The fish only knows that it lives in the water after it is already on the river bank. Without our awareness of another world out there, it would never occur to us to change.

- Source Unknown

### COURSE OVERVIEW

**Course Description.** This course investigates the fundamental concepts and issues in intercultural communication from a variety of conceptual angles and perspectives. Students will examine the complex relationship between *culture* and *communication* and how the two affect cultural context, power, history, identity, relationships, and conflict. Specific attention will be given to the relevance and application of intercultural texts, theories, research, and concepts. Students will be asked to consider the construction of their own cultural identities, values, beliefs, and practices through discussion, exercises, assignments, and exams. The process should enhance self-reflection, flexibility, and sensitivity to intercultural communication issues and processes in a wide variety of contexts.

**Student Learning Outcomes.**

At the conclusion of the course, students will be able to:

- explain the relationship between culture and communication.
- identify how culture shapes perceptions and ways of communicating.
- articulate the elements that shape cultural belief systems.
- discuss the roles of context and power in shaping intercultural communication.
- identify differences in cultural values, norms, and practices among cultural groups.
- make connections between intercultural theory, research, and everyday experiences.
- identify challenges to intercultural communication, both theoretical and practical, as well as ways to overcome those challenges.
**Classroom and Learning Expectations.** As the instructor, I pledge to do my best to present course materials in an interesting and engaging manner, to actively listen to and consider the ideas of every student in the classroom, and to be fair in grading all assignments and exams.

Students are expected to:

- arrive for class on time.
- turn off cell phones; do not text.
- use laptops only to take notes, not surf, IM, email, shop, facebook, etc.
- bring readings to class and be prepared to discuss them.
- participate in class and small-group discussions by sharing ideas and encouraging others to share their ideas.
- actively listen, consider, and reflect on the ideas of everyone in the classroom.
- generate a respectful and safe class atmosphere.
- wait until class is finished before “packing up.”

**Course Materials**

Readings are available on Blackboard. You **must** bring them to class, either in hard copy or electronic format.

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**COURSE POLICIES AND PROCEDURES**

**Attendance.** Attendance is required for participation in this course. Work missed during excused absences (those due to extreme illness, a family emergency, a religious holiday, or an excused university activity) can be made up. It is up to students to provide documentation of excused absences to me prior to planned absences and within a week of unplanned absences to make arrangements for missed work. Work missed due to unexcused absences may not be able to be made up. Additionally, students are responsible for obtaining the information covered in class.

Each student is allowed **three** absences throughout the semester, regardless of the reason. Continued unexcused absences will result in a deduction of **3 participation points** per absence. For excused absences, it is the student’s responsibility to inform me of the reason for missing class within a week of the absence.

**Late Work.** All assignments are due in class on the assigned day. If I do not have the assignment in class that day, the assignment is late. Each calendar day that the assignment is late will generally result in a one-letter-grade reduction. Plan ahead. In-class work and quizzes may not be able to be made up.

**Final Exam.** Students must be present at the scheduled final exam time for the course. This means that travel plans should be made with the final exam time in mind.

**Media.** When class is in session, **laptops** may be used **only** to take notes and reference class readings and materials. Students may **not** access unrelated web pages, instant messaging programs, email, facebook or any similar programs during class unless otherwise instructed to do so. Similarly, **mobile phones** should be turned off. Students who are using laptops or mobile phones inappropriately will no longer be allowed to bring them to class.

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*This syllabus is subject to change.*
**Plagiarism and Academic Misconduct.** Students are responsible for the honest completion and representation of their work for the appropriate citation of sources, and for the respect of others’ academic endeavors. Academic misconduct will be monitored in this course. Plagiarism, turning in papers which are not one’s own, utilizing a previous paper, and collaborating on papers will not be tolerated and will result in the reduction of one’s grade and/or immediate failure in the course.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Questions and Problems.** If you have concerns about the class, please arrange to discuss them with me during my office hours or by appointment.

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**COURSE ASSIGNMENTS**

**Assignment Requirements.** Unless otherwise indicated, each assignment must be typed either on a computer or a typewriter. Assignments should be double spaced with one-inch margins and typed in Times New Roman 12 point font. Unless otherwise noted or arranged, only hard copies of assignments will be accepted. More thorough descriptions of each assignment will be provided. Students are responsible for keeping track of their assignments and grades.

**Quizzes.** This course is focused on both lecture and discussion. It is essential that students keep up on the readings. Unannounced quizzes will be given over the readings throughout the semester.

**Exams.** Two exams will be given this semester. Exams will cover readings, discussions, presentations, assignments, and in-class activities. Exams may include a combination of multiple choice, short answer, and essay questions. The exams are designed to test both students’ understanding of the material and their ability to apply course information.

**Context Analysis Paper.** Each person’s ‘lens’ is shaped by a variety of factors: one’s family, neighborhood, experiences, income, friends. In this paper, you will engage in a reflective analysis of how context has shaped and influenced your lens. This will require examining your own value and beliefs and pinpointing the factors that shaped them.

**Identity Analysis Reflection Paper.** Students will reflect on how power and privilege has shaped their identities and experiences and write a brief paper that critically analyzes those experiences.

*This syllabus is subject to change.*
News Analysis Paper. Students will use course concepts and theories to analyze and make sense of a news article dealing with intercultural communication issues.

Class Participation and Attendance. The success of this class depends on the active participation of its members during a wide variety of discussions and group activities inside and outside of class. Participation in these discussions and activities is an integral part of the learning process and is graded accordingly. Participation includes coming to class prepared, contributing ideas to class discussions, encouraging others to share their ideas, completing informal assignments, critically engaging the material, asking thoughtful questions, and acknowledging, supporting and respecting views that are different from one’s own. It also includes bringing your readings to class and being prepared to discuss them. Monopolizing conversations, disrespecting or criticizing others, and creating a discordant atmosphere are unacceptable participation techniques. In addition, students will be expected to complete various informal course assignments. See policies and procedures above for attendance policy.

Assignment Summary.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Value</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>40</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Context Analysis Paper</td>
<td>25</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Identity Analysis Paper</td>
<td>25</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>New Analysis Paper</td>
<td>40</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>20</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>250</td>
<td>100%</td>
<td></td>
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</tbody>
</table>

*This assignment may change based on availability.

**COURSE EVALUATION**

Evaluation. Grades are based on demonstration of mastery of course material. Work that meets the minimum requirements of an assignment, is done on time, and displays average involvement with the course content is deserving of a 'C.' Higher grades are awarded to work that goes above and beyond the minimum standards to produce products that reflect superior intellectual effort, excellence in critical analysis, and overall creativity in the approach to any given assignment.

Grading Scale. Use the following percentages as a guide for determining your grade.

Grading Scale. You can use the following percentages as a guide for determining your grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>224-250</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>199-223</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>174-198</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>149-173</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>below 148</td>
</tr>
</tbody>
</table>

*This syllabus is subject to change.*
**TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 5</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept. 10</td>
<td><strong>Unit 1: Foundations of Intercultural Communication</strong>&lt;br&gt;Why study intercultural communication?</td>
<td><strong>Read:</strong> Thomas &amp; Inkson, pp. 18-31</td>
</tr>
<tr>
<td></td>
<td>Sept. 12</td>
<td>Understanding Culture</td>
<td><strong>Read:</strong> Thomas &amp; Inkson, pp. 40-59</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 17</td>
<td>Worldview &amp; Perception&lt;br&gt;Cultural Cruise Control</td>
<td><strong>Read:</strong> Fadiman, pp. 119-139</td>
</tr>
<tr>
<td></td>
<td>Sept. 19</td>
<td>Cultural Foundations: Context</td>
<td><strong>Read:</strong> Whitelaw, pp. 42-47 &lt;br&gt;<strong>Worksheet 1</strong></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 24</td>
<td>Cultural Foundations: Cultural Patterns</td>
<td><strong>Read:</strong> Samovar &amp; Porter, pp 50-80;&lt;br&gt;Zandpour &amp; Sadri, pp. 64-69 &lt;br&gt;<strong>Worksheet 2</strong></td>
</tr>
<tr>
<td></td>
<td>Sept. 26</td>
<td><strong>Unit 2: Communicating Culture</strong>&lt;br&gt;Culture &amp; Relationships</td>
<td><strong>Read:</strong> Cooper, Calloway-Thomas, &amp; Simonds, pp. 163-171 &lt;br&gt;<strong>Context Analysis Paper Due</strong></td>
</tr>
<tr>
<td>5</td>
<td>Oct. 1</td>
<td>Language Variation</td>
<td><strong>Read:</strong> Carbaugh &amp; Poutiainen, pp 82-93 &lt;br&gt;<strong>Worksheet 3</strong></td>
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<tr>
<td></td>
<td>Oct. 3</td>
<td>Language &amp; Perception</td>
<td><strong>Read:</strong> Fadiman, pp. 60-77 &lt;br&gt;<strong>Worksheet 4</strong></td>
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<tr>
<td>6</td>
<td>Oct. 8</td>
<td>Nonverbal Codes</td>
<td><strong>Read:</strong> Axtell, pp. 15-51</td>
</tr>
<tr>
<td></td>
<td>Oct. 10</td>
<td>Culture &amp; Appearance</td>
<td><strong>Read:</strong> Haworth 104-108</td>
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<tr>
<td>7</td>
<td>Oct. 15</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct. 17</td>
<td>Culture &amp; Identity</td>
<td><strong>Read:</strong> Cecil, pp. 146-166 &lt;br&gt;<strong>Worksheet 5</strong></td>
</tr>
<tr>
<td>8</td>
<td>Oct. 22</td>
<td>Culture &amp; Identity&lt;br&gt;Identity &amp; Power</td>
<td><strong>Read:</strong> Spellers, pp. 52-60; Parker &amp; Mease, pp. 313-324 &lt;br&gt;<strong>Worksheet 6</strong></td>
</tr>
<tr>
<td></td>
<td>Oct. 24</td>
<td>Identity &amp; Power</td>
<td><strong>Read:</strong> Kroll, pp. 19-24 &amp; 25-31;&lt;br&gt;Martinez, pp. 67-73 &lt;br&gt;<strong>Worksheet 7</strong></td>
</tr>
<tr>
<td>9</td>
<td>Oct. 29</td>
<td>Cultural Identity Development</td>
<td><strong>Read:</strong> Rubin, pp. 127-137 &lt;br&gt;<strong>Worksheet 8</strong></td>
</tr>
<tr>
<td></td>
<td>Oct. 31</td>
<td>Language &amp; Power</td>
<td><strong>Read:</strong> Dumas, pp. 37-41 &amp; 111-115 &lt;br&gt;<strong>Identity Analysis Due</strong></td>
</tr>
<tr>
<td>10</td>
<td>Nov. 5</td>
<td>Language &amp; Power</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov. 7</td>
<td><strong>Unit 3: Managing Cultural Challenges</strong>&lt;br&gt;Cultural Antipathy</td>
<td></td>
</tr>
</tbody>
</table>
**Readings**

**UNIT 1: FOUNDATIONS OF INTERCULTURAL COMMUNICATION**

**Understanding Culture**

**Development of a Worldview**

**Cultural Foundations: Context**

**Cultural Patterns**

**UNIT 2: COMMUNICATING CULTURE**

**Language Variation, Perception, & Power**

*This syllabus is subject to change.*
Intercultural Relationships

Nonverbal Codes & Appearance

Culture & Identity

UNIT 3: MANAGING INTERCULTURAL CHALLENGES

Cultural Antipathy

Cultural Transitions

Cultural Adaptation

Cultural Conflict

Overcoming Intercultural Challenges

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