ED 560: Intercultural Communication and Learning  
*Summer Session Hybrid Syllabus*

**COURSE START DATE:**  
July 1, 2013

**ONLINE DATES:**  
July 1 – July 7  
July 15- July 21  
July 22 – July 28  
July 29- August 4  
August 5 – August 11

**ON CAMPUS DATES:**  
July 8 – July 12

**COURSE END DATE:**  
August 11, 2013

**COURSE DESCRIPTION**

As our classrooms and workplaces become more diverse, the need to understand differences and the many variables of intercultural communication is essential. Major concepts covered in this course include the definition of culture, communication styles, ethnicity and identity, and intercultural sensitivity. The course provides an appreciation of the diverse ways of communicating in different cultures. Students will gain competence in handling intercultural situations in a variety of professional venues.

**COURSE PREREQUISITE AND/OR MINIMAL TECHNICAL SKILLS**

No prerequisites.

**COURSE OBJECTIVES**

Upon completion of this course, you should be able to do the following:

- Compare and contrast the major theories and models of cross-cultural interaction.
- Apply the “Five Value Orientations.”
- Manage cross-cultural conflicts.
- Apply techniques for communicating in different cultures.
- Apply appropriate methods of dealing with stereotypes.
- Become aware of the influence of culture in your own thinking and behavior and the thinking and behavior of others.
- Understand how culture influences communication, and how it interacts with social and psychological factors to influence communication.
• Identify barriers to effective cross-cultural and intercultural communication and develop strategies for dealing with these barriers.

• Develop an awareness of contemporary events that illustrate the need for improved cross-cultural and intercultural communication skills

• Increase cognitive, affective and behavioral skills that would create and/or improve cultural awareness, sensitivity, appreciation, tolerance and intercultural communication competence.

**COURSE FORMAT**

This hybrid course consists of ten units (five of which will be covered in our “live” in class session), several brief essays, a PowerPoint presentation, a book review, weekly discussions on ANGEL, and a research paper. These activities are designed to measure your understanding of the course content and your ability to apply what has been learned to actual situations.

Each class unit will consist of a range of readings from: 1) my lectures, 2) your text, and 3) additional articles. For each unit you will participate in online discussions and application activities.

Once we move completely online, class sessions will run from Monday mornings at 12:01 a.m. to Sundays at midnight.

If you are in need of support services or resources, please do not hesitate to contact me. If you have questions about your academic performance at any time during the course, please let me know.

**REQUIRED TEXTS**


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If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EDMAP. You can reach EDMAP by phone at 1-(800)-274-9104 or website at [http://www.edmapbookstore.com/storefront/index/STJSP](http://www.edmapbookstore.com/storefront/index/STJSP)
COURSE SCHEDULE

Week 1: Online (July 1-7)

1. Topics & Issues
   - Intro. to Intercultural Communication
   - Building Blocks and Barriers

2. Required Readings
   - Bennett, Basic Concepts of Intercultural Communication
     Stumbling Blocks in Intercultural Communication: pp. 173-244
   - Storti, Figuring Foreigners Out
     Chapter 1: What is Culture? pp. 5-15
     Chapter 2: Building Blocks of Culture, pp. 19-83
   - One Hundred Per Cent American by Ralph Linton
     http://www.ou.edu/cls/online/lstd2313/pdfs/unit2_linton.pdf

3. Assignments
   - ANGEL DISCUSSION #1: Original Post Due by Thursday midnight
     Replies to others due by Sunday midnight
   - Introduce yourself in the “Who’s Who forum”.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 2, Day 1: On Campus (July 8)

1. Topics & Issues
   - Identity and Intercultural Communication

2. Required Readings
   - White Privilege: Unpacking the Invisible Knapsack
     http://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisibl%20Knapsack.pdf
3. Assignments
   • Consider a topic for your PowerPoint presentation.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

Week 2, Day 2: On Campus (July 9)

1. Topics & Issues
   • Perceptions and Stereotypes

2. Required Readings
   • Bennett, Basic Concepts of Intercultural Communication Culture: A Perceptual Approach, pp. 97-110
   • **Deering High School Focus Group Report on Harassment**

3. Assignments
   • Describe in writing the advantages and disadvantages you have experienced which you believe to be a function of your race and/or gender. Write a 1-2 page essay and submit your essay to me the ANGEL Assignment link by midnight July 10th.
   • Submit PowerPoint presentation topic in class.
   • Work on PowerPoint presentation.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

Week 2, Day 3: On Campus (July 10)

1. Topics & Issues
   • Culture, Communication and Conflict

2. Required Readings
   • Bennett, Basic Concepts of Intercultural Communication Overcoming the Golden Rule: Sympathy and Empathy: pp. 191-214.
   • Read the PowerPoint notes in the unit readings on ANGEL and the mini-lecture. *(ok, so it’s not a mini-lecture this week –gotta love conflict, right??!)*

3. Assignments
- How do you handle conflict? Take the conflict management style survey from the “Conerly” article before coming to class today.
- Work on PowerPoint presentation.

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

### Week 2, Day 4: On Campus (July 11)

1. **Topics & Issues**
   - Nonverbal Issues in Intercultural Communication

2. **Required Readings**
   - Read the PowerPoint notes, case studies, and the mini-lecture for this unit on ANGEL.

3. **Assignments**
   - We will be playing a review activity for prizes today so review all readings you have been assigned in the course up to this point.
   - Work on PowerPoint presentation.

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

### Week 2, Day 5: On Campus (July 12)

1. **Topics & Issues**
   - Presentation Day!

2. **Required Readings**
   - None.

3. **Assignments**
   - 15-30 minute PowerPoint presentation

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).
Week 3: Online (July 15 – 21)

1. Topics & Issues
   • Verbal Issues in Intercultural Communication.

2. Required Readings
   • Bennett, Basic Concepts of Intercultural Communication Science and Linguistics: pp. 85-95.
   • Storti, Figuring Foreigners Out
     Chapter 3: Styles of Communication/Verbal Communication. pp. 87-112.
   • Read the PowerPoint notes and the mini-lecture.
   • “You Tube” Videos: http://www.youtube.com/results?search query=american+tongues&search_type=
     Watch several of the videos from “American Tongues.”

3. Assignments
   • Submit your research paper proposal to me via the ANGEL Assignment link on or before July 21st. Write a short paragraph describing your proposal, and list some of your proposed resources, both primary and secondary.
   • ANGEL DISCUSSION #2: Original Post Due by Thursday midnight
     Replies to others due by Sunday midnight

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 4: Online (July 22 – 28)

1. Topics & Issues
   • Intercultural Communication and Education

2. Required Readings
   • Bennett, Basic Concepts of Intercultural Communication Multicultural Education: Development, Dimensions, and Challenges: pp. 69-84.
   • Read the PowerPoint notes and the mini-lecture.
   • Effective Educators are Culturally Competent Communicators article
   • Visit the following websites:
     http://www.everythings esl.net/downloads/culture_questions02.pdf
     Read the 37 intercultural classroom scenarios as well as the correct responses for each.

     In this second link, read the 20 new intercultural education scenarios and responses.
3. Assignments
   - **ANGEL DISCUSSION #3:** Original Post Due by Thursday midnight
     - Replies to others due by Sunday midnight
   - **Education Essay:** Locate a journal article about intercultural communication and education through the library online at http://www.sjcme.edu/library.
     - Summarize and reflect on the article in a 1-2 page essay. Send an electronic copy of the article (or the link) when you submit your essay to me via the ANGEL Assignment Link on or before July 28th.

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

**Week 5: Online (July 29 – August 4)**

1. **Topics & Issues**
   - Intercultural Communication and Business

2. **Required Readings**
   - Storti, *Figuring Foreigners Out*
     - Chapter 4: Culture in the Workplace, pp. 127-151.
   - Read the PowerPoint notes and the mini-lecture for this week.
   - Goman, C. (2002). *Cross-Cultural business practices.* Communication World. (I think you will like this article the most!)

3. **Assignments**
   - **ANGEL DISCUSSION #4:** Original Post Due by Thursday midnight
     - Replies to others due by Sunday midnight
   - **BOOK REVIEW DUE:** Answer the following questions about the book *When the Spirit Catches You and You Fall Down* in 2-3 page essay format. Submit the book review to the ANGEL Assignment Link on or before August 4th.
     - What were your overall thoughts on the book?
     - What were some of the main areas of intercultural misunderstanding?
     - What could have been done differently to avoid these clashes?
     - How would you describe Hmong culture? What is their orientation toward time, nature, and activity? What are some of the things that they value?
What style of communicating do you think they use?

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 6: Online (August 5- August 11)

1. Topics & Issues
   - Intercultural Communication and Health Care

2. Required Readings
   - Storti, Figuring Foreigners Out
     Chapter 5: The Cross Cultural Perspective, pp. 153-157
   - Read the PowerPoint notes for this week.
   - You Tube Video: Justine’s Story
     http://www.youtube.com/watch?v=jIFWxWG9I-s&feature=related
   - Intercultural Palliative Care: Do We Need Cultural Competence?

3. Assignments
   - ANGEL DISCUSSION #5: Original Post Due by Thursday midnight
     Replies to others due by Sunday midnight
   - RESEARCH PAPER DUE by August 11th via ANGEL Assignment link

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

**GRADING BREAKDOWN**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Race/Gender Mini Essay (1-2 pgs.)</td>
<td>5%</td>
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<tr>
<td>Education Mini Essay (1-2 pgs.)</td>
<td>5%</td>
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<tr>
<td>Book Review Essay (2-3 pages)</td>
<td>15%</td>
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<tr>
<td>PowerPoint Presentation</td>
<td>20%</td>
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<tr>
<td>Discussion Board Participation</td>
<td>25%</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**RUBRICS**

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<tr>
<th>Score</th>
<th>Discussion Grading Criteria</th>
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<tbody>
<tr>
<td>5</td>
<td>Responses are on topic, original, and contribute to the quality of the discussion.</td>
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<td>Points</td>
<td>Description</td>
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<td>4</td>
<td>Responses are on topic, largely original, and contribute to the quality of the discussion. Responses make some informed references to unit material. Responses are generally clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom. One response per discussion question to a classmate that is thoughtful and advances the discussion.</td>
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<td>3</td>
<td>Responses are on topic, but they lack originality and lack a significant contribution to the quality of the discussion. Responses make vague or summary references to unit material. Responses have several mechanical or stylistic errors. Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom. Response(s) to others does not advance the discussion.</td>
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<td>1-2</td>
<td>Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. Responses make little or no references to unit material. Responses have several mechanical or stylistic errors. Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom. No responses to classmates. If there are two questions, student did not respond to one.</td>
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<tr>
<th>Written Assignment</th>
<th>Grade</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format</th>
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<td>50%</td>
<td>30%</td>
<td>20%</td>
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<tr>
<td>A</td>
<td></td>
<td>Response successfully answers the assignment question(s); thoroughly uses the text and other literature.</td>
<td>Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).</td>
<td>Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</td>
<td>Response generally exhibits higher-order critical thinking and analysis (e.g., true analysis).</td>
<td>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</td>
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<tr>
<td>C</td>
<td></td>
<td>Response answers the assignment question(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g., application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
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<tr>
<td>D</td>
<td></td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
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**COURSE GUIDELINES**

**ATTENDANCE POLICY:**
Students are expected to attend and participate in all dimensions of this course. Missing more than one class or not contributing online for more than a week will adversely affect your grade. Students are expected to attend class and actively contribute to the online discussions in timely fashion, as this supports a significant portion of your grade. It is the responsibility of each student to understand fully the attendance policies and procedures for every course in which the student is enrolled.

Students must participate (defined as logging in to the course website and interacting; posting questions, thoughts, homework, assignments, etc.) no less than three times per week.

**Academic Integrity:** You are expected to maintain high standards of academic integrity in this class. Cheating, plagiarism, or any behavior deemed unethical will NOT be tolerated, and will be prosecuted in strict accordance with St. Joseph’s policies. Remember that these standards apply to the spoken word just as they apply to the written word. You are also expected to behave with integrity in the online classroom. Always show respect for others.

**ASSIGNMENTS:**

**ANGEL DISCUSSIONS** (5 questions @ 5 points each)  25 points total

**Participation Requirements:**
Each week you will be required to log onto the ANGEL course site, and complete the weekly discussion. Participation each week will consist of answering a weekly discussion question and having at least two substantial postings on other student’s answers. As a guideline, your initial post should be around 150 to 200 words. Subsequent posts when responding to others in class should be around 75-100 words in length. Please try and avoid responses such as “I agree” or “I was thinking the same thing,” as they add little to the discussion.

Frequent and substantive posts to discussion boards are crucial in an online course since they are the correlate to an in-class discussion in traditional classroom settings. These discussions are your opportunity to reflect what you have learned, and to interact with your course facilitator and colleagues.

In order to receive full credit (5 pts. each week) for the discussion questions, you must submit them by:

**Original Post on the Discussion Questions:**
Due by day 4 (Thursday midnight) of each week.

**Additional participation:** Anytime in the week.

**Online Discussions: What Is Expected of You**
1. Class participation using the course discussion board is an essential learning activity and a required component of this course.

2. If life gets in the way of your course, then you must notify your instructor as soon as possible. Your instructor is here to help you learn as much as you can; he/she needs to know what is happening in order to facilitate your learning.

3. You are required to substantively contribute to the ongoing discussion. Substantive postings are thoughtful and add value to the discussion by offering your critical and creative thoughts and by building upon the thoughts and comments of others.

4. All postings in response to discussion questions should be on point, concise, and succinct.

5. The purpose of engaging in discussion is to extend your learning and to deepen your understanding of concepts presented in the course. The expectation is not to have everyone repeat what was read in the week’s readings but to share ideas, perspectives, experiences, and understanding; always trying to go beyond what we (currently) know.

**MINI ESSAYS (2 @ 5 points each)  10 points total**
Specific guidelines can be located within the class schedule “assignments” section.

**BOOK REVIEW ESSAY (1 @ 15 points)  15 points total**
Specific guidelines can be located within the class schedule “assignments” section.

**POWERPOINT PRESENTATION (1 @ 20 points)  20 points total**
For this project, you will analyze intercultural communication within a specific context (education, health care, business, etc.). On the final day of our “live class,” you will share with us a 15-30 minute PowerPoint slide presentation (15 slide minimum) that provides specific tips for managing differences in the context you choose.

**RESEARCH PAPER (1 @ 30 points)  30 points total**
The research paper must be between 12-15 double-spaced, typed pages. The purpose of the paper is to explore a topic of particular interest within the field of education, health care, or business and intercultural communication. Your project must include the use of primary sources and oral interviews (if possible). In selecting a topic, think about what area interests you and what is feasible. This paper is designed to enable you to synthesize what has been learned in the course and to apply your knowledge and understanding to an individualized topic. Your paper will be submitted to me via the Assignment link in ANGEL on the final day of the course. Please copy and on the email.

**COURSE POLICIES AND PROCEDURES**
Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
- Access to support resources, including advising and online tutorial services
- Student Success Guides

**SUBMITTING ASSIGNMENTS**

As you complete each assignment in one Week, add each assignment on a new page to your word processing document. Complete and submit all the assignments for each Week in a single word processing document.

For instructions on how to submit your assignments, you can find an icon in your course called “Submit an Assignment” or by clicking on the following link and fill out the Assignment Submission Form: [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**How Do I Access Disabilities Services?**

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college’s Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.

This course was developed by Saint Joseph’s College for the exclusive use of students enrolled in the College’s Division of Graduate and Professional Studies.

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