

DePaul University – CMN 103

Intercultural Communication

(Online – Winter 2019)

Instructor: Veronica Appleton, M.A. **Email:** vappleto@depaul.edu **Phone:** (312) 694-3078
Office: 14 E. Jackson, 1806 **Office Hours:** By appointment

Welcome to the introductory exploration of intercultural communication. CMN 103 is a core course for all communication majors and a worthy elective for students from other colleges. We define intercultural communication very broadly as communication between people from different countries, between people from different co-cultures within the same country, between people who vary in gender, age, religion, (dis)ability, sexual orientation, language, socio-economic class, or whose lives vary in other significant ways that bring about different cultural ways of seeing and interacting. Sometimes people perceive their intercultural interaction as intergroup rather than interpersonal. It is our hope that we will learn from one another as we examine the significance, nature, processes, contexts, and applications of intercultural communication. The course readings will help us explore these various aspects of cultural communication. Goals for this quarter include:

1. Exposure to theoretical and methodological approaches to the study of intercultural communication.
2. Ability to articulate the breadth of cultural values and communicative practices.
3. Gain an understanding of various cultural values, beliefs, and attitudes that underline different ways of verbal and nonverbal communication.
4. Understand the dynamics of context and power in intercultural communication.
5. Enhance self-reflection, flexibility, sensitivity and empathy.

Supplementary Learning Objectives:

- Understand and apply methods, strengths and weaknesses of the social scientific, interpretive, and critical approaches to the study of culture and communication.
- Display self-reflexivity and examine your own ethnocentric tendencies, including stereotypes and prejudice you hold about your own and other cultural groups.
- Learn to appreciate cultural differences and recognize alternative perceptions and behaviors.

In this course, we will weave readings, weekly discussions and critical analysis papers together to examine and exemplify various features of intercultural communication. To have the most fruitful and productive conversations, you should read the assigned material carefully and determine how it challenges our beliefs and ways of being.

Course Organization

This class is meant to be productive, interesting, and collaborative. For each week, you should submit your assignments on time, be willing to participate online, and remain fully engaged in weekly discussions.

Course Grading:

A = 92.5-100%	A- = 92.4-89.5%	B+ = 89.4-87%
B = 86.9-83%	B- = 82.9-79.5%	C+ = 79.4-76.5
C = 76.4-73	C- = 72.9-69.5%	D+ = 69.5-66.5%
D = 66.4-62.5%	D- = 62.4-60%	F = <60

How you will be evaluated

Throughout this quarter, you will complete the following assignments for credit within the course. For a full breakdown of how your coursework will be evaluated, view the list below.

- 10% Novel Reflection Papers (3 Total) (150 points)
- 25% *Our Voices* Reflection Papers (5 Total) (150 points)
- 20% Weekly Online Discussions (100 points)
- 35% Critical Analysis Paper (500 points)
- 5% Participation (100 points)

Total possible points: 1000

Required Textbook and Readings

Livermore, David. (2015) *Leading with Cultural Intelligence: The Real Secret to Success* Hardcover. AMACOM.

Gonzalez, A., & Chen, Yea-Wen. (1994). *Our Voices: Essays in Culture, Ethnicity, and Communication*. 6th ed., Oxford University Press.

Martin, J. N., & Nakayama, T. K. (2009). *Intercultural Communication in Context*, 5th ed., McGraw Hill: Boston, MA. (4th or 6th Editions are acceptable)

Novel Reflection Papers (3 Total) (10%)

For this assignment, you will have the opportunity to read *Leading with Cultural Intelligence: The Real Secret to Success*. You will be asked to turn in (3) reflection papers, as debrief to your readings as an additional opportunity to further your insights within Intercultural Communication.

Each reflection should be no more than 2-pages long, double-spaced and succinctly written:

- (1) Reflection #1: Part I
- (2) Reflection #2: Part II
- (3) Reflection #3: Part III

***Our Voices* Reflection Papers (5 Total) (25%)**

For this assignment, you will be asked to submit (5) reflection papers from readings in *Our Voices: Essays in Culture, Ethnicity, and Communication*. Each reflection should be no more than 2-pages long, double-spaced and succinctly written.

Instructions: Select one essay from *Our Voices* and write a response:

- (1) Reflection #1: Part I/II
- (2) Reflection #2: Part III/IV

- (3) Reflection #3: Part V/VI
- (4) Reflection #4: Part VII
- (5) Reflection #5: Part VIII

Bi-Weekly Online Discussions (20%)

Students must participate in online discussions via D2L on a bi-weekly basis. A series of questions will be available in the “Discussions” tab for each respective week and once you’ve had an opportunity to review the questions for the week, your assignment is due via Dropbox. Discussions for each week are worth 10 points.

Critical Analysis Paper (35%)

This paper is a critical self-reflexive essay in which you will apply course materials to your own experiences as well as outside research. This final assignment is an opportunity for you to connect the dots within the readings and your personal/professional experiences as it relates to culture - whether in the workplace, at home, at school or elsewhere.

Questions you can consider as you write the essay include:

- How will you use intercultural communication in your career?
- Are there any identity development or social/cultural identities that will stick with you most?
- What is your definition of cultural space and how does it relate to the readings?
- What is your definition of culture?
- How does culture relate to your personal and/or professional lifestyle?

Requirements for the paper:

- Must be 5-6 pages in standard 12-point type font (i.e., Times New Roman, Courier, and Arial) and should include 1-inch margins, double-spaced.
- Provide clarity and relevant application of theories and concepts from class.
- Apply information covered in the description of the case and critical thinking evidence in the expression of your own views.
- Technical components of the paper: organization, coherence, development, word choice and grammar.

Class Participation (5%)

Each class is crucial in determining your final grade in the course. Participation is key during online discussions, reflection papers and critical analysis paper.

COM 103 CLASS SCHEDULE*

Week 1:	<u>Course Introduction and Foundations of Intercultural Communication</u>
1/5 – 1/11	Discussion post <i>Read:</i> Martin, et al, 2009 – Chapter 1
Week 2:	<u>Culture, Communication, Context, History and Power</u>
1/12 – 1/18	<i>Read:</i> Martin, et al, 2009 – Chapter 2 and 3 Due: Our Voices Reflection Paper Reflection #1: Part I/II
Week 3:	<u>History and Intercultural Communication</u>
1/19 – 1/25	Discussion post <i>Read:</i> Martin, et al, 2009 – Chapter 4 Due: Livermore Reflection #1: Part I
Week 4:	<u>Identity, Language and Intercultural Communication</u>
1/26 – 2/1	<i>Read:</i> Martin, et al, 2009 – Chapter 5 and 6
Week 5:	<u>Do We Speak the Same Language? Nonverbal Codes and Cultural Space</u>
2/2 – 2/8	Discussion post <i>Read:</i> Martin, et al, 2009 – Chapter 7 and 8 Due: Our Voices Reflection Paper Reflection #2: Part III/IV
Week 6:	<u>Mapping Culture. Assessing Conflict in Intercultural Communication</u>
2/9 – 2/15	<i>Read:</i> Martin, et al, 2009 – Chapter 11 Due: Livermore Reflection #2: Part II
Week 7:	<u>Striving for Engaged & Effective Communication</u>
2/16 – 2/22	Discussion post <i>Read:</i> Martin, et al, 2009 – Chapter 12 Due: Our Voices Reflection Paper Reflection #3: Part V/VI
Week 8:	<u>Culture. Popular Culture & Intercultural Communication</u>
2/23 – 3/1	<i>Read:</i> Martin, et al, 2009 – Chapter 9 Due: Our Voices Reflection Paper Reflection #4: Part VII
Week 9:	<u>Striving for Engaged & Effective Communication</u>
3/2 – 3/8	Discussion post Due: Livermore Reflection #3: Part III
Week 10:	<u>Closing Out & Conclusion</u>
3/9 – 3/15	<i>Read:</i> Martin, et al, 2009 – Chapter 10 Due: Our Voices Reflection Paper Reflection #5: Part VIII
Finals Week	
3/16 – 3/22	Due: Critical Analysis Paper (35%)

COURSE POLICIES & RESOURCES

Participation

It is pertinent and expected that you participate in class and turn in assignments. If you do not login more than two class sessions without notice, your later grade will be lowered in accordance to the class grade scale.

If you become ill, suffer from a family event or any other sudden event that may occur, call or e-mail with an explanation of the issue weeks in advance, or prior to a due assignment.

Extra Credit Policy

If you discover an event or activity that relates to the course, I will consider the option for extra credit, which will be no more than 10 points toward your final grade. Contributing to the class and offering other opportunities for others to participate is also an additional five points toward your final grade.

Written Work

Please be aware that all paper assignments should be turned into the D2L Dropbox before the assignment is due. Each deliverable is acceptable with standard 12-point type font (i.e., Times New Roman, Courier, and Arial) and should include 1-inch margins, double-spaced.

Late Work

If you did not suffer from a serious issue or made prior arrangements with me to be excused from class, all assignments should be uploaded to D2L at the appropriate time and date. If an assignment is turned in late, I reserve the right to lower your grade by one letter grade in accordance with the class grade scale.

Grade Appeals

If you would like to discuss a grade with me, submit your appeal either in person during office hours or in writing. This policy is designed to ensure fairness to all and provide you with an opportunity to demonstrate mastery over the topics covered. Please note the following: Offer a cogent and well-supported written argument. This means that you should support your claims from course materials and/or class lectures.

Religious Holidays and University Events

Please contact me during the first week of class with religious holidays or any other university sponsored travel conflicts so we can make appropriate accommodations. If you will an assignment for a university-sponsored activity, you must provide a copy of your travel schedule with a letter from the activity director.

DePaul Writing Center

If you are interested in receiving assistance for your written assignments, visit the DePaul Writing Center. The center has been designed specifically to assist students in developing

ideas for assignments, how to style, citations and etc. Before visiting the center, schedule an appointment for face-to-face assistance, or ask a question via e-mail or phone.

Be sure to come prepared with your assignment and any other pertinent materials. For more information, visit www.depaul.edu/writing, call (312) 362-6726 for the Loop Office, or (773) 325-4272 for the Lincoln Park campus.

Students with Disabilities

Students who feel they may need an accommodation based on the impact of a (dis)ability, should contact me privately to discuss their specific needs. All discussions will remain confidential and to ensure that you receive the most appropriate and reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class).

Also, make sure to contact the Office for Students with Disabilities for the Lincoln Park Campus or Loop Campus, or visit www.studentaffairs.depaul.edu/csd for more information.

- Lincoln Park Campus: (773) 325-1677, Student Center #370
- Loop Campus: (312) 362-8002, Lewis Center #1420

Academic Integrity

The *DePaul Student Handbook* details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination.

Plagiarism involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor. Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions. For this course, an incident of cheating or plagiarism will result in an automatic zero for the assignment and an overall grade of no higher than a D.

Source: www.academicintegrity.depaul.edu/FAQ/ForFaculty/syllabus.html.