

TABOR COLLEGE

School of Adult & Graduate Studies

COM 201 – Intercultural Communication

Credit Hours: 3

Location: Online

Course Description

The ability to effectively give and receive messages in different cultures is heightened by developing sensitivities about world views, cultural patterns, and appropriate communication behaviors.

This course offers an overview of the challenges and opportunities of intercultural communication. Students will gain an appreciation for the variety of communication patterns in different cultures and develop skills for improving intercultural communication.

Required Textbook

Myron W. Lustig, Jolene Koester & Rona Halualani. *Intercultural Competence: Interpersonal Communication across Cultures*, 8th ed. New York, NY: Pearson, 2018.

Course Objectives

Upon completion of this course, students should be able to:

- ❖ Identify the relationship between culture and communication.
- ❖ Articulate a framework that allows for description of and understanding about communication between culturally diverse individuals.
- ❖ Identify cultural patterns to verbal and nonverbal codes that compose intercultural-communication interactions.
- ❖ Describe and identify obstacles to competent intercultural communication.
- ❖ Apply the knowledge, skills and attitudes that will increase intercultural competence in alignment with Christian values and beliefs.
- ❖ Practice communication skills that will improve competence in intercultural communication.

Course Requirements

This course includes the following methods of instruction: Written textbook materials, weekly discussions over textbook concepts, weekly chapter quizzes, some PowerPoint videos to explain intercultural concepts and weekly assignments that require the student to apply course concepts. Student mastery of course objectives will be assessed through graded weekly discussions, quizzes and graded assignments related to course objectives, including reflective essays, a culture comparison project and an intercultural movie analysis.

See the **Schedule of Lessons, Activities, and Assignments** for a synopsis of each week's dates, unit theme/topic, reading assignments, and assignments that are due.

Late assignments will be assessed but will receive a minimum reduction of a letter grade.

Criteria for Evaluating Student Performance:***Grading Distribution***

| Assessment Item | Grade Value |
|---|--------------------|
| Discussion Forums (12 @ 30 points each) | 240 points |
| Weekly Quizzes (6 @ 20 points each) | 120 points |
| Reflective Papers | |
| No. 1 Cultural Identity | 50 points |
| No. 2 Compare/Contrast Values | 50 points |
| No. 3 Intentional Intercultural Episode | 50 points |
| No. 4 Reaction to "Class Divided" | 50 points |
| Cultural Comparison PPT Presentation | 125 points |
| Movie Analysis | 100 points |
| Course Evaluation | <u>10 points</u> |
| Total | 795 points |

Grading Scale

100-95% = A / 94-90% = A-
89-87% = B+ / 86-83% = B / 82-80% = B-
79-77% = C+ / 76-73% = C / 72-70% = C-
69-67% = D+ / 66-63% = D / 62-60% = D-
59% or less = F

Course Participation Expectations

Students are required to log on regularly, engage in active participation, and check their Tabor email daily for communications from the instructor. Be sure to check the due dates/times for assignments. Late work will incur a grade penalty.

Discussion Forums

Initial posts are due no later than Thursday night by 11:59 pm (Central), with follow-up responses to at least two classmates' posts due no later than Sunday night at 11:59 pm (Central). These are bare minimum expectations; earlier and more frequent participation is strongly encouraged. Refer to the "Discussion Expectations & Grading Rubric" posted in the course for details about posting deadlines & frequency, expectations, netiquette standards, & how grades are determined.

Course Policies (Wichita & Online Campus)**WRITTEN ASSIGNMENTS:**

This course is not self-paced. You will have regular assignments with recurring due dates. In order to successfully complete this course, you must submit your assignments by the due date/time stated in the syllabus. Students should retain a copy of all submitted work. Late papers will incur deductions based on the instructor's policies.

COMMUNICATION & QUESTIONS:

Online courses offer you the flexibility of learning anywhere, and anytime you have access to the Internet. These classes are taught using Tabor Online to view online lectures, PowerPoints, and videos; participate in virtual discussions and chats, and even to take exams and practice quizzes. The instructor will post course news and announcements via the Announcements feature in the course (these will be sent to you according to the notification preferences you've set, with the default being your Tabor email). There is also a "Course Questions" discussion where you can seek clarification and raise questions concerning class material. Posting to this area allows your classmates to benefit from the answer. It is your responsibility to read all of the course announcements in a timely manner and ask questions if you are unclear about expectations. Your response from the instructor may not be instantaneous (24-48 hours is a reasonable response time).

CLASS ATTENDANCE:

According to our current [Academic Catalog](#):

- ❖ All online courses begin Monday at 12:00 am Central Time and end Sunday night at 11:59 pm Central Time. Each student is required to attend class.
- ❖ If a course has not yet begun and a student anticipates missing more than one class session, it is the student's responsibility to request a drop/withdraw from the Academic Support Coordinator.
- ❖ Two absences in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.

DETERMINING ATTENDANCE ONLINE

- ❖ *A student must log in at least once a week to be counted present.*
- ❖ *If a student does not log in, s/he will be recorded as absent.*
- ❖ *Being present in an online course will not guarantee successful completion of the course.*

Your course will have additional participation expectations that are explained in the Criteria for Evaluating Student Performance section above.

ACADEMIC INTEGRITY:

It is the student's responsibility to know and comply with the Academic Integrity policy listed in our current Academic Catalog (available at <http://www.tabor.edu/academics/ags-academics/student-resources/>).

SERVICES FOR STUDENTS WITH DISABILITIES:

TCAGS desires to give all Students eligible for admission and enrollment the opportunity to succeed. Assistance is usually provided through the Student Success office. All prospective or current students are encouraged to contact and utilize the services provided through the center for their success. Admissions decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admission. Student with disabilities are not required to identify themselves. However, those interested in receiving academic accommodations are encouraged to meet with or contact the Student Success Office (620-947-3121, Ext. 1223) as early as possible to allow for the review of documentation and the formulation of an accommodation plan.

ASSESSMENTS:

Tabor College takes a holistic approach to the assessment of our teaching and learning enterprise. As a result, elements of this course may be utilized for assessment purposes. Typically, this means that selected assignments or activities will be submitted and scored for assessment purposes independently from the standard evaluation processes associated with the course.

ACADEMIC CIVILITY:

Respect for the professor and other students are expected in speech and conduct, and disruptive classroom behavior will not be tolerated. We honor our Lord when we treat others with love and respect. There is plenty of room in this course for differences of opinion and a variety of viewpoints and beliefs. However, those must be articulated in a respectful manner that values the individuals expressing them and the uniqueness of their person and experiences, while acknowledging the areas of disagreement and contributing to the educational purposes of the discussion. Additionally, each student is expected to be aware of the Netiquette guidelines provided in a separate handout, which outlines the expectations regarding interaction, writing style, patience & respect, and tone that all students must demonstrate throughout this learning experience. Failure to follow these netiquette guidelines can result in a range of consequences, from ignored or deleted comments to lower grades on discussions to even academic disciplinary sanctions, depending on the severity of the offense.

This syllabus is subject to change if necessary. If any changes become necessary, they will be communicated.

Tabor College Mission & Vision Statement

Mission

Preparing people for a life of learning, work, and service for Christ and His kingdom.

Vision

To be the college of choice for students who seek a life-transforming, academically excellent, globally relevant and decidedly Christian education.

SCHEDULE OF LESSONS, ACTIVITIES, & ASSIGNMENTS

| Week 1 – Culture & Communication | | | |
|---|---|---|------------------|
| | <i>Activities to Complete</i> | <i>Due</i> | <i>Points</i> |
| Objectives | <ul style="list-style-type: none"> ❖ Explain the imperatives that require intercultural competence in today's world ❖ Describe the components of the communication process and factors the creation of shared meanings with others ❖ Define culture and six forces that contribute to differences in cultures | | |
| Readings | Chapters 1 & 2 in Lustig/Koester/Halualani | | |
| Lesson Presentations | Watch “It’s a Big World!” – Highlights the necessity for intercultural competence in today’s world. | | |
| Discussion Questions | <p>Discussion 1A: Consider significant events or occurrences in the world that are featured in the news. Given today’s context, discuss the two most relevant imperatives for intercultural communication competence discussed in Chapter 1. Explain why you selected these imperatives and how you feel about them. To what extent are you worried or hopeful about intercultural communication for the future? Review and comment on at least two classmates’ responses, including one that differs from your own.</p> | Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central) | 30 pts |
| | <p>Discussion 1B: Explain which encounters in your life are intercultural and why. What makes those encounters intercultural? What about those interactions that are not intercultural? What puts them outside the realm of what is considered “intercultural”? Use examples from the text to support your position. Review and comment on at least two classmates’ responses.</p> | | 30 pts |
| Learning Activities (Assignments) | <p>Quiz 1 – Chapters 1 & 2</p> <p>Reflective Paper No. 1 – “My Cultural Identity”: Write in first person about your cultural identity. Include any questions you might have about your culture. As you think about your cultural identity, consider the following questions:</p> <ul style="list-style-type: none"> ❖ What is your cultural background? (Consider the six factors that shape culture described in Chapter 2 of your text.) ❖ Is your culture an important part of who you are? Why or why not? ❖ Where is your sense of “belonging”? ❖ What are some important beliefs or values that are part of your culture? ❖ How did you learn various aspects of your culture? <p>The paper (min. 250 words) should be typed/double-spaced and proofread for spelling, grammar and punctuation (See grading rubric).</p> | Sunday @ 11:59 pm (Central) of Week 1 | 20 pts 50 pts |

| | <i>Activities to Complete</i> | <i>Due</i> | <i>Points</i> |
|-----------------------------|--|---|-----------------------------|
| Objectives | <ul style="list-style-type: none"> ❖ Evaluate metaphors used to describe cultural diversity in the U.S. ❖ Explain the basic components of intercultural competence. ❖ Explain how the skills of BASIC and D-I-E (description, interpretation and evaluation) can enhance intercultural competence. | | |
| Readings | Chapters 3 & 4 in Lustig/Koester/Halualani | | |
| Lesson Presentations | <p>“Perception & Culture” – PPT video analyzes an intercultural dialogue, discusses the role of culture as a filter for perceptions and explains the DIE tool.</p> <p>“Differing ‘World Orientation’ Values” – Dr. Vine Deloria Jr. explains how values of Native Americans differ from the religious values of Western culture (i.e. Christianity).</p> | | |
| Discussion Questions | <p>Discussion 2A: Think about the D-I-E tool introduced in Chapter 3. Give an example identifying the descriptive, interpretive and evaluative statements. Discuss how you will use this tool in intercultural interactions that you will have at our school, workplace, and in your social life. What kinds of intercultural interactions do you hope to have through the use of this tool? Review and comment on at least two classmates’ responses.</p> <p>Discussion 2B: Reflect on how you go about your day and organize your everyday life, and describe your time orientation. Consider whether you often find yourself. Then explain why you think you possess that particular orientation working at a frenzied and face pace or time is more cyclical and relaxed for you to time, and whether it is a characteristic of your larger national, ethnic or religious culture.</p> | Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central) | <p>30 pts</p> <p>30 pts</p> |
| Learning Activities | <p>Quiz 2 – Chapters 3 & 4</p> <p>Reflective Paper No. 2 – “Compare/Contrast Cultural Values”: For this assignment, view the first segment (0:00-23:45) of “In Light of Reverence” <https://youtu.be/H8AcizNZgSY>. Compare/contrast values of the Lakota, the rock climbers and local ranchers, using the lens of Kluckhohn and Strodtbeck’s cultural orientations from Chapter 4. Explain the conflict about Devil’s Tower among the three groups. What cultural values are at odds with each other? What recommendations do you have that might enhance intercultural communication? Be sure to provide examples that support your assertions. The paper (min. 250 words) should be typed/double-spaced and proofread for spelling, grammar and punctuation (See grading rubric).</p> | Sunday @ 11:59 pm (Central) of Week 2 | <p>20 pts</p> <p>50 pts</p> |

Week 3 – Cultural Taxonomies

| | <i>Activities to Complete</i> | <i>Due</i> | <i>Points</i> |
|-----------------------------|---|---|----------------------|
| Objectives | <ul style="list-style-type: none"> ❖ Contrast key differences between high and low-context cultures according to Hall's taxonomy ❖ Describe and apply components of Hofstede's cultural taxonomy ❖ Explain three primary cultural dimensions of Schwartz's Cultural Taxonomy ❖ Recognize the relationship between the GLOBE dimensions and intercultural competence | | |
| Readings | Chapter 5 in Lustig/Koester/Halualani | | |
| Lesson Presentations | Watch “Cultural Taxonomies” – slide video discusses and applies Edward T. Hall's High/Low Context Taxonomy. | | |
| Discussion Questions | <p>Discussion 3A: Describe one or more interactions and explain whether the other people displayed high-context or low-context cultural characteristics. Given your experience(s), what are important considerations about high-context and low-context cultures for your future interactions? Review and comment on at least two classmates' responses.</p> <p>Discussion 3B: Trace the numerical figures for your country in terms of Hofstede's Cultural Dimensions at Geert Hofstede's Country Comparison website <https://geert-hofstede.com/countries.html>. What do these figures indicate about your country? Compare this with another country. How do you think these cultural dimensions influence your intercultural communication behaviors in your country? What about for the country of comparison?</p> | Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central) | 30 pts 30 pts |
| Learning Activities | <p>Quiz 3 – Chapter 5</p> <p>Reflective Paper No. 3 – “Intentional Intercultural Episode”: This assignment asks you to “field test” some of the knowledge you're gaining in class. You must select a cultural event or intercultural interaction in which to participate. Possibilities are music performances, religious services, a cultural dining experience, cultural movie or an intentional extended conversation with someone from a different cultural background than your own.</p> <p>Briefly describe the event or experience, its purpose, the cultural group originating the event, when it occurred, where it occurred, and how you learned of the event.</p> <ul style="list-style-type: none"> ❖ What did you not understand or where was the intercultural communication not competent? ❖ How did you feel or respond personally to being in a different cultural situation that was not as predictable as communication in your own culture? ❖ Describe an important conclusion about intercultural communication gained. | Sunday @ 11:59 pm (Central) of Week 3 | 20 pts 50 pts |

Week 4 – Cultural Identity and Cultural Biases

| | Activities to Complete | Due | Points |
|-----------------------------|---|---|-----------------------|
| Objectives | <ul style="list-style-type: none"> ❖ Describe and apply the process of cultural identity formation ❖ Explain effects that ethnocentrism and stereotyping can have on intercultural competence ❖ Recognize the cultural biases are “thinking shortcuts” that can impair intercultural competence | | |
| Readings | Chapter 6 in Lustig/Koester/Halualani | | |
| Lesson Presentations | Watch “Unconscious Bias” -- “What does my headscarf mean to you?” (TED Talk) | | |
| Discussion Questions | <p>Discussion 4A – Reflect on your cultural/ethnic identity. Which stages of identity develop can you remember having experienced? Provide examples. What was it like to go through these stages? Review and comment on at least two classmates’ responses.</p> <p>Discussion 4B – View the video “Perpetual Foreigner.” https://youtu.be/VIm-g7TjMz8 What do you think the phrase ‘perpetual foreigner’ means? What are the inferences about stereotyping and ethnocentrism in the video? The video titled “Unconscious Bias” illustrates assumptions rooted in stereotypes of Muslim women, race car drivers and engineers. How can those mindsets about cultural groups affect intercultural competence? Review and comment on at least two classmates’ responses.</p> | Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central) | 30 pts 30 pts |
| Learning Activities | <p>Quiz 4 – Chapter 6</p> <p>Reflective Paper No. 4 – “Response to <i>Class Divided</i>”: Watch the classic documentary “Class Divided” about teacher Jane Elliott’s ‘blue-eyed/brown-eyed experiment’ with third-graders, which deals with prejudice, discrimination and racism. Warning: There is use of a racial epithet in this video. The use of this term is not endorsed by Tabor College nor your instructor. http://www.pbs.org/wgbh/frontline/film/class-divided/ As you reflect, consider the following questions:</p> <ul style="list-style-type: none"> ❖ What did you learn? Did anything surprise you? ❖ What are distinctions among prejudice, discrimination and racism? Explain your answer. ❖ How did the negative and positive labels placed on a group become self-fulfilling prophecies? ❖ Census categories have changed over time to reflect the complexities of American demographics and identities. Consider how various groups may experience racism differently. <p>The paper (min. 250 words) should be typed/double-spaced and proofread for spelling, grammar and punctuation (See grading rubric).</p> | Sunday @ 11:59 pm (Central) of Week 4 | 20 pts 100 pts |

Week 5 – Verbal/Nonverbal Codes and Code Usage

| | <i>Activities to Complete</i> | <i>Due</i> | <i>Points</i> |
|-----------------------------|---|--|------------------------------|
| Objectives | <ul style="list-style-type: none"> ❖ Identify the five components of language ❖ Critique the Sapir Whorf Hypothesis ❖ Explain how nonverbal behaviors may be interpreted differently from culture to culture ❖ Distinguish among major persuasive styles among cultures ❖ Contrast direct versus indirect conversational styles | | |
| Readings | Chapters 7-9 in Lustig/Koester/Halualani | | |
| Lesson Presentations | Watch “Language and Thought” Watch “7 Ways to Get Yourself in Trouble Abroad” | | |
| Discussion Questions | <p>Discussion 5A – What do you think of the Sapir-Whorf hypothesis? Explain which view you embrace: “the firm/deterministic” view or the “softer” view. In embracing such a view, what does it imply about thinking and language use and the possibility of intercultural competence?</p> <p>Discussion 5B – Reflect upon the kinds of verbal and nonverbal codes that you frequently engage in and use, as well as those that you prefer to see from interactants. What do these reflections indicate about you as an intercultural communicator and about your preferences? Discuss several examples. Review and comment on at least two classmates’ responses.</p> | <p>Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)</p> | <p>30 pts</p> <p>30 pts</p> |
| Learning Activities | <p>Quiz 5 – Chapters 7-9</p> <p>Cultural Comparison Presentation: Choose two cultures to compare and contrast (It’s a good idea if one of the cultures is your own). Research these cultures. Apply 4-6 intercultural communication concepts from class to your findings. Also develop a short dialogue between individuals from those cultures that demonstrates both intercultural competence and incompetence.</p> <p><u>Aspects to Address in Your Research:</u></p> <ol style="list-style-type: none"> 1) What are basic facts about the culture? 2) What are beliefs, values and norms of the cultures? 3) Are the cultures more high or low context? Why? 4) How do Hofstede’s dimensions apply to the cultures? 5) Hypothesize how these cultural aspects may affect communication. <p>The graded outcome of this activity/assignment will take the form of a narrated presentation using VoiceThread.com. The presentation must demonstrate information about the cultures that is grounded in research. Final slide should include a bibliography of sources cited in appropriate format. You should consult a minimum of three sources besides the text. Sources can be online, interviews or hard copy. Contact your instructor if you have questions.</p> | <p>Sunday @ 11:59 pm (Central) of Week 5</p> | <p>20 pts</p> <p>125 pts</p> |

Week 6 – Intercultural Competence in Relationships and Contexts

| | <i>Activities to Complete</i> | <i>Due</i> | <i>Points</i> |
|-----------------------------|--|---|-------------------|
| Objectives | <ul style="list-style-type: none"> ❖ Describe five types of interpersonal relationships ❖ Distinguish among the four relationship models ❖ Explain the dynamic of “face” in interpersonal relationships ❖ Explain the components of social episodes ❖ Summarize the challenges of intercultural communication in a particular context | | |
| Readings | Chapters 10-11 in Lustig/Koester/Halualani | | |
| Lesson Presentations | Watch “Bridging Cultural Differences in Business” Watch “Cultural Differences in Nursing” Watch “What Kids Wish Their Teachers Knew” | | |
| Discussion Questions | <p>Discussion 6A: Think about the facework that you have enacted in your intercultural interactions. In what ways have you preserved your own face and that of others? Identify the types of face needs that you have had in past experiences. Discuss what this information indicates about you as an intercultural communicator. Review and comment on at least two classmates’ responses.</p> <p>Discussion 6B: Choose one of the three contexts discussed in Chapter 11 – health care, education or business. Reflecting on that context, discuss two intercultural challenges in that context today and the implications of being interculturally competent v interculturally incompetent in that setting. Review and comment on at least two classmates’ responses.</p> | Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central) | 30 pts |
| Learning Activities | <p>Week 6 Quiz – Chapters 11-12</p> <p>Intercultural Movie Analysis: Choose one of the four movie options to view for this assignment. Each of the movies is available online. Write an analysis of the movie applying at least three of the following concepts from class to characters and cultural contexts in the movie. Provide examples to support your assertions. Using terminology we’ve studied class appropriately will merit a higher score. The paper should be double-spaced and 750-1,000 words in length.</p> <ol style="list-style-type: none"> 1. The continuum of interculturalness (most intercultural vs least intercultural) from Chapter 2. 2. Hall’s high/low context taxonomy and/or Hofstede’s cultural dimensions from Chapter 5. 3. Cultural biases (stereotypes, prejudice, discrimination, racism) from Chapter 6. 4. Verbal and Nonverbal Codes (explicit and implicit communication) from Chapters 7 & 8. 5. Types of relationships and relationship models (communal sharing, authority ranking, equality matching, market pricing) in Chapter 10. 6. Components of Social Episodes (cultural patterns, social roles, rules of interaction, interaction scenes and interaction contexts) in Chapter 11. | Sunday @ 11:59 pm (Central) of Week 6 | 20 pts 125 pts |