Instructor: Brad Hall
Office Hours: Arr by e-mail
Typically Thurs: 2:00-3:00
E-Mail: brad.hall@usu.edu
Or email me and we can set up a good time to visit.
Office Phone: 797-8757

General Course Objectives:
Welcome to Intercultural Communication. This course focuses on the dynamics of culture and communication. The course is what may be called culture general in nature, meaning that most of the major concepts and ideas discussed have relevance regardless of the two cultures involved in the interaction. The course integrates a variety of learning methods, including lecture, discussion, small group work, simulations, and films. The general goal of this course is to help you increase your understanding of how culture influences the communication process within and between different cultural groups. The specific objectives for the course are:
1. To introduce major "sensitizing concepts" in the field of intercultural communication.
2. To examine the relationship between communication and culture.
3. To better understand fundamental principles and theories of intercultural communication.
4. To gain a better understanding of how culture influences your own life and a broader understanding and appreciation of culture in general.
5. To identify and understand various challenges inherent in intercultural communication and explore ways to productively meet these challenges.
6. To explore characteristics of communication among specific cultural communities.

An underlying theme of this class is reflected in this short section of T. S. Eliot's "Little Giddings":
We will not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And to know the place for the first time.

This is a live web broadcast course. The expectations for attendance are the same as for a Face-to-face (f2f) course. When you enter the class your video should be on and I expect that you will keep this on so I can see your face, just like in a f2f class. Please leave your correct name on the screen. You may select a virtual background to block out your background if you would like. Your audio will be muted on entering. When you make comments remember to unmute. Generally it will be best to leave your audio muted when others are speaking to avoid background noise and distractions. The following are not allowed:

1. Any recording and transmission of classroom lectures and discussions by Students without prior written permission from the class instructor, and without all Students in the class as well as the guest speaker(s) being informed that audio/video recording may occur (it is not a violation if Student has educational accommodations through the DRC).
2. Uploading any recordings of lectures and/or class presentations to publicly accessible web environments.

**Required Text:**

**Grading:**
- 9 Chapter Discussions = 45 points (5 each)
- 4 Application Papers = 100 points (25 each)
- Group Culture Presentation = 25 points
- Connection Exam = 55 points
- Participation = 30 points
- Illustrative Teaching moment = 10 points (5 each)
- Total = 265 points

Why I require:

*Exam:* To encourage a focused review of core concepts and to help you to develop the ability to both remember and provide examples of core concepts when faced with situations that require timely communication. The Connection Exam should also help you recognize the way class concepts could play out in specific settings.

*Papers:* To encourage a deeper reflection about how core communication concepts connect to each other and to your life and to help you to refine your ability to communicate effectively in writing. When we have to write things down it helps to solidify our ideas and thoughts. The “chapter discussions” help to make sure that we have a shared foundation for our class discussions and the application papers encourage you to think deeper about specific ideas in ways that apply to your own life.

*Presentations:* To allow the demonstration and development of oral skills in creating and delivering communication messages to a specific audience. Often when we teach something we learn it better and my hope is that preparing for these presentations will help make some of the underlying ideas more meaningful and give you a specific context in which to consider them.

*Participation:* To take advantage of the synergies and serendipities which arise from direct engagement with others and to contribute to the growth of relationships and to others’ learning. In short, one way learning is facilitated is when we actively engage with others. So I am asking you to be engaged during our time together to help both yourselves and others.

End of semester grades will be assigned based upon the following percentages of the total number of points:

- **A** = 93 - 100%
- **A-** = 90 - 92.9%
- **B+** = 87 - 89.9%
- **C** = 73 - 76.9%
- **C-** = 70 - 72.9%
- **D+** = 66 - 69.9%
If the class as a whole has a response rate of 80% or above on the IDEA evaluation survey, all students will get 2 additional points.

Application Papers: These must be typed and double-spaced. Scores on late papers will be reduced 10% for the first day late and 5% for each additional day. Following are brief descriptions of the four papers:

1. Based on our discussion of chapter three, this paper will be a 3-5 page paper based on a story that is retold in your family or other group to which you belong. A handout with more details on this assignment will be provided when we discuss chapter three. **It is due Thursday, February 18th.**

2. Based on our discussion of chapter seven, this paper will be a 3-5 page paper based on an experience with prejudice. A handout with more details on this assignment will be provided when we discuss chapter seven. **It is due Thursday, March 18th.**

3 & 4. These papers should be discussions of personal experiences or observations related to concepts from any two of the following seven chapter options: 2, 4, 5, 6, 8, 9, and 12. These papers should be 2-3 pages each and should discuss your personal reactions and experiences with one or more of the concepts in the chapters chosen. The key is to demonstrate that you can apply class concepts to your own specific experiences or observations. **They are due at the start of class on the Thursday after the week in which the chapter is discussed.**

Chapter Discussions: These are one-page single space papers. In the first sentence you should indicate whether you read the complete chapter, just a portion of the chapter, or none of it. If it was none then end there 😎. Otherwise, the rest of the paper should, in your own words, describe and explain what you believe are the key points discussed in the chapter. Things to consider discussing in your discussion might include: What stuck with you? What was confusing or what would you like more information on? Answering one of the reflection questions at the end of the chapter. What points gave you a new insight or made previous intercultural experiences more understandable? They are due by 2pm the day of class that chapter is to be discussed.

Connection Exam: will involve making connections between class concepts, your own experiences and with an assigned show. This will cover all 12 chapters and I will highlight key concepts that will be useful to remember as we go along.

Group Culture Presentation: These are 20 minute presentations that should focus on teaching the class about cultural aspects focused on communication or human interaction in the region or country assigned. I expect these to be well organized, accurate, non-judgmental, and engaging. You will need to provide a sentence outline, along with all references that you use for this presentation. We will discuss the specifics in more detail in class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>B</td>
<td>83 - 86.9%</td>
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<tr>
<td>B-</td>
<td>80 - 82.9%</td>
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<tr>
<td>C+</td>
<td>77 - 79.9%</td>
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<tr>
<td>D</td>
<td>60 - 65.9%</td>
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<tr>
<td>F</td>
<td>59% or less</td>
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**Illustrative Teaching Moment:** You will do two of these, one will be assigned and one you can choose to do any of other 11 weeks that does not involve your assigned illustration. On the assigned illustration it must be about a concept discussed in the reading. On the open week you could do it on a concept from that week or a concept from the previous week. With each one you will have 2-4 minutes to present an illustrative example (could be a video, personal example, etc.) that you feel illustrates an idea to be discussed that week. I need you to “email me” by Wednesday at 5:00pm on the week you are doing yours, two to three sentences explaining which concept you are illustrating and how you are doing this (the video link or idea of the example).

**Basic Course Schedule:**  
*Readings are to be read by the day assigned.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Jan. 21</td>
<td>Introduction</td>
<td>None</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Definitions of Culture &amp; Communication</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>World Views &amp; Values</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Learning about Other Cultures</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Identity</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Common Sense &amp; Verbal Misunderstandings</td>
<td>Ch. 5</td>
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<tr>
<td>Mar. 4</td>
<td>Nonverbal Differences</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Prejudice &amp; Interacting with the “Other”</td>
<td>Ch. 7 &amp; Gordimer (under “files”)</td>
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<tr>
<td>Mar. 18</td>
<td>Culture, Conflict &amp; Attitudes about the &quot;Other&quot;</td>
<td>Ch. 8</td>
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<tr>
<td>Mar. 25</td>
<td>Acculturation &amp; Intercultural Transitions</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Popular Culture/ Ethics &amp; Building IC Community</td>
<td>pp. 353-371 &amp; Ch. 12</td>
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<tr>
<td>Apr. 8</td>
<td>No Class</td>
<td>None</td>
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<tr>
<td>Apr. 15</td>
<td>Connection Exam</td>
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<td>Apr. 22</td>
<td>Group Culture Presentations</td>
<td>None</td>
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<tr>
<td>Apr. 29</td>
<td>Group Culture Presentations</td>
<td>None</td>
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</table>
Very useful webpage for finding basic information

http://www.kwintessential.co.uk/resources/country-profiles.html (Links to an external site.)

Other resources you find – make sure they are reputable and take a generally positive perspective.

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. (Links to an external site.)

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (Links to an external site.) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code
Policy #403 (Links to an external site.) further defines academic freedom and professional responsibilities.

**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.
For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (Links to an external site.)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (Links to an external site.) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity (Links to an external site.) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (Links to an external site.)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

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) (Links to an external site.) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu (Links to an external site.), (435) 797-1712, studentservices@usu.edu, TSC 220
You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: [https://studentconduct.usu.edu/studentcode](https://studentconduct.usu.edu/studentcode)

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](https://studentconduct.usu.edu/studentcode).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](https://studentconduct.usu.edu/studentconduct)
- [Student Code](https://studentconduct.usu.edu/studentconduct)
- [Academic Integrity](https://studentconduct.usu.edu/studentconduct)
- [USU Academic Policies and Procedures](https://studentconduct.usu.edu/studentconduct)
- [Academic Freedom and Professional Responsibility Policy](https://studentconduct.usu.edu/studentconduct)

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

**Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the
broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS). Students are also encouraged to download the “SafeUT App” to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.