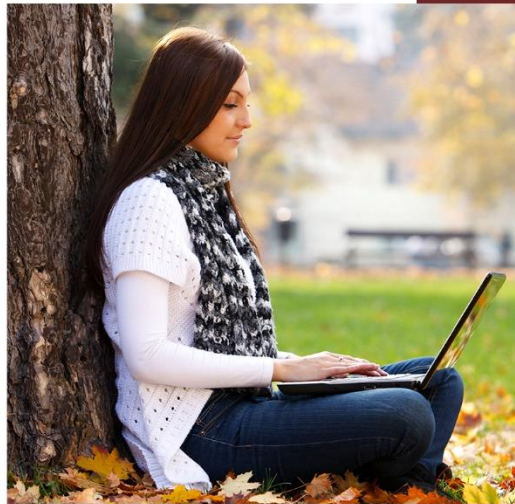
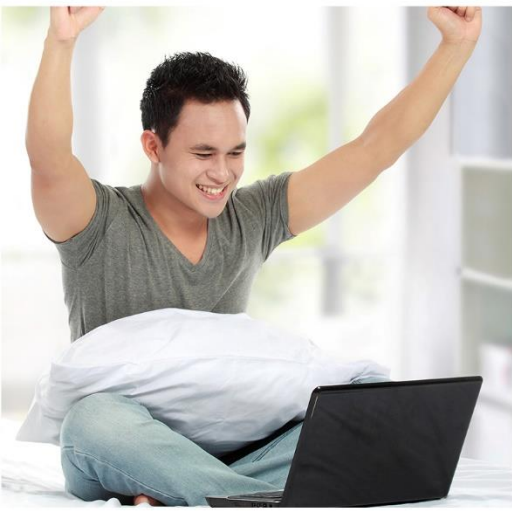


CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



COMM 336 Intercultural Communication
Fall 2020

COMM 336 Intercultural Communication

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Andrews University

Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts. Particularly useful for students in business, behavioral sciences, education, and theology.

Prerequisite

COMM 104 or COMM 230 or permission of instructor.

Required Text/Material

Samovar, L and Porter, R. *Communication Between Cultures*. (2015). S.I.: Cengage Learning. ISBN-13: 978-1-285-44462-8

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to approximately 12 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing assignments. You will have three exams: one following each unit, a cross cultural communication Analysis, 3 Unit papers and 22 reflection discussion posts. In order to do well in this class, you must be prepared before each assignment with reading and understanding the chapter, being able to see and share elements that are reflected in your personal work. A recommended weekly schedule to divide your time is provided:

Readings: 2 hours

Lectures: 3 hours

Reflection Discussions: 1 hour

Unit Papers: 2 hour

Exams: 2 hours

Final Project: 2 hours

Student Learning Outcomes

Intercultural Communication focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and affects the communication processes. Since we live in an era of rapid globalization in which technology has enhanced our ability to communicate across cultures. Intercultural Communication has become indispensable to our ability to function in a diverse workplace, city, and world. This course will take us on an excursion. Keeping a blog to capture interactions between cultures, and a final in-depth class assignment to understand another culture and their communication style, this course is designed to increase our sensitivity to others, while minimizing stereotypes. Just as importantly, this trip will increase our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate.

The specific course objectives are as follows:

1. To explain how intercultural communication currently impacts the way we interact with others.
2. To explore cultural self-awareness, other culture awareness, and the influence our message choice has on others from a biblical perspective.
3. To describe how communication processes, differ among cultures.
4. To identify challenges that may arise from differences within intercultural interactions and learn ways to creatively address them.
5. To apply the knowledge, skills and attitudes that will increase intercultural competence while retaining Christian values and beliefs.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, maintaining an intercultural online blog, explore another culture in depth, take online exams, and write reflective papers as they relate to your own cultural assumptions in various forms through the course.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Reflection Paper (180 pts total)

You will submit a reflection paper at the end of each unit. This reflection paper will focus on identifying and explaining three communication concepts that complement each other from the Unit. Explain how these concepts work together, and how you might apply original thinking to the concepts. Apply these concepts to a situation from real life, TV, movie, etc. The instructor is looking for an understanding of the concepts, application of critical thinking and an understanding of how they apply to life. Each paper should be roughly 800 to 1050 words.

Cross-Cultural Project

This assignment requires that you have an intercultural interaction with someone from a culture different than your own, you are responsible for reading about the culture in depth, comparing them to your identified culture noticing similarities and differences. Your evaluation, mingling, and understanding of Hofstede cultural dimension will provide the tools necessary to prepare a slide presentation that will demonstrate your understanding of the culture in comparison to your own. Additionally, you will discuss five of the culture dimensions as they relate to the chosen culture. This project will be submitted in five major parts:

Research (60 pts)

In order to complete this assignment, you will need to work with someone from another culture. Your goal is to identify a person from another culture (that means country) Once you have identified the “friend” you will be interacting with for this assignment, read up about their culture and history ahead of time. Formulate some questions you want to ask them about their culture and experience living in a culture different from their own. Upload the name of the culture you have identified and 2-page research summary of the identified culture to LH

Interview (60 pts)

Spend 3-4 “contact hours” with the person or group from a culture different from your own. Talk to them or interview them about their culture. You will observe some facet of speech communication within the different culture, describe correlations between specific speech communication behaviors (as discussed in the course text: Family structures, verbal, nonverbal, and Intercultural Communication in contexts etc.) and other factors within the culture (economic forces, gender, social class, religion, etc.), and consider how this culture differs from the culture in which you currently live. The purpose of this assignment is to help you learn about a cultural system that is different from yours through reading and through interactions with members of that cultural group. Upload the list of interview questions and the response those questions to LH.

Slides (180 pts)

Prepare an 18 to 25-page slide presentation with audio about the intercultural experience in which you have participated. This slide presentation should be submitted in three parts:

Part 1 (60 pts)-The slide presentation should include:

- I. Title slide with your name and country [1slide]
- II. An introduction slide with a detailed description of the experience interacting with a new culture [1 to 2 slides]
- III. Discussion of culture [5 slides]
Choose from:
 - a. Individualism vs Collectivism
 - b. High Context vs Low Context
 - c. High vs Low Power Distance
 - d. Masculine vs Feminine
 - e. Monochronic vs Polychronic
 - f. Uncertainty Avoidance

Part 2 (60 pts)-The slide presentation should include:

- IV. Description of the role of social class [1 slide]
- V. A discussion of the history of the cultural group you interacted with, as well as the values and assumptions operating in the other cultural system [1 slide]
- VI. Explaining your tools of analysis [1 slide]
 - a. Your chosen concept(s) from our *Communication Between Cultures* (see below).
- VII. Analysis [5 slides]
 - a. Using your chosen concept as a lens (guide), examine the communication of your subject.

Part 3 (60 pts)-The slide presentation should include:

- b. Describe correlations between your background, research findings and specific speech communication behaviors of your chosen culture and the one in which you now live. [1 slide]
 - c. Compare and contrast the communication of your subject culture vs. the culture in which you now live. [1 slide]
- VIII. A conclusion that includes a discussion of how the other culture differs from your own and implications for future interactions [1-2 slides]
- IX. Sources – all sources in APA format [1-2 slides]

Draft Presentation (50 pts)

Prepare a draft of the complete project, add voice over to slide presentation and upload draft presentation to LearningHub for instructor feedback.

Final Cross-Cultural Project (100 pts)

Upload the adjusted final cross-cultural project to LH.

Discussion Forums (22 points total)

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors. You will participate in 22 discussion forums throughout the semester. Each discussion will demonstrate your reaction to and understanding of the chapters. Questions and thought guidelines are provided as a reference point. In answering the questions think of scenarios to elaborate your thoughts.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Ideally two posts each week will be required in order to complete the class in a timely fashion and to provide thought provoking discussions. Quality over quantity but generally each post should be about 350 to 500 words which equals about a half to a page long. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays,

quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

Rubrics

Rubrics will be used to assess your Unit I, II, & III papers for clarity and understanding of the chapters and how key concepts can be applied or have been experienced.

A Rubric will also be used for the intercultural discussion assignment to clarify the objective of the discussion.

For the cross-cultural communication analysis, a rubric will ascertain if the assignment was well thought out and planned in order to thoroughly explore another culture.

Finally, online exams are given after each unit. All rubrics are attached.

Exams

There are three exams in this course.

Unit I exam is made up of multiple-choice questions and worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade.

Unit II exam is made up of multiple-choice questions and worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade.

Unit III is made up of multiple-choice questions and worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade.

All three exams require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Introduction	Review of syllabus and introduction to the course and requirements for successful completion of the course.	Introduction Discussion Due Thursday, Sept 3, 11:55pm	SLO 1 & 2
2 Aug 28 – Sept 3	Intercultural Communication: A Requirement for the Interdependent Global Society	Chapter 1	Discussion 1	SLO 1 & 2
3 Sept 4 - 10	Communication and Culture: The Voice and the Echo	Chapter 2	Identify “friend”/Country to Analyze Discussion 2	SLO 2
4 Sept 11 - 17	The Deep Structure of Culture: Lessons from the Family	Chapter 3	Discussion 3 Research Background	SLO 1 & 2
5 Sept 18 - 24	Cultural Communication Project Contact hours		Mingle & Interview Summary	SLO 3-5
6 Sept 25 – Oct 1	World view: Cultural Explanations of Life and Death	Chapter 4	Discussion 4 Unit 1 Reflection Paper	SLO 3
7 Oct 2 - 8	Unit 1 Exam		Slides Part 1 PROCTORED Unit 1 Exam	SLO 1
8 Oct 9 - 15	Cultural History: Precursor to the Present and Future	Chapter 5	Discussion 5	SLO 2 & 3
9 Oct 16 - 22	Cultural Values: Road Maps for Behavior	Chapter 6	Discussion 6 Slides Part 2	SLO 3
10 Oct 23 - 29	Culture and Identity: Situating the Individual	Chapter 7	Discussion 7	SLO 1 & 3
11 Oct 30 – Nov 5	Verbal Messages: Exchanging Ideas Through Language	Chapter 8	Discussion 8 Unit 2 Paper PROCTORED Unit 2 Exam	SLO 1
12 Nov 6 - 12	Nonverbal Communication: The Messages of Action, Space, Time, and Silence	Chapter 9	Discussion 9 Slides Part 3	SLO 2
13 Nov 13 - 19	Intercultural Communication in Contexts: Applications in Business, Education, and Healthcare	Chapter 10	Draft Presentation Discussion 10	SLO 1, 2, 4, & 5
14 Nov 20 - 26	The Challenges of Intercultural Communication: Managing Differences	Chapter 11	Discussion 11 Due Friday, Nov 27, 5:00pm	SLO 5
15 Nov 27 – Dec 3			Intercultural Communication Analysis Project Unit 3 Paper	SLO 1-5
16 Dec 4 - 10	PROCTORED UNIT 3 EXAM (Needs to be completed by Wednesday, December 9, 11:59pm)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Points	Description
230	Reflection Discussions
500	Cross Cultural Communication Analysis
180	Unit I, II, & III papers
150	Unit I, II, & III exams
1060	Total Points Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.