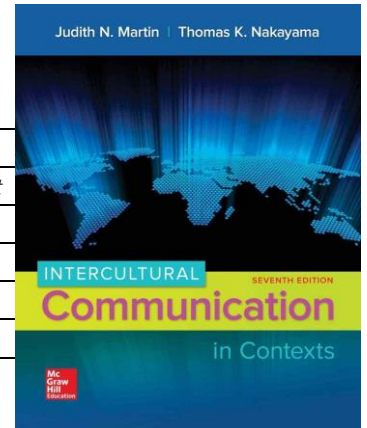
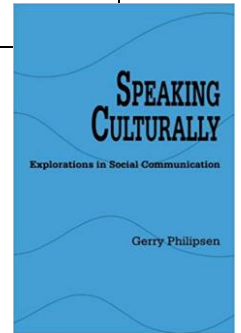


COMM 5304/4307.001 – Intercultural Communication
Fall 2019
Course Syllabus



Professor:	Joseph Velasco, Ph.D.
Office Hours:	Monday - Thursday, 2pm-2:50pm, or <i>by appointment</i>
Office Location:	FAB 206B
Telephone:	432-837-8370
Email Address:	jvelasco@sulross.edu
Class Schedule:	9:30am - 10:45am TTh
Classroom Location:	MAB 301
Required Text:	Martin, J. N., & Nakayama, T. K. (2018). <i>Intercultural communication in contexts</i> (7 th ed.). McGraw-Hill: New York.
Recommended Book:	Philipsen, G. (1992). <i>Speaking culturally: Explorations in social communication</i> . SUNY Press: Albany, NY.



Course Introduction

Issues of culture and diversity are both pervasive and unavoidable in our everyday lives. Accordingly, the following questions are (I think) well worth asking and answering:

How are people similar? How are people different? What relationship do similarities and differences have with everyday communication?

It is important to note that these questions do not have *a* right answer. (In fact, answers to these questions are almost as numerous as attempts to answer them!) Rather than attempt to lead you to *an* answer (which would probably be unsatisfactory to you), we will talk about ways you might answer these questions for yourself. In addition, you will have the opportunity to explore your own and others' culture(s) and hopefully come to a greater understanding of the opportunities and perils bound up in culture and intercultural communication.

In addition, this course is designed to compel you to enter the field of Intercultural Communication, coinciding with the field's **three-fold emphasis**: 1) cultural communication – examining communication among members of a given cultural group; 2) cross-cultural communication – comparing and contrasting communication across cultural groups; and 3) intercultural communication – examining communication between members of different cultures. While we will rarely take up these topics directly, this three-fold emphasis permeates our readings, class discussions, and assignments throughout the semester.

Section I. Course Objectives

The general objectives for this course are to *further enhance your competence and knowledge of human communication within cultural contexts*. As a student, your learning objectives are to:

1. Develop a communication perspective on cultural, cross-cultural, and intercultural relationships.
2. Identify and explain various theories in intercultural communication.
3. Comprehend various concepts and discuss them in an intellectual manner.
4. Analyze your communication and the communication of others.
5. Demonstrate proficiency with synthesizing concepts from multiple readings in conversation with other students.
6. Develop proficiency with writing which demonstrates the exploration and development of an academic *voice*.
7. Contribute to a collection of academic journal article reviews, thereby constructing a community of scholars amongst your course colleagues.

Section II. Student Learning Outcomes

This course is designed to meet one or more of the student learning outcomes applied to all Communication majors:

SLO 1: Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.

SLO 2: Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.

SLO 3: Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.

Section III. Course Requirements, Assignments, and Grading

<u>Assignment</u>	<u>Points Possible</u>	Grade Description (Points)
Attendance & Preparation (undergrad only)	300	
Bb Discussion Board Posts (grads only)	300	
Article Summaries (3)	300	
Literature Review Draft	100	
Final - Literature Review	300	
	<hr/>	
Total	1000	

Grade Description (Points)

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = < 600

Attendance & Preparation (undergrads). Ten percent of your grade is dependent upon you attending class and being prepared. I will keep attendance records and note trends of your

preparation for class as evidenced through participation and by being equipped with course materials.

Blackboard Posts (Grads). You will need to respond to a discussion board hosted on Blackboard. I'm looking for insight and the development of a scholarly voice. I'm not looking for regurgitation of material. I assume you are reading everything carefully. This is your chance to demonstrate your status as an emerging scholar. Don't go for length. Go for quality writing.

Article Summaries. You are required to search the online database (provided by the library) and find **three scholarly journal articles** that both interest you AND relate to the field of intercultural communication and come from a peer-reviewed Communication journal. You will then write a one-page summary of each article and **submit one on the designated days in your course calendar**. Please bring a one-page copy of your summary for each of your class colleagues. Basically, you will have to teach the class about the content of the article, informing us of any key concepts, the methods employed, the findings, and discuss the implications of the study. In addition, you will need to prepare two discussion questions to pose to the class concerning your topic. All of this should be included in your handout.

Literature Review (and draft). You will choose a topic that interests you and can be understood from a family communication perspective. You will then survey the relevant literature written about your topic (primarily in the discipline of Communication Studies and its journals) and then organize it thematically. As you review your literature and themes emerge, you should be thinking about what gaps exist and where you might go in your research. On **Tuesday, October 29th**, you will submit a draft on Blackboard (saved as a Word document) of your literature review so that I can give you feedback a month in advance of the due date. The draft is worth 100 points. **Your literature review is due on Tuesday, December 3rd by 5pm.** **Additional guidelines will be provided in class.**

Section IV. Policies

Attendance. I expect you to be in class. You are responsible for everything that goes on, including announcements, lecture material, assignments, and modifications to the course schedule – *this includes required reading in subsequent class meetings*. Arrange with someone in the class wherein you will notify each other of relevant items in the event that one of you must be absent. Unexcused absences may result in a lower grade. In keeping with university policy, **I may drop you from the course if you meet or exceed nine unexcused absences in a MWF course or if you have at least six unexcused absences in a class that meets twice a week.** According to the university, an absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences. An absence because of participation in an official University activity is considered to be an authorized absence.

Classroom Demeanor. I expect the environment during class meetings to be conducive to learning. I have little tolerance for students talking among themselves when they should be listening to someone else speak. I understand that some comments pertain to class material; I encourage you to share these comments with the class as a whole. Also, I would rather that cell phones, pagers, etc. **not** disrupt class – make sure your communications technology is **shut down** when class begins.

Academic Integrity. I expect and assume that as students you conduct yourselves in accordance with the highest standards of academic honesty. Sul Ross State University reserves the right, through due process, to place on probation, suspend or expel any student who violates academic integrity and regulations by *plagiarism, classroom misdemeanor, or academic dishonesty*. Plagiarism includes doing and/or taking credit for someone else's work, presenting the ideas and work of others as your own, and not citing your sources if you utilize the ideas of others. Classroom misdemeanor includes cheating, allowing others to cheat, and interfering with others' ability to succeed in the course. Academic dishonesty includes procuring examination materials illegally, doing unauthorized group work, and handing in your own work for which you have already received academic credit (see Student Handbook, p. 66).

Late Work. *You are responsible for handing in assignments when they are due.* If you miss a due date, you will be given full credit *only* if the assignment was missed because of a University-excused absence – which includes hospitalization or a *serious* medical condition, a family or personal *emergency*, or a University-sponsored activity. In order to be able to make up the assignment, you must notify me beforehand *and* have supporting documentation from a relevant authority that the situation or event occurred.

Section V. Notes on University Programs and Policies

ADA. It is Sul Ross University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, psychological, or learning impairment/disability/challenge, please contact the ADA Coordinator for Program Accessibility located in FH 112 or call 837-8203. E-mail: mschwartz@sulross.edu

The **Graduate Student Center**, located in BAB 104, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Both Alpine and distance education students can receive writing and thesis assistance by contacting shileman@sulross.edu or calling 432-837-8015.

Graduate Readings (noted below in Course Calendar by asterisks)

Week 1

David W. Kale - *Peace as an Ethic for Intercultural Communication*

Week 2

Geert Hofstede – *I, We, and They*

Triandis - *Two Constructs*

Week 3

Gerry Philipsen – *Mayor Dayley's Speech*

Recommended Reading: Entire Book: Philipsen, G. (1992). Speaking culturally: Explorations in social communication. SUNY Press: Albany, NY.

Week 6

Natalie J. Dollar – *Language Diversity Within the United States: Understanding the Houseless Youths' Code for Speaking*

Week 7

James H. Robinson – *Communication in Korea: Playing Things by Eye*

Week 8

Bryant Keith Alexander - *Fading, Twisting, and Weaving: An Interpretive Ethnography of the Black Barbershop...*

Week 11

Keith Basso – *Indian Models of "the Whiteman"*

Course Calendar

(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Aug 27 Aug 29	Course Introduction Why Study Intercultural Communication?	Preface Chapter 1*	
Two	Sept 3 Sept 5	The History of the Field A Dialectical Approach	Chapter 2* Chapter 2	
Three	Sept 10 Sept 12	Definitions History AND Intercultural Communication	Chapter 3* Chapter 4	
Four	Sept 17 Sept 19	Identity <i>Library Workshop on Research</i>	Chapter 5 N/A	Location: Library
Five	Sept 24 Sept 26	<i>Library Workshop on Writing</i> Article Summary 1	N/A	Location: Library Article Summary 1
Six	Oct 1 Oct 3	Article Summary 1 Language and Intercultural Communication	Chapter 6*	Article Summary 1
Seven	Oct 8 Oct 10	More on Language Nonverbal Codes	Chapter 6* Chapter 7*	
Eight	Oct 15 Oct 17	Cultural Space <i>Writing Day</i>	Chapter 7* N/A	
Nine	Oct 22 Oct 24	Intercultural Transitions Article Summary 2	Chapter 8*	Article Summary 2
Ten	Oct 29 Oct 31	Article Summary 2 Pop Culture and Intercultural Communication	Chapter 9	Literature Review Draft
Eleven	Nov 5 Nov 7	Culture and Relationships Culture and Conflict	Chapter 10* Chapter 11*	
Twelve	Nov 12 Nov 14	Article Summary 3 Article Summary 3		Article Summary 3 Article Summary 3
Thirteen	Nov 19 Nov 21	Family Crisis Symposium Family Crisis Symposium		
Fourteen	Nov 26 Nov 28	Social & Personal Responsibility Thanksgiving Holiday – No Class!	Chapter 12	Course Evaluations
Fifteen	Dec 3 Dec 5	Paper Presentations & Course Wrap-up DEAD DAY – NO CLASS		Final Copy of Lit. Review
Sixteen	Dec. TBA	Final Exam - 8am-10am		Final Exam