# Course Overview

**Course Description.** This course is designed to introduce graduate students to theory and research on intercultural and cross-cultural communication. The course begins by investigating the history of the study of intercultural communication and perspectives associated with intercultural communication research. Much of the course will focus on investigating common areas of study, analyzing specific examples of research, and critiquing application of theory. We will examine research that identifies differences in practices between cultural groups as well as that which examines intercultural interaction. Students are expected to critically consider what it means to study intercultural communication, to critique current theory and research, and to identify areas for future research growth.

**Course Outcomes.** At the conclusion of the course, students should be able to:

- discuss what it means to take a communication approach to studying culture.
- articulate key theories used by intercultural communication researchers.
- describe theoretical perspectives from which intercultural communication has been studied.
- explain current intercultural communication research directions and findings.
- discuss the role of power among cultural groups.
- describe directions for future intercultural communication research.

**Course Format.** This is a partially web-based course that will be taught 50% online. The class will meet face to face (f2f) once each week (Wednesdays). The other half of the course will take place through discussions on blackboard and out of class work.

This class is a 6-week course. This means that each week will cover what would normally be covered in two weeks of a long semester. It will be easy to fall behind. Make sure you have time set aside to complete coursework.

**Course Materials**
Readings are available through blackboard.
## Course Policies and Procedures

### Attendance. Students are expected to attend every face-to-face class as 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 you 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.

### Time Requirements. Regular 3-credit graduate courses require approximately 2.5 hours of class time per week plus 6-9 hours of study/prep time. This is a 6-week course that is 50% online. Therefore, expect to spend 14-18 hours each week on this course outside of class. Some weeks may require more hours of work than others.

### Turning in Assignments. Because this course is partially online, some assignments may be turned in electronically. When this is the case, be sure to name files in the following format: first initial last name assignment name. Example: srodriguezrr1. Files that are not properly named will be returned to the student. In addition, include your name in the heading of any documents that you turn in.

### Assignment Format. Follow the sixth edition of the Publication manual of the American Psychological Association (APA) and related electronic resources for all citations and references, including electronic media such as CD-ROM, email, the Web, and electronic journals.

### Late Work. Assignments are due on the dates indicated in the syllabus and schedule. Late work will be penalized 10% for each day the assignment is late (i.e., 1 day = 10%, 2 days = 20%). Assignments more than a week late may not be accepted.

### Media/Technology. When class is in session, laptops may be used to take notes and reference course material. Students may **not** use the internet, instant messaging programs, email, or any similar programs during class for non-class related use. Similarly, mobile phones should be turned off. Texting in class is inappropriate and will not be tolerated. Students who are using laptops or mobile phones inappropriately will no longer be allowed to bring them to class.

### Managing Time and Technologies. Online courses require time management and planning on your part. There is a reliance on technologies in this course that impacts the need to have assignments done on time. Having ample time to complete an assignment will be the responsibility of the student. It is also the student's responsibility to find solutions to technical problems with sufficient time to complete the required tasks. Do not wait until a due date is near to discover/report lack of access to software, inability to connect to a network, etc. While the instructor will help wherever possible, it is the students' responsibility to maintain his or her network. However, technical problems can originate on the TAMU-CC campus, in which case you will not be responsible to complete work that you cannot complete due to TAMU-CC network or software problems. You are responsible for contacting me as soon as you detect a problem so that we can arrange a way for you to meet the course objectives.

- **Blackboard Learning System Help**: [http://iol.tamucc.edu](http://iol.tamucc.edu) “Help” At the bottom of the Blackboard Course Management Control Panel in the course menu on the left hand column of the course interface. Phone: Help Desk (361) 825-2825
- **Island Online Student Resources Webpage**: [https://distance-education.tamucc.edu/student_resources.html](https://distance-education.tamucc.edu/student_resources.html)
• **Getting Technical Help:** If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu

**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.

**Academic Integrity with Course Products and Evaluations.** The guiding principle of academic integrity is that a student's submitted work must be his/her own. Since the course objectives focus on the processes of developing course related materials, as well as the materials themselves, it is expected that all course products will consist of work done specifically for this course. Products completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor and supply any requested existing materials at the start of this course. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

**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 need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**Grade Appeal Process.** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**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 REQUIREMENTS**

**I. Discussion Participation.** Critical discussion is an essential component of a graduate seminar. This class will have two discussion components: in-class discussion for face-to-face classes and discussion board for online learning. Students are expected to read all of the assigned class material and be prepared to discuss the readings for that day.

Good discussion at the graduate level includes several important components: listening to and respecting others’ opinions, sharing ideas and thoughts, posing questions to classmates, responding to
and building off of others’ comments, making connections between disparate thoughts and concepts, and encouraging others to share their ideas. Questions, comments, and answers should not be directed to the instructor. Instead, good critical graduate-level discussion involves actively listening to and engaging other students in the classroom. Monopolizing conversations, disrespecting or criticizing others, and creating a discordant atmosphere are unacceptable participation techniques. As a courtesy to others, please turn off mobile phones and put away computers during discussion.

Consider the following questions when reading the course materials:

- What are the main points of the reading? What does this reading say about intercultural communication? How does it contribute to my understanding of intercultural research?
- What issues or points did you find particularly compelling or problematic?
- Where is the communication? How does one study this topic from a communication perspective?
- What are the strengths and weaknesses of the article/reading?
- How does this connect to other readings?
- What have the authors missed or overlooked?
- What are some directions for future research?

II. Reading Responses. Over the course of the semester, students need to complete five reading responses. Each response should be a one- to two-page, single-spaced analysis of the readings for that day. In it, you should reflect on the readings, raise questions, draw conclusions, compare and contrast, evaluate, and/or make connections. The reading response is meant to be a place for you to process the material. It should not be a summary of the content of the articles.

III. Informal Presentations. Each student will give several informal presentations during the semester. See specific assignment descriptions for more details.

III. Intercultural Communication Analysis Students will conduct an analysis of intercultural communication. Select a ‘site’ in which intercultural communication occurs. This can be any place where members of different cultural groups or speech communities interact such as a physical location, virtual space, or print. Students can choose to do a mini-ethnography or a content analysis. More details will be provided.

Assignment Summary.

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COURSE EVALUATION

Method of Evaluation: Students’ grades are based on written papers, oral presentations, and in-class participation.
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.

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<td>fewer than 137</td>
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**Tentative Course Schedule**

**Week 1**

Jan. 22 BH  
Course Overview, Introductions, & History  
Jackson II (2014) pp. 76-91

**Week 2**

Online Jan. 27  
Definitions and Worldview  
*Readings:* Hall (1959) pp. 43-55  
TBD  
*Assignment:* RR1 & Discussion Board

Jan. 29 BH  
Cross-Cultural Approach to Studying Culture  
*Assignment:* Cross-cultural article  
Cultural site summary

**Week 3**

Online Feb. 3  
Cultural Identity  
*Assignment:* RR2 & Discussion Board

Feb. 5 BH  
Culture, Power, & Privilege  
WEEK 4  
Online Feb. 10  Communicating Culture  
**Readings:** Gudykunst & Kim (2003) pp. 211-245  
Keisling (2012) pp. 77-89  
**Assignment:** RR3 & Discussion Board

Feb. 12 BH  Intercultural Communication & Competence  
**Readings:** Gudykunst (2002) pp. 183-205  
Spitzberg & Changnon (2009) pp. 2-52  
Ray (2009) pp. 49-75  

WEEK 5  
Online Feb. 17  Cultural Transitions  
**Readings:** Rinderle (2005) pp. 294-316  
Dong (2009) pp. 115-126  
Ayano (2006) pp. 11-37  
**Assignment:** RR4 & Discussion Board

Feb. 19 BH  Cultural Antipathy  
**Readings:** Gudykunst & Kim (2003) pp. 125-161  
Barndt (2007) pp. 185-217  
**Assignment:** Antipathy Presentation

WEEK 6  
Online Feb. 24  Cultural Adaptation  
Semlak (2008) pp. 43-64  
**Assignment:** RR5 & Discussion Board

Feb. 26 BH  Cultural Conflict  
**Readings:** Oetzel (2007) pp. 183-204  
Omar (2001) pp. 121-130
Ma (1992) pp. 268-278

**Assignment:** Intercultural Analysis Due

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**WEEK 7**

**Online Mar. 3**  
**Assignment:** Peer Review of Papers

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**READINGS**

(Ordered by reading sequence)

**Jan. 22: History of Intercultural Communication**

**Jan. 27: Definitions & Competence**

**Jan. 29: Cross-Cultural Approach to Studying Culture**

**Feb. 3: Cultural Identity**

**Feb. 5: Culture, Power, & Privilege**


**Feb 10: Communicating Culture**


**Feb 12: Intercultural Communication & Competence**


**Feb.17: Cultural Transitions**


**Feb.19: Cultural Antipathy**


**Feb. 24: Cultural Adaptation**


Feb. 24: Culture & Conflict


