

COM315: Intercultural Communication

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

This course explores issues related to intercultural communication, including various theoretical and practical aspects of how culture influences communication. The course will also apply intercultural communication theories to practical situations (organizations, relationships, business, etc.).

Course Overview:

This course explores issues related to intercultural communication, including various theoretical and practical aspects of how culture influences communication. We will consider the important roles of context (social, cultural, and historical) in intercultural interactions. By applying and considering various approaches to the study of intercultural communication, we will also come to appreciate the complexity and dialectical tensions involved in intercultural interactions. The course will also apply intercultural communication theories to practical situations (organizations, relationships, business, etc.). This learning process should enhance self-reflection, flexibility, and sensitivity in intercultural communication.

Course Learning Outcomes:

1. Define intercultural communication.
2. Discover the importance of the roles of context and power in intercultural communication.
3. Examine ways to be more sensitive to the complexity of intercultural interactions and the influences of culture on communication.
4. Recognize the influence of one's own cultural groups on intercultural interactions.
5. Develop self-reflective, flexible, and open communication skills in intercultural communication interactions.

6. Differentiate among the various theories and models of effective intercultural communication.
7. Discuss effective intercultural communication skills that assist intercultural relationships in managing conflict and resolving problems.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Neuliep, J. W. (2015). *Intercultural Communication: A Contextual Approach* (6th Ed.). Thousand Oaks,

CA: Sage Publications. ISBN-13: 9781452256597

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> • Chapter 1 in <i>Intercultural communication: A contextual approach</i> 	<ul style="list-style-type: none"> • Discussion (25 points)

	<ul style="list-style-type: none"> Alexander, K.B., et al. (2014). Defining and communicating what “intercultural and “intercultural communication” means to us. <i>Journal of International and Intercultural Communication</i>, 7(1), 14-37. Alexander, K.B., et al. (2014a). Identifying key intercultural urgencies, issues, and challenges in today’s world: Connecting our scholarship to dynamic contexts and historical moments. <i>Journal of International and Intercultural Communication</i>, 7(1), 38-67. What is Intercultural Communication. (n.d.). Retrieved from https://koppa.jyu.fi/avoimet/viesti/ics/theme-1-what-is-intercultural-communication 	<ul style="list-style-type: none"> Opening Exercise (0 points) Mastery Exercise (10 points)
2	<ul style="list-style-type: none"> Chapters 2 & 3 in <i>Intercultural communication: A contextual approach</i> Fougère, M. & Moulettes, A. (2007). The construction of the modern west and the backward rest: Studying the discourse of Hofstede’s <i>Culture’s consequences</i>. <i>Journal of Multicultural Discourses</i>, 2(1), 1-19. The Hofstede Center. (n.d). Country Comparison. Retrieved from https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/ Ogden, H. & Cheng, S. (2011). Cultural dimensions and materialism: Comparing Canada and China. <i>Asia Pacific Journal of Marketing and Logistics</i>, 23(4), 431-447. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (70 points)
3	<ul style="list-style-type: none"> Chapter 4 in <i>Intercultural communication: A contextual approach</i> Cultural Comparisons – USA vs. Germany Part 5. (n.d.). Retrieved from http://www.german-way.com/history-and-culture/cultural-comparisons/cultural-comparisons-part-5/ Marten, G.G. (2001). <i>Human Ecology: Basic concepts for sustainable development</i>. London, England: Earthscan Publications. Retrieved from: http://gerrymarten.com/human-ecology/chapter09.html Shi, Z. & Hu, W. (n.d.). Non-verbal behavior in intercultural communication: The difference of spatial-temporal system between America and China. Retrieved from: http://www.huichawaii.org/assets/shi,-zhenmei---non-verbal-behavior-in-intercultural-communication.pdf Zhang, X. (2013). Talking about privacy awareness in intercultural communication: A case study of the story “Top Secret.” <i>Researchers World, Journal of Arts, Science & Commerce</i>, 4(3), 45-48. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)
4	<ul style="list-style-type: none"> Chapter 5 in <i>Intercultural communication: A contextual approach</i> Barger, K., (2014). Ethnocentrism: What is it? Why are people ethnocentric? What is the problem? What can we do about it? Retrieved from http://www.iupui.edu/~anthkb/ethnocen.htm 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)

	<ul style="list-style-type: none"> • Neuliep, J. W. (2012). The relationship among intercultural communication apprehension, ethnocentrism, uncertainty reduction, and communication satisfaction during initial intercultural interaction: An extension of Anxiety and Uncertainty Management (AUM) Theory. <i>Journal of Intercultural Communication Research</i>, 41(1), 1-16. 	<ul style="list-style-type: none"> • Critical Thinking (100 points)
5	<ul style="list-style-type: none"> • Chapters 7 & 8 in <i>Intercultural communication: A contextual approach</i> • Ghanem, C. (2015). Teaching in the foreign language classroom: How being a native or non-native speaker of German influences culture teaching. <i>Language Teaching Research</i>, 19, 169-186. • Levine, C. S., & Ambady, N. (2013). The role of non-verbal behaviour in racial disparities in health care: implications and solutions. <i>Medical Education</i>, 47(9), 867-876. • Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. <i>Journal of Language and Literacy Education</i>, 9(1), 8-20. Retrieved from http://jolle.coe.uga.edu/wp-content/uploads/2013/05/Language-Literacy-Culture.pdf 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (100 points)
6	<ul style="list-style-type: none"> • Chapters 6 & 9 in <i>Intercultural communication: A contextual approach</i> • McGraw-Hill Higher Education. (2003). Gender roles and gender differences. Retrieved from http://highered.mheducation.com/sites/0072820144/student_view0/chapter15/index.html • Perrin, P., Heesacker, M., Tiegs, T., Swan, L., Lawrence, A., Smith, M., & ... Mejia-Millan, C. (2011). Aligning Mars and Venus: The social construction and instability of gender differences in romantic relationships. <i>Sex Roles</i>, 64(9/10), 613-628. • Theiss, J.A. & Nagy, M.E. (2012). A cross-cultural test of the relational turbulence model: Relationship characteristics that predict turmoil and topic avoidance for Koreans and Americans. <i>Journal of Social & Personal Relationships</i>, 29(4), 545-565. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (100 points)
7	<ul style="list-style-type: none"> • Chapters 10 & 11 in <i>Intercultural communication: A contextual approach</i> • de Pentheny OKelly, C., Urch, C., & Brown, E.A. (2011). The impact of culture and religion on truth telling at the end of life. <i>Nephrology Dialysis Transplantation</i>, 26(12), 3838-3842. Retrieved from http://ndt.oxfordjournals.org/content/26/12/3838.full.pdf+html • Kim, W., Guan, X., & Park, H.S. (2012). Face and facework: A cross-cultural comparison of managing politeness norms in the United States and Korea. <i>International Journal of</i> 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points)

	<p><i>Communication</i>, 6(2012), 1100-1118. Retrieved from http://ijoc.org/index.php/ijoc/article/viewFile/1284/749</p> <ul style="list-style-type: none"> • Ng, J., (1999). The four faces of face. Retrieved from http://www.mediate.com/articles/the_four_faces_of_face.cfm 	
8	<ul style="list-style-type: none"> • Chapter 12 in <i>Intercultural communication: A contextual approach</i> • Ye, J. (2005). Acculturative stress and use of the Internet among east Asian international students in the United States. <i>CyberPsychology & Behavior</i>, (8)2, 154-161. • Sawyer, R., & Guo-Ming, C. (2012). The impact of new social media on intercultural adaptation. <i>Intercultural Communication Studies</i>, 21, 151-169. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 2

CRITICAL THINKING (70 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Microcultures and Cultural Dimensions

For this assignment, you are required to describe information regarding a “microculture” of your choice. Look to Chapter 3 for an in-depth description of a “microculture.”

- Then, explain what makes this group a “microculture.”
- Apply at least two of Hofstede’s cultural dimensions to this “microculture.”
- How do these cultural dimensions help us understand how this group differs from other cultures?

Your paper should be 2-3 pages in length and conform to [CSU-Global Guide to Writing and APA Requirements](#). Include at least three peer-reviewed references from the library databases, in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Assignment Choice #2: Horizontal and Vertical Individualism and Collectivism

In our chapter readings for this week as well as the lecture content pages, Singelis, Triandis, Bhawuk, and Gelfand differentiated between horizontal and vertical individualism and collectivism. In subsequent studies other researchers have compared many cultures on this construct. For this assignment, identify two nations that you believe to differ on this construct.

- Describe how the two nations represent the two sides of horizontal and vertical individualism and collectivism.
- What are the defining characteristics?

Your paper should be 2-3 pages in length and conform to [CSU-Global Guide to Writing and APA Requirements](#). Include at least three peer-reviewed references from the library databases, in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Module 4

CRITICAL THINKING (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Stereotypes and Film

Stereotypes are often depicted in films. Choose any film that portrays some form of stereotypes. In your analysis, complete the following:

1. Briefly summarize the film.
2. Discuss three instances of stereotyping in the film.

Then, answer the following questions about the stereotypes in the film:

1. How did the stereotypes originate?
2. How did the characters respond to the stereotypes?
3. What are the positive/negative effects of the stereotypes on the communication between the characters?

Your paper should be 4-5 pages in length and conform to *CSU-Global Guide to Writing and APA Requirements*. Include at least three scholarly references, in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Assignment Choice #2: Ethnocentrism Research

Search the CSU-Global Library for an example of communication research on ethnocentrism. Reports on communication research can be found in any number of academic journals, so you might search the article databases in the CSU-Global Library, or focus your search on a particular journal.

Click here to access a list of journals of communication research:

<http://academic.research.microsoft.com/RankList?entitytype=4&topDomainID=22&subDomainID=2&last=0&start=1&end=100>

Use the commentary on ethnocentrism in the readings and module lectures to analyze your example. Address the following items:

- Isolate the thesis or research question regarding ethnocentrism in the scholarly article. What does the author(s) of the article write about ethnocentrism from a theoretical perspective?
- Summarize the theoretical comments by the author(s).
- How does the author(s) apply theory to test the thesis statement?
- Summarize and evaluate what the author(s) concludes about ethnocentrism.
- Critically evaluate the study's assumptions, methods, and conclusions. What does the work assume or demonstrate about ethnocentrism?

Your paper should be 4-5 pages in length and conform to *CSU-Global Guide to Writing and APA Requirements*. Include at least three scholarly references, in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Module 5

CRITICAL THINKING (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Language and Identity

Research shows the use of language can mark a person as a member of a particular group; also, we can belong or not belong to a group based on our language knowledge and use.

For this assignment, identify a group that in your opinion has language and identity linked together. In your analysis, address the following issues:

1. What is the group and how are language and identity linked for this group?
2. What are the political, social, and/or economic challenges this group faces, if any?
3. How should this group and other groups interact with one another regarding language policies?

Your paper should be 4-5 pages in length and conform to *CSU-Global Guide to Writing and APA Requirements*. Include at least three peer-reviewed references from the library databases in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Assignment Choice #2: Nonverbal Communication and Culture

There are various channels of nonverbal communication, as noted in our readings for this module as well as in the content lecture pages. For this assignment, choose one channel of nonverbal communication and do the following:

1. Define the channel of nonverbal communication.
2. Discuss its uses and limitations.
3. Analyze how it differs cross-culturally.
4. Provide an example of a case when you have misinterpreted this channel of nonverbal communication and explain the impact(s) of this misinterpretation.

Your paper should be 4-5 pages in length and conform to *CSU-Global Guide to Writing and APA Requirements*. Include at least three peer-reviewed references from the library databases in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Module 6

CRITICAL THINKING (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Assignment Choice #1: Gender Roles and National Differences

While sex stereotypes are somewhat similar from nation to nation, the roles men and women play, or are expected to play, across cultures differ significantly. For this assignment, choose two nations with differing gender roles and analyze these differences.

In this assignment you must complete the following:

1. Discuss the typical gender roles in each nation.
2. Contrast those differences between the nations.
3. Discuss how these gender roles influence individuals' perceptions of self.

Your paper should be 4-5 pages in length and conform to *CSU-Global Guide to Writing and APA Requirements*. Include at least three peer-reviewed references from the library databases in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Assignment Choice #2: Intercultural Relationships and Film

Intercultural relationships are often depicted in films. For this assignment, choose any film that portrays an intercultural relationship.

In your analysis, complete the following:

1. Briefly summarize the film.
2. Discuss two conflicts that emerge between the couple trying to negotiate cultural differences in their relationship.
3. Discuss how the couple faces cultural conflicts with other groups.

Additionally, be sure to answer the following questions about the intercultural relationship in the film:

1. How did the cultural conflicts originate about/around the relationship?
2. How did the characters respond to the conflicts?
3. What are the positive/negative outcomes of having an intercultural relationship?

Your paper should be 4-5 pages in length and conform to *CSU-Global Guide to Writing and APA Requirements*. Include at least three peer-reviewed references from the library databases in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Module 8

PORTFOLIO PROJECT (350 points)

Choose one of the following two Portfolio Project Assignments. Do not do both assignments. Identify your assignment choice in the title of your submission.

Portfolio Project Choice #1: Cultural Dimensions in Practice

The final project for this course requires that students critically evaluate how Hofstede's cultural dimensions help explain a context. Choose any context. Examples include, but are not limited to:

- Business practices
- Healthcare
- Academia
- Environmentalism
- Politics

The project should:

1. Define Hofstede's cultural dimensions based on at least four credible, scholarly sources.
2. Evaluate your scholarly sources, providing a brief comment on the theoretical aspects of each.
3. Discuss the development of the dimensions: how the dimensions originated and came to their current status.
4. Discuss the link(s) between the dimensions and your chosen context.
5. Discuss the implications of your case on individuals, society, and the public. How does an increased intercultural understanding affect these different groups?

Your Final Portfolio Project should be 8-10 pages in length and conform to [CSU-Global Guide to Writing and APA Requirements](#). Your paper should include support for the topic, your analyses and position(s) by citing course readings, and include at least four peer-reviewed references from the library databases in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Portfolio Project Choice #2: Intercultural Theory Exploration and Analysis

The final project for this course requires students to choose and critically review one theory discussed during the course. You must also explain how this theory can help individuals in various fields (business, medical, education, etc.) better work in intercultural settings.

The project should:

1. Define the theory based on credible sources.
2. Discuss the development of the theory: how it originated and came to its current status.
3. Evaluate your scholarly sources, providing a brief comment on the theoretical aspects of each.
4. Discuss the link(s) between your chosen theory and career field.
5. Discuss the implications of your case on individuals, society, and the public. How does an increased intercultural understanding affect these different groups?

Your Final Portfolio Project should be 8-10 pages in length and conform to [CSU-Global Guide to Writing and APA Requirements](#). Your paper should include support for the topic, your analyses and position(s) by citing course readings, and include at least four peer-reviewed references from the library databases in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Course Policies



Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.