



# OGLETHORPE

UNIVERSITY

COM 220

## INTERCULTURAL COMMUNICATION

2020



### COURSE INFORMATION

**Instructor:** Dr. Mary Lee Cunill

**Instructor Email:** Dr.Cunill@gmail.com (please use email instead of messaging via Moodle)

**Meeting time:** 11:15 a.m. - 1:15 p.m., Monday - Thursday

**Meeting place:** Classroom D & Online via Moodle

### COURSE DESCRIPTION

Every day we interact with people from different cultures in our classes, in the workplace and in social settings. This course will help you learn how to communicate more effectively in a multicultural world by exploring the ways people from different cultural backgrounds think, communicate, and behave based on the value systems, worldviews, and narratives that shape them. Our home city has many different ethnicities and nationalities, offers an excellent opportunity to apply the theories introduced, to real world settings.

### COURSE OBJECTIVES

Students will develop an understanding of the factors that shape culture, examine key theoretical frameworks that explain cultural differences, and apply this knowledge to real world situations. Learning outcomes include:

- ◆ Learning key theories that facilitate how to understand cultural differences.
- ◆ Understanding how culture impacts verbal and non-verbal communication.
- ◆ Developing strategies to communicate with individuals from different cultures.
- ◆ Moving from an ethno-centric to an ethno-relative understanding of different cultures.

### LEADABROAD MISSION AND VALUES

LeadAbroad is committed to leveraging the international experience for a student's personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals

- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- Creating *trusting relationships* with those from different cultures
- Identifying your *purpose and path* while abroad
- *Serving* others abroad and at home
- *Maximizing your potential* by taking what you learned back home

## TEXTS

*Communicating Across Cultures* by Stella Ting-Toomey and Leeva Chung. 2<sup>nd</sup> edition. Guildford Press, 2018.

*Kiffe, Kiffe, Tomorrow* by Faziza Guene. 2007

Excerpts (pdfs will be provided, purchase not required for the following):

Turnbull, Sarah. *Almost French: Love and a New Life in Paris*. 2000

*The Spirit Catches You and You Fall Down*. Anne Fadiman. 2012

Firozeh Dumas. *Funny in Farsi*, 2004

Additional readings will be posted to Moodle.

## EVALUATION

Cultural field experience (@5%each)	20%
Personal cultural narrative	20%
Cultural presentation	15%
Quizzes and exercises	10%
Final Exam	25%
Class Participation	10%
Total	100%

The personal cultural narrative requires you to apply cultural concepts and dimensions to examine your own cultural identity by identifying the perceived sources of your values and worldviews, and culturally preferred communication styles (2-3 pages).

The cultural field experience requires students to visit a place of worship, cultural center or a ethnic neighborhood to analyze the people, environment, and institutions there and write an account that draws on theories discussed in class. (2-3 pages). The presentation requires you to develop guidelines for dealing with people in a new culture in a specific context.

Detailed handouts will be provided for each assignment.

## GRADING SCALE

A= 93-100; A- =90-92;

B+ = 87-89; B = 83-86; B- = 80-82;

C+ = 77-79; C= 73-76; C- = 70-72

D+ = 67-69; D = 60-66; F= 59 and below

## **COURSE POLICIES**

### **Participation and Attendance**

A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

#### **Attendance:**

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2<sup>nd</sup> absence 2.5% deduction from overall grade
- 3<sup>rd</sup> absence additional 2.5% deduction from overall grade
- 4<sup>th</sup> absence additional 5% deduction from overall grade
- 5<sup>th</sup> absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

#### **Participation**

You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

**Here are some expectations to note regarding participation in this course and how your participation is assessed:**

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.

**Readings**

All assigned readings are to be completed by class meeting time. We may discuss the readings at length, or we may discuss only certain components. I may quiz you on the readings. All readings, whether discussed in class or not, contribute to your education; provide background information; establish context for your studies; and build a foundation that is essential to the successful completion of your assignments and degree.

**Technology**

This is a restricted technology classroom, which means that laptops, tablets smartphones and other similar devices can only be used when authorized by the instructor. Violation of these policies will lead to a significant deduction from your participation grade. Cell phones and other communication devices should be turned off or set to vibrate and not be used during class.

**Moodle and Email**

Students should familiarize themselves with Moodle and check the course page regularly since it will be used extensively to post homework assignments, supplementary readings and course updates. Each student should maintain an active, functioning e-mail account that can receive group e-mails. However, please note that I do not use Moodle to enter grades. If you have questions about how to calculate your grade, please come and see me.

**Disability statement**

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot

guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at [info@LeadAbroad.com](mailto:info@LeadAbroad.com)

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at [info@LeadAbroad.com](mailto:info@LeadAbroad.com).

### **Withdrawals and incompletes**

The standard university policies on withdrawals as outlined in the most current edition of the Bulletin, apply to this course.

### **Honor code**

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should

our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1 The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/ devices in fulfillment of course requirements.
- 1.2 Copying another person's work or participation in such an effort.
- 1.3 An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4 Forging or deliberately misrepresenting data or results.
- 1.5 Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6 Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7 Making unauthorized copies of graded work for future distribution.

- 1.8 Claiming credit for a group project to which one did not contribute.
- 1.9 Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10 Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11 Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

### **Title IX**

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.

### **COURSE SCHEDULE**

*This is a tentative schedule. Changes may be necessary as the semester progresses. Please check Moodle for the most updated schedule.*

Readings need to be completed before the class meets.

Date	Topic	Reading/Activity (to be read before coming to class)	Other important info
Tuesday, July 7	Course Introduction		
Wednesday, July 8	The Need for Intercultural Communication	Ch 1	Personal Cultural Narrative: Identity Circles
Thursday, July 9	Shaping Identity	Ch 2 & Article on Catalan	<b>Cultural Field Experience:</b> Barcelona Museum City History  Meet in Classroom. 8 minute walk.
Monday, July 13	Cultural Value Dimensions	Ch 6	Personal Cultural Narrative: Microcultural value dimensions
Tuesday, July 14	Culture Shock	Ch 3 & Guene	<b>Cultural Field Experience:</b> Walk Las Ramblas  Meet in Classroom. 16 minute walk.
Wednesday, July 15	Immigrants and Acculturation	Ch 4 & Dumas	<b>Cultural Field Experience:</b> Colonia Guell & Gaudi's Crypt.  Meet in class and take bus (need bus)
Thursday, July 16	Developing Intercultural Competence	Ch 5	Quiz 1: Ch 2 & 4 Personal Cultural Narrative: Rule Book for my Family of Origin Microculture
Monday, July 20	Nonverbal communication and culture	Ch 7	
Tuesday, July 21	Mindful Intercultural Verbal Communication	Ch 8	<b>Cultural Field Experience:</b> Barcelona Museum Catalan History  Meet in Classroom. 13 minute walk.

Wednesday, July 22	Understanding Intergroup Perceptual Filters, Biases, and Communicative Distance	Ch 9	Guest Speaker to Discuss Catalan Independence Movement (?)
Thursday, July 23	Intercultural Communication within Context	Fadiman	Quiz 1: Ch 3 & 7 Personal Cultural Narrative: Shifting from Family of Origin Microculture to Chosen Family Microculture
Monday, July 27	Attending to Intercultural and Intergroup Conflict Issues	Ch 10	
Tuesday, July 28	Intercultural Intimate Relationship Development Processes	Ch 11 & Turnbull	Quiz 3: Ch 8 & 9
Wednesday, July 29			<b>Cultural Field Experience:</b> Chapel of Sant Jordi in the Palacio de la Generalitat  Meet in Classroom. 10 minute walk.
Thursday, July 30	Student Presentations Part 1		Quiz 1: Ch 2 & 4
Monday, August 3	Ethics in an Intercultural Communication Context		Personal Cultural Narrative: Navigating Re-entry Shock: Mindful Transitions and Navigations of personal identity and microculture
Tuesday, August 4			<b>Cultural Field Experience:</b> Chabad office at Carrer de Sant Honorat 9 <a href="https://www.jpost.com/Diaspora/Barcelonas-Jewish-history-hidden-in-plain-sight-591201">https://www.jpost.com/Diaspora/Barcelonas-Jewish-history-hidden-in-plain-sight-591201</a>  or Sagrada Familia  Meet in the Classroom. Travel by bus 20 minutes.

Wednesday, August 5	Student Presentations Part II		
Thursday, August 6	Final Exam		