent, it ensures that all students are playing on equal grounds. You can find templates and grading rubrics on the class CANVAS site.

Assignment due dates. The major written assignments must be completed on the date assigned. **Late papers** will receive a 5-point deduction per 24 hours for up to 5 days after the due date (including weekends). No papers will be accepted beyond 5 days and will result in a zero on that assignment. Late reflection papers will not be accepted under any circumstance.

Missed Assignments. If you miss **any assignment** due date because of a documented illness or emergency situation, you **MUST** provide me with an official note (doctor, police, etc.) justifying why you were not able to make the due date. All notes must be accompanied by a contact number, as this number will be called to verify your illness or emergency.

Policy on Academic Honesty. I am counting on your integrity. It is expected that all work turned in will be your own. Any ideas or content that come from another source must be properly cited. This includes any content taken from the Internet. Any acts of plagiarism will be penalized according to the Student Code of Conduct (Article VI) in place by Utah State University. Please check the university's information online regarding their policies on academic honesty:  
[http://catalog.usu.edu/content.php?catoid=2&navoid=96#Academic\\_Honesty](http://catalog.usu.edu/content.php?catoid=2&navoid=96#Academic_Honesty)  
<http://www.usu.edu/student-services/studentcode/article6.cfm>

### **Disabilities**

Disability Resource Center at Utah State University will work with students needing additional accommodations to academically succeed in this class. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible.

### **Expectations of students**

Students are asked to come to class with attitudes of respect and openness to learning about themselves and others in relationship to culture. This is a broad field that addresses essential learning about human communication. We cannot come to understand the world in one semester, or even a lifetime. We will cover the core theoretical models in class that will help students form a basic understanding of the patterns of culture that will go a long way in helping each participant function more effectively in intercultural interactions.

### **Class conduct**

No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be first given a verbal warning about the behavior. If said behavior persists, the student will be asked to leave the class and will not be able to return until the case is settled to the satisfaction of the professor by the Student Conduct Coordinator.

Tentative Course Schedule

| Week # | Date  | Tentative Class Topics   | Readings                         | Assignments<br>(* = day w/ discussants)                          |
|--------|-------|--|----------------------------------|--|
| 1      | 8/31  | Intro to course and the concept of culture in modern communication | See CANVAS for online reading(s) |  |
|        | 9/2   |  |                                  |  |
|        | 9/4   |  |                                  |  |
| 2      | 9/7   | NO CLASS–Labor Day   |                                  |  |
|        | 9/9   | Cultural variations and worldviews                                 | Chapter 1                        |  |
|        | 9/11  |  |                                  |  |
| 3      | 9/14  | Cultural variations and worldviews continued                       | Chapter 2 + online reading(s)    |  |
|        | 9/16  |  |                                  |  |
|        | 9/18  |  |                                  | *reflection papers<br><b>REQUIRED</b>                            |
| 4      | 9/21  | Intercultural learning and adaptation + The Civil Rights Movement  | Chapter 3 + online reading(s)    |  |
|        | 9/23  |  |                                  |  |
|        | 9/25  |  |                                  | *reflection papers   |
| 5      | 9/28  | Individual, cultural, and social identities                        | Chapter 4 + online reading(s)    |  |
|        | 9/30  |  |                                  |  |
|        | 10/2  |  |                                  | *reflection papers   |
| 6      | 10/5  | Communication context and facework                                 | Chapter 5 + online reading(s)    |  |
|        | 10/7  |  |                                  |  |
|        | 10/9  |  |                                  | *reflection papers   |
| 7      | 10/12 | Draft Day  |                                  | <b>Please bring in a full draft of Cultural Comparison Paper</b> |
|        | 10/14 | Nonverbal variations and intercultural listening                   | Chapter 6 + online reading(s)    | *reflection papers   |
|        | 10/16 | No CLASS- Fall Break   |                                  | <b>Cultural Comparison Paper (5pm CANVAS)</b>                    |
| 8      | 10/19 | Student Presentations  | No readings for this week        |  |
|        | 10/21 |  |                                  |  |
|        | 10/23 |  |                                  |  |
| 9      | 10/26 | Discrimination, stereotypes, cultural misunderstandings            | Chapter 7 + online reading(s)    |  |
|        | 10/28 |  |                                  |  |
|        | 10/30 |  |                                  | *reflection papers   |
| 10     | 11/2  | Conflict in intercultural settings                                 | Chapter 8 + online reading(s)    |  |
|        | 11/4  |  |                                  |  |
|        | 11/6  |  |                                  | *reflection papers   |
| 11     | 11/9  | Migration, travel and cultural adaptation/acculturation            | Chapter 9 + online reading(s)    |  |
|        | 11/11 |  |                                  |  |
|        | 11/13 |  |                                  | *reflection papers   |
| 12     | 11/16 | Cultural Communication in a globalizing world                      | Chapter 10 + online reading(s)   |  |
|        | 11/18 |  |                                  | *reflection papers   |
|        | 11/20 | NO SCHOOL – National Communication Association National Conference |                                  |  |
| 13     | 11/23 | Intercultural Competencies   | Chapter 11                       |  |
|        | 11/25 | NO CLASS   |                                  |  |
|        | 11/27 | Thanksgiving Break   |                                  |  |
| 14     | 11/30 | Draft Day  | No readings for this week        | <b>Bring in full draft of your final paper</b>                   |
|        | 12/2  | Intercultural pioneering and self exploration                      |                                  | <b>Final Paper Due by 5pm on CANVAS</b>                          |
|        | 12/4  | Student Presentations  |                                  |  |
| 15     | 12/7  | Student Presentations  | No readings for this week        |  |
|        | 12/9  | Student Presentations  |                                  |  |
|        | 12/11 | Tentative  |                                  |  |

