

## Communication Studies 330: INTERCULTURAL COMMUNICATION

**Course Description:** This course broadly explores the following motivations underlying intercultural communication: the desire to get along and the desire to emphasize differences. In an effort to understand these motivations, the relationship between culture and communication will be examined, with emphasis given to social, psychological, linguistic, and nonverbal variables.

**Course Goals:** The goals of the course include introducing students to: 1) the importance of culture to identity and communication, 2) cultural similarities and differences, 3) the relationship between attitudes and motivations when engaging in intercultural communication, 4) the role of mass media in learning about culture(s), and 5) intercultural communication competence/incompetence.

**Course Objectives:** The objectives of the course are for students to 1) develop cultural awareness, 2) observe when culture is salient during communication, 3) analyze motivations underlying intercultural communication, 4) manage intercultural communication, and 5) apply intercultural theory.

**Required Text:** Martin, J. N., & Nakayama, T. K. (2013). *Intercultural communication in contexts* (6th ed.). New York, NY: McGraw-Hill.

**Assessments:** Your evaluation in the course will be based on the following:

Exam 1	100 points (28%)
Exam 2	100 points (28%)
Final Examination	100 points (28%)
Outgroup Cultural Experience	50 points (14%)
Discussion Question 1	5 points (1%)
Discussion Question 2	5 points (1%)
Discussion Question 3	5 points (1%)

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**365 TOTAL POINTS**

### Course Policies

**Grading:** Grading is distributed via “points” rather than “letter grades.” The final grade earned in the class will be determined by considering the point distribution for the entire class as well as a standard normal curve (e.g., 100%–90% = A, 89%–80% = B, 79%–70% = C, 69%–60% = D, anything below 60% = F). All questions (and potential errors) regarding the points

earned for any assignment, discussion question, or exam must be brought to the attention of the professor within one week of earning the score. If you have questions regarding a grade received, please allow a day to pass before speaking to the professor. Also, be sure to re-read your work and the professor's comments before speaking to the professor. Remember that grades reflect the quality of the finished product, not the effort exerted on the product. **No changes or adjustments in points will be allowed after one week.**

**Exams:** Exams will be multiple choice, true/false, and fill in the blank. **Please bring a #2 pencil and an 882 scantron to the exams.** Exams are to be taken on the designated dates. If a student is absent on an exam day, make-ups will not be allowed unless the excuse falls under the university's excused absence policy (see below). Verification must be presented within a week of the student's return to class. Once verification is offered, students have one week to make up the exam.

**Discussion Questions:**

Periodically throughout the semester, the professor will pose discussion questions to the class. Time will be given in class to respond to the questions. Responses will not be graded. Instead, points will be rewarded for completing the assignment. **Late discussion questions will not be accepted** (unless the absence falls under the university's excused absence policy). **If you are not present when the discussion question is posed, then no points will be earned.**

**Attendance:** Attendance at lecture is not required, but may factor into your grade. Attendance is strongly recommended because some of the lecture material cannot be found in the book. If you miss class, you are responsible for the material covered. **The professor or graduate assistant does not give out lecture notes**, so you should get any missed notes from a fellow student.

Only in the case of an "excused absence" will make-up exams and late exercises be permitted. The University Attendance Policy defines an excused absence as illness or injury to the student, death, injury, or serious illness of an immediate family member or the like, religious reasons, jury duty or government obligation or university sanctioned or approved activities. In the rare instance of an excused absence, please contact me prior to any due dates. You will also be asked to provide written documentation of the absence (e.g., medical note from physician). See the policy at:

[http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/)

**Laptop Policy:** Use of laptops is permitted in class; however, users are asked to sit in the back row of the classroom. Even so, if laptop use is found to be disruptive to surrounding students, the professor retains the right to prohibit its use.

**Disruptive**

**Behavior:** Cell phone (including text messaging) use is not permitted in class. If the professor observes its use during class, the student will be asked to leave the class for the remainder of the period.

**Accommodation:** Please notify the professor at the beginning of the semester if you have a disability and need accommodating. In accordance with university policy, students with disabilities must verify their eligibility to receive accommodations through Disabled Student Services (562) 985-5401.

**Extra Credit:** Extra credit in the course is typically offered only when participation in departmental research is needed.

**Withdrawal:** It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university.

**Academic dishonesty** on any course assignment will result in receiving zero points on the assignment and will be reported to the university. See the university's policy or ask the professor if you are unsure of what behaviors constitute academic dishonesty:

[http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2008/02/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/)

**Emergency:** Should an emergency occur on campus, please be prepared by reading the following document: <http://emergency.csulb.edu/pdf/emergency-procedures2.pdf>

### TENTATIVE LECTURE AND READING SCHEDULE

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Topic</b>	<b>Reading</b>
<b>PART 1: Foundations of Culture</b>				
1	W	1/21	Course Introduction	

<b>2</b>	M	1/26	Identity	Chapter 5
	W	1/28	Identity (cont.)	
<b>3</b>	M	2/2	Identity (cont.)	Chapter 1
	W	2/4	What is Culture?	
<b>4</b>	M	2/9	What is Culture (cont.)	
	W	2/11	What is Culture (cont.)	
<b>5</b>	M	2/16	Dimensions of Culture	Chapter 3
	W	2/18	InterACT Performance Troupe	
<b>6</b>	M	2/23	Dimensions of Culture (cont.)	
	W	2/25	<b>Exam 1</b>	
<b>7</b>	M	3/2	Verbal Messages and Culture	Chapter 6
	W	3/4	Verbal Messages and Culture (cont.)	
<b>8</b>	M	3/9	Verbal Messages and Culture (cont.)	Chapter 7
	W	3/11	Nonverbal Messages and Culture	
<b>9</b>	M	3/16	Nonverbal Messages and Culture (cont.)	
	W	3/18	Nonverbal Messages and Culture (cont.)	
<b>10</b>	M	3/23	Intercultural Communication	Chapter 2 Chapter 12
	W	3/25	Intercultural Communication (cont.)	
<b>11</b>	M	3/30	Spring Break – No Classes	
	W	4/1	Spring Break – No Classes	
<b>12</b>	M	4/6	Intercultural Communication (cont.)	
	W	4/8	<b>Exam 2</b>	
<b>PART 2: We Can All Get Along</b>				
<b>13</b>	M	4/13	Intercultural Communication Competence	Chapter 10
	W	4/15	Intercultural Communication Competence (cont.)	
<b>14</b>	M	4/20	Intercultural Communication Competence (cont.)	
	W	4/22	<b>PART 3: Why We Can't All Get Along</b> Seeking Cultural Distinction	
<b>15</b>	M	4/27	Seeking Cultural Distinction (cont.)	Chapter 8
	W	4/29	Seeking Cultural Distinction (cont.)	

<b>16</b>	M	5/4	Contact Theory	Chapter 9
	W	5/6	Contact Theory (cont.)	

**Final Exam is on WEDNESDAY, MAY 13, from 12:30PM - 2:30PM**

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## Outgroup Cultural Experience

**Purpose:** Contact with *outgroup* cultures is an important way to learn about cultures. The purpose of this assignment is for you to experience an outgroup culture and document your reactions.

**Procedure:** This assignment entails *purposive* exposure to an outgroup culture and documenting this experience in a 1-page reaction paper. Pre-approved cultural locations will be posted on BeachBoard throughout the semester. Students may also select their own outgroup cultural location. Some examples include visiting a museum, theater, bar, church, lecture, movie, neighborhood/ethnic enclave, or club. **Cultural experience locations must be pre-approved by WEDNESDAY, APRIL 22.** If cultural experience locations are not pre-approved, the professor reserves the right to dock a maximum of 5 points off the paper.

**Due Date:** The paper is **due no later than Wednesday, April 27, at 12:30PM.** In other words, papers can be turned in throughout the semester. Late papers will not be accepted.

### Paper Format:

- The paper must be typed in Times New Roman using 12-point font, double-spaced, with 1" margins, and approximately 1 page. All papers must be stapled.
- Do not put your name anywhere in the paper.
- The paper must have a cover page.
- A reaction paper includes an introduction (e.g., description of cultural experience), body (e.g., thesis of observation), and conclusion (e.g., summary of overall experience).
- The content of a reaction paper varies. Some questions to consider when writing include:
  - What observations were made of the outgroup culture?
    - How do the observations relate to course content?
  - What did you think about the observations?
  - What is your cultural identity?
    - Was your cultural identity salient?
  - How did you feel about your cultural identity while being in outgroup territory?
    - Address ingroup vs. outgroup identity
      - Did you feel positive or negative about your cultural identity at the location?
    - Was an ingroup vs. outgroup power difference apparent?
  - Did you talk to anyone from the outgroup culture?
    - What did you talk about?
    - Was the talk productive, counterproductive, or interesting?
  - What did you learn from the experience?
  - How did you feel your cultural identity and/or the outgroup culture after your exposure?

**Grading Criteria:**

- Paper mechanics, including grammar, punctuation, clarity, length, and organization
- Demonstrated understanding of course concepts and theory
- Analysis of topic using course concepts and theory
- Thoughtful and insightful reflection