



## CMST 3330 - INTERCULTURAL COMMUNICATION

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### 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. We will focus on understanding how context, power, and history influence our intercultural interactions

### Course Objectives

1. Learn the fundamental perspectives, theories and principles of intercultural communication as a field and as a practice in everyday life.
2. Obtain a robust understanding and appreciation of different cultural perspectives, approaches, and world views.
3. Further improve students' ability to think critically about and evaluate different points of view and arguments.
4. Strengthen students' ability organize and present your thoughts, perspectives, and arguments in written format.

### Required Reading

Hall, Covarrubias, Kirschbaum - *Among Cultures: The Challenge of Communication*.

Supplemental readings will be provided via Canvas.

## Course Work<sup>1</sup>

### ***Weekly Objectives (100):***

This class requires in class participation from all of us to be successful. This means keeping up on assigned readings and participating in class discussions. I will use quizzes, discussion circles, and out of class essay questions to reward students who participate. These points are subject to fluctuation as the course develops.

### **Class Participation and Attendance (100)**

Students are expected to attend class and ready for discussion and activities. Students may be deducted participation points for (1) persistent non-participation (not answering questions, not participating in group discussions) or (2) persistent and distracting electronic use (cell phones, computers, tablets) (3) persistent absences. Students are allowed two unexcused absences before their final grade is affected. While the two unexcused absences will not affect your final grade, any exams, quizzes, in class activities, or papers due that day will not be excused or available for makeups at later dates (i.e. if you chose to miss a scheduled exam day with an unexcused absence, the missed exam is not eligible to be taken for full credit at a later date).

### **Class Glossary (2\*50= 100)**

Each week we will be covering concepts and making last connections that will follow and build throughout the semester. To help ensure that class time is not lost to the fogginess of our memories, students will sign up to record notes and add them to our class glossary (a shared Google doc). This will be a resource for the entire class during and after the semester. Glossary entries will be evaluated based on their level of description, adherence to the guidelines, and promptness.

### ***Dialectical Prompts (200):***

Four times throughout the semester students will complete a 750-900 mini-paper analyzing a given prompt using course concepts and, if called for, outside research. Each prompt will be graded on its correct use and identification of relevant vocabulary as well as the application of that vocabulary to the details given in each prompts. The goal is for students to dig deeper into everyday problems and occurrences with the new skills and vocabulary developed in the classroom. All dialectical prompts will be turned in via BB by the specified date.

### ***Theory/Concept Tests (100\*2 =200):***

You will be tested on your knowledge of the foundational concepts and theories we have covered throughout the semester prior to the test date. A review guide sheet will be provided no later than nine days prior to the test.

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<sup>1</sup> Please note that these point totals are subject to change as the semester progresses. If there is a need to adjust total course points, each letter grade jump will be separated ~3%.

**Group Pamphlet Assignment and Presentation (150 Pamphlet + 150 Class Presentation= 300):**

Using course concepts and tools, each team will be responsible for producing a pamphlet intended to help travelers communicate in a foreign country/culture. Groups will conduct in depth scholarly research as well as interview members of the target country/culture. This will require groups to give practical tips and guides to a US traveler. Country assignments will be assigned and negotiated at the beginning of the semester. Groups will share their findings during our final class meeting. More specific assignment instructions will be given during the semester. Please note that in order to earn group grades you will need to complete the project with your assigned group. If you are having issues within your group, you need to let me know early and often. It is not an option to complete this assignment individually. We are learning how to communicate in this class responsibly and ethically. These skills should immediately be put to use with your group mates and your classmates. All students are expected to comport to norms of group work. No form of physical, emotional, or verbal violence, outbreaks, or inappropriate language will be tolerated. Few people enjoy group work, but is a fact of life outside of, as well as inside of school, so these skills need to be developed.

A	930-1000
A-	900-929.9
B+	870-899.9
B-	830-869.9
B	800-829.9
C+	770-799.9
C	730-769.9
C-	700-729.9
D	600-699.9
F	0-599.9

**Course Policies and Statements****Student Accommodations**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

**Late Work**

All unexcused late work must be turned within one week of it being due. I will not accept work later than a week. The assignment will be deducted 12% of the assignment total for each day that it is late. Unless otherwise discussed, all work stemming from an

excused absence will be expected within a week of the absence. For excused absences, when possible, exams should be scheduled prior to the missed class.

### **Technology**

School-related use of technology is at the discretion of students. I have seen students help and hurt themselves with the use of laptops in the classroom. By and large, I will optimistically assume all tech use is class related, however, if it becomes apparent a student is inappropriately using technology in the classroom, I reserve the right to reduce participation points.

### **Academic Dishonesty and Plagiarism**

All work for the class should be original and submitted just for this course. This means presenting others work (even small excerpts) as your own OR attempting to use a paper you did for another class will result in a 0 for the assignment on the first offense and expulsion from the class on the second offense. If you have interest in a particular topic that you explored in another class, please let me know so we can find a way to balance plagiarism and your continued interest in a specific topic.

	<b>Intercultural Communication</b>
Week One: August 27- 31	<b>Syllabus &amp; Laying the Foundations</b> Defining Intercultural Communication Nakyama & Martin, "The History and Study of Intercultural Communication"
Week Two: 09/03-09/07 09/03 Labor Day	<b>Defining and Investigating Intercultural Communication</b> HCK, Chapter One HCK, Chapter Two
Week Three: 09/10-09/14 <i>(In Class) Dialectical Prompt Due 1</i>	<b>Verbal Communication</b> HCK, Chapter Three HCK, Chapter Five  Key words and terms: SPEAKING framework, narratives, rituals, social dramas, public memories
Week Four: 09/17-09/21	<b>Nonverbal Communication</b> HCK, Chapter Six Bond, "Emotions and Their Expressions in Chinese Culture,"
<b>Week Five: 09/24-09/28</b> <i>Dialectical Prompt Due 2</i>	<b>Identity</b> HCK, Chapter Four
<b>Week Six: 10/01-10/05</b>	<b>Exam I</b>
Week Seven: 10/08-10/12	<b>Dark Side of Intercultural Communication</b> HCK, Chapter Seven
Week Eight: 10/15-10/19 <i>(In Class) Dialectical Prompt Due 3</i>  10/19 Fall Break	<b>Conflict &amp; Group Conflict Activity</b> HCK, Chapter Eight
<b>Week Nine: 10/22-10/26</b>	<b>Travelers/Assimilation/Migration</b> HCK, Chapter Nine View: Outsourced (Film)

<p>Week Ten: 10/29-11/02 <i>Dialectical Prompt Due 4</i></p>	<p style="text-align: center;"><b>Travelers/Assimilation/Migration II</b></p> <p>Hall &amp; Raymond, "The Development of Cross-Cultural (Mis)Understanding Through Volunteer Tourism,"</p> <p>Wearing &amp; Grabowski-Faulkner, "Volunteer Tourism and Intercultural Exchange: Exploring the 'other' in this experience,"</p>
<p>Week Eleven: 11/05-11/09 11/08-11 NCA</p>	<p style="text-align: center;"><b>Intercultural Communication Different Contexts</b></p> <p>HCK, Chapter Ten Nakyama, "Intercultural Communication and Popular Culture,"</p>
<p>Week Twelve: 11/12-11/16 <i>Submit Interview Notes</i></p>	<p style="text-align: center;"><b>Ethical Intercultural Communication</b> (Cultural Appropriation versus Cultural Appreciation)</p> <p>HCK, Chapter Twelve</p>
<p>Week Thirteen: 11/19-11/23 11/21-11/23 Thanksgiving</p>	<p style="text-align: center;"><b>Instructor-Group Work Days</b></p>
<p>Week Fourteen: 11/26-11/30</p>	<p style="text-align: center;"><b>Exam II</b></p>
<p>Week Fifteen: 12/02-12/07 12/07 Last Day of Classes</p>	<p><b>Cracking and Packing: Consolidating Class Information</b></p>
<p>Week Sixteen: 12/10-12/14 Finals Week</p>	<p><b>Presentation and Pamphlet Due</b></p>