

	Central Christian College of Kansas
Code:	CO-CO 320
Title:	Cross-Cultural Communications
Credits:	3
Prerequisites:	No
Description:	The course is designed to examine the principles and processes of communicating from one culture to another. Through this course you will have the opportunity to investigate domestic and international aspects of cross-cultural communication including how culture shapes identity, values, beliefs, worldviews and behaviors. Other topics will include investigation relative to the dynamics of both verbal and nonverbal communication; barriers to communication; cross-cultural immersion; cross-cultural adaptation; cross-cultural conflict and negotiation; and communicating Christ and Christianity cross-culturally. Furthermore, students will have the opportunity to discuss strategies for practical application that will address these issues and integrate Christian values.

Course Objectives

- Examine the principles and processes of communicating from one culture to another.
- Explain domestic and international aspects of cross-cultural communication including how culture shapes identity, values, beliefs, worldviews and behaviors.
- Describe the interpersonal dynamics of verbal and nonverbal communication.
- Identify barriers to cross-cultural communication.
- Conceptualize the constructs of cross-cultural immersion and adaptation.
- Examine the cross-cultural implications in conflict and negotiation.
- Align and integrate learned concepts within a framework based on the Christian worldview.

Departmental Mission

We seek to prepare students with fit hearts, fit souls, fit minds and fit bodies by empowering them to develop an appreciation of two profound influences on humanity: human nature as designed by God and nurture encountered through society. We are committed to an integration of faith and learning in the Social Sciences after the Wesleyan model, recognizing the influence and value of scripture (and Christianity), reason (with science methodologies), tradition (history), and experience (personal, social and cultural).

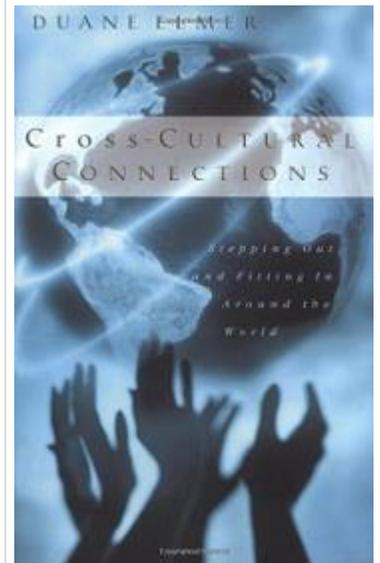
There are 2 books used for this course.

	<i>The Bible</i>
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Elmer, D. (2002). *Cross-Cultural Connections*. Downers Grove, IL: InterVarsity Press.

ISBN-10: 0830823093

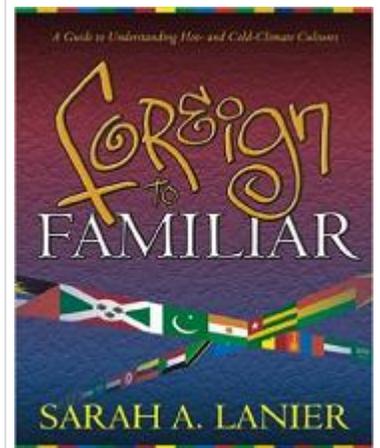
ISBN-13: 978-0830823093



Lanier S. A. (2000). *Foreign to Familiar*. Hagerstown, MD: McDougal Publishing.

ISBN-10: 1581580223

ISBN-13: 978-1581580228



Other Resources (not required)

Hesselgrave, David J (1991). *Communicating Christ Cross-Culturally*. (2nd ed.) Zondervan.

Kikawa, Daniel. *The Cross-Cultural Evangelism Game*. Aloha Ke Akua Ministries.

Kraft, Charles H., and Marguerite G. Kraft. (2005). *Christianity In Culture: A Study In Dynamic Biblical Theologizing In Cross-cultural Perspective*. (25th anniversary ed.) Orbis Books.

Samovar, Porter, McDaniel (2007). *Communication Between Cultures*. (6th ed.) Cengage.

Steward, Edward C., and Milton J. Bennett. (2005). *American Cultural Patterns: A Cross-Cultural Perspective*. (2nd ed.) Nicholas Brealey Publishing.

Topic	Readings	Assignments
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Perspectives on Cross-Cultural Communications	<i>Cross-Cultural Connections</i> Chapter 1 Chapter 2 Chapter 3 <i>Foreign to Familiar</i> Chapter 1	Pre-test Plagiarism Certification Discussion Apply
Topic	Readings	Assignments
Cultural Expectations and Norms	<i>Cross-Cultural Connections</i> Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 <i>Foreign to Familiar</i> Chapter 3	Discussion Apply
Topic	Readings	Assignments
Attitudes and Skills for Cross-Cultural Communications	<i>Cross-Cultural Connections</i> Chapter 9 Chapter 10 Chapter 11 Chapter 12 <i>Foreign to Familiar</i> Chapter 5 Chapter 6 Chapter 7	Discussion Apply
Topic	Readings	Assignments
Cultural Influences and Beliefs - Part 1	<i>Cross-Cultural Connections</i> Chapter 13 Chapter 14 Chapter 15 Chapter 16 <i>Foreign to Familiar</i>	Discussion Apply

	Chapter 2 Chapter 4 Chapter 8	
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Topic	Readings	Assignments
Cultural Influences and Beliefs - Part 2	<i>Cross-Cultural Connections</i> Chapter 17 Chapter 18 Chapter 19 Chapter 20 <i>Foreign to Familiar</i> Chapter 9 Chapter 10	Discussion Apply

Topic	Readings	Assignments
Hofstede's Model of Cultural Dimensions	<i>Dimensionalizing Cultures: The Hofstede Model in Context</i> <i>Comparison Chart: Hofstede Scores for the United States, Canada and Russia</i>	Discussion Final Paper Post-test

Assessments Number Points Each Total

Discussion	6	50	300
Application Assignments	5	100	500
Pre-test	1	5	5
Post-test	1	5	5
Final Paper	1	190	190
Total			1000

Students are expected to post in the discussion board a **minimum of three separate posts** and three separate post dates per discussion thread. The three posts for **each** thread must include:

1. One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
2. Two "follow up" post in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion.

Each learner is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the instructor/facilitator each week and make at least two follow-up responses to other learners' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

Click on each category title to expand/collapse it and view/hide the associated requirements.

Initial Response (Standard Posting Requirements)

0 Points	1-4 Points	5-9 Points	10 Points
No initial response posted.	Initial response is superficial (less than 100 words), and/or posted after Thursday at 11:59 p.m. CT.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that contains 100-149 words.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that includes at least 1 reference to course material or another reliable source (150 words or more).

Initial Response (Quality of Content)

0 Points	1-4 Points	5-9 Points	10 Points
Response is irrelevant to the question and does not add to the intent of the discussion.	Response addresses the question, but lacks depth or goes off topic.	Response addresses the question, though greater reflection or development of thought would be helpful.	Response addresses the question, is reflective, and represents a substantive contribution to the discussion.

Follow-Up Posts

0 Points	1-4 Points	5-9 Points	10 Points
No follow-up posts made.	Follow-up posts do not provide sufficient analysis or synthesis of the discussion.	Follow-up posts demonstrate an appreciation for the input of others and add to the discussion.	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.

Mechanics

0 Points	1-4 Points	5-9 Points	10 Points
Posts lack any organization and/or contain multiple errors in spelling or mechanics.	Posts are somewhat organized, but interrupted by significant errors in spelling and mechanics.	Posts could benefit by a bit more organization and attention to mechanical details.	Posts are clear and formatted in a way that is easy to read, free from spelling and mechanical errors.

Frequency of Participation

0 Points	1-4 Points	5-9 Points	10 Points
No participation in discussion.	All posts made on the same day.	Posts made on 2 different days.	Posts made on 3 (or more) different days.

There are 5 application assignments in this course - one each in weeks 1-5. These are designed so you apply the knowledge and skills you learn during the week.

Introduction

Absent	Needs Improvement	Proficient
There is no introduction to the paper. <i>(0 points)</i>	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. <i>(1-19 points)</i>	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas. <i>(20 points)</i>

Body (Use of Course Terms and Concepts)

Absent	Needs Improvement	Proficient
No course terms and concepts were used. <i>(0 points)</i>	Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. Student did not address the prompt/instructions correctly. <i>(1-39 points)</i>	All of the relevant course terms and concepts were present and used appropriately in the discussion. <i>(40 points)</i>

Conclusion

Absent	Needs Improvement	Proficient
There is no conclusion to the paper. <i>(0 points)</i> .	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. <i>(1-19 points)</i>	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. <i>(20 points)</i>

Writing Mechanics (e.g. Spelling, Grammar, etc.)

Absent

Needs Improvement

Proficient

The paper had severe problems with spelling, grammar, etc. errors. **(0 points)**

The paper had some spelling, grammar, etc. errors. **(1-9 points)**.

The paper had very minimal spelling, grammar, etc. errors. **(10 points)**.

Format (e.g., length, font size, margins, in-text citations and reference list in APA style)

Absent

Needs Improvement

Proficient

The paper did not meet the minimum format requirements. **(0 points)**

The paper met some of the format requirements. **(1-9 points)**

The paper met all format requirements. **(10 points)**

Pre and Post-tests

There is a Pre- and a Post-test in this course. The Pre-test is scheduled for the first week of classes. The Post-test is scheduled for the last week of classes. While the actual score for both the Pre- and the Post-test do not get configured into your grade, you will earn 5 participation points for the submission of each. The Pre- and Post-tests should be taken seriously as they provide important feedback on your learning outcomes. This information is used to continuously improve the course.

Your final submission for this course will be a 3-4 page essay. Click on the next tab ("Content Requirements") on the left-hand side for a detailed explanation of the assignment requirements.

Dutch social psychologist Geert Hofstede developed what are today called the Hofstede Dimensions for cultures, in which he determined there were five basic areas of behavior by which cultures could be described. A sixth dimension was later added, but for the purpose of this assignment we are concerned with only the first five. Hofstede developed a system by which cultures could be scored between 0 and 100 for each of the categories. For this assignment, the scores of three countries – the United States, Canada and Russia – have been compiled into a comparison chart. You will use the chart, [Comparison Chart: Hofstede Scores for the United States, Canada and Russia](#), along with the required reading from this week to answer the following essay questions. Use complete sentences and paragraphs; do not use bullet lists. Use terminology from the text and cite sources according to APA format.

- **Introduction**

- **Part 1** (200-250 words)

Name each of the five categories developed by Hofstede, and provide a definition and examples for each. Explain the difference between a high score and low score in each category.

- **Part 2** (200-250 words)

Study the chart that is provided with Hofstede Dimension scores for the three countries. For each of the five categories, explain the scores of the three countries listed. State the score for each country, what it means, give some examples, and then compare the similarities and differences among the three countries for that category. For example, start with the category Power Distance, and explain in detail the scores of the three countries. Then move to the next category and do the same, until all five categories have been covered.

- **Part 3** (50-100 words)

Based on the scores in the chart, would someone from the United States feel more at home in the culture of Canada, or in Russia? Explain the basis for your assertion.

- **Conclusion**

Document Type:

MS Word

Paper Size:		8.5 X 11"
Length:		3-4 pages
Margins:		1"
Font:		10-12 pt Times New Roman or a similar font
Line Spacing:		Double. No extra double space between paragraphs please
Paper Structure:		Title Page Introduction Body (parts 1, 2, & 3) Conclusion References
In-text Citations & Reference List Style		APA
File Naming Convention		LastNameFirstName_FinalPaper Example: DoeJohn_FinalPaper

Ratings

Criteria	Absent	Needs Improvement	Proficient
Introduction	There is no introduction to the paper. (0 points)	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. (25 points)	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas. (35 points)
Body (Use of Course Terms and Concepts)	No course terms and concepts were used. (0 points)	Student did not address the prompt/instructions correctly. (55 points) Some of the course terms and concepts were used inappropriately or key terms and	All of the relevant course terms and concepts were present and used appropriately in the discussion. (80 points)

		concepts were missing from the discussion. (65 points)	
Conclusion	There is no conclusion to the paper. (0 points)	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. (25 points)	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. (35 points)
Writing Mechanics (e.g. Spelling, Grammar, etc.)	The paper had 10 or more spelling, grammar, etc. errors. (0 points)	The paper had 5-10 spelling, grammar, etc. errors. (15 points)	The paper had very minimal spelling, grammar, etc. errors. (20 points)
Format (e.g., length, font size, margins, in-text citations and reference list in APA style)	The paper did not meet the minimum format requirements and/or no APA citation. (0 points)	<p>The paper met some of the format requirements and/or no in-text citation was used. (10 points)</p> <hr/> <p>The paper met some of the format requirements and/or the student needs to review proper APA citation. (15 points)</p>	The paper met all format requirements and APA requirement. (20 points)