**Course Overview**

**Course Description.** This course explores the relationship between communication and culture through scholarly readings, discussions, and critiques in three subfields of Intercultural Communication: cultural communication, cross-cultural communication, and intercultural communication.

**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.
- describe the perspectives from which communication and culture have 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 (Tuesdays). The other half of the course will take place through discussions on blackboard and out of class work. You should be prepared to discuss all of the content from the week on Tuesdays.

This class is a 4.5-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 set aside carefully guarded time to complete coursework.

**Course Materials.** Readings are available through blackboard under the ‘Course Content’ tab.

**Course Policies and Procedures**

**Attendance.** Attendance is required for participation in this course. At the graduate level, students are expected to attend every class. Only work missed due to extreme illness, a family emergency, a religious holiday, or an excused university activity can be made up. Provide documentation of excused absences 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.

Late Work. All assignments are due at the beginning of class time on the assigned day. If I do not have the assignment by the beginning of class that day, the assignment is late. Each calendar day that the assignment is late will generally result in a one-letter-grade reduction.

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 put away. Students who are using laptops or mobile phones inappropriately will no longer be allowed to bring them to class.

Communication. This course will rely on blackboard and islander email accounts to communicate electronically with students outside of class. Students need to be sure to check both regularly.

Academic Honesty. Students unaware of the university’s statement on academic honesty should review it in the Undergraduate Catalog or Student Handbook. Examples of academic dishonesty and plagiarism are using someone else’s ideas and not giving them credit; presenting a paper or speech that is not originally yours; handing in assignments that are not originally yours; presenting “facts” or lifting ideas from sources without crediting the source; presenting falsified opinions and figures; cheating on an exam; and/or not participating in group activities, but taking credit for the product. If you are uncertain as to what actions constitute plagiarism or dishonesty, please ask your professor. Students who violate the code of honesty in this class will receive a “0” on that assignment. Any student receiving more than one “0” for academic dishonesty or plagiarism will fail the course and could be dismissed from the program. Note: All violations of the academic honesty are reported to the college dean and Office of Students Affairs who maintains documentation of such offenses for at least 5 years.

Equity Statement. All persons, regardless of gender, age, class, race, ethnicity, religion, physical disability, sexual orientation, veteran status, nationality, etc., shall have equal opportunity without harassment in this class. Any problems with or questions about harassment can be discussed confidentially with your professor or department chair.

Notice to Students with Disabilities. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising. Students pursuing the Master of Arts in Communication will be paired with a graduate faculty member advisor in their first semester. Students should contact their
advisors within the first two weeks of a semester to arrange a meeting during which degree plans, tracks, and opportunities for professional development should be discussed. If there is any question regarding whom a student’s academic advisor is, the student should contact Dr. Stephanie Rollie Rodriguez, Graduate Coordinator, for assistance (Stephanie.rodriguez@tamucc.edu; 361-825-5753). To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

**Grade Appeal Process.** As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

### COURSE REQUIREMENTS

**I. Discussion Participation.** Critical discussion is an essential component of a graduate seminar. Students are expected to arrive to class having 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. Discussion Board Assignments. Students will demonstrate critical processing of the material through online assignments.

III. Critical Rhetorical Analysis Paper. This is the primary assignment of the semester. See the assignment description for more details.

IV. Take Home Exam. Students will process the material by answering questions on a take home exam.

Assignment Summary.

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<th>Points</th>
<th>Value</th>
<th>My Score</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Discussion Board Assignments</td>
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<td>Critical Rhetorical Analysis Paper</td>
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<td>Take Home Exam</td>
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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.

179-200 points—A 90-100% A
159-178 points—B 80-89% B
139-158 points—C 70-79% C
119-138 points—D 60-69% D
fewer than 119 points—F 59% and below F

TENTATIVE COURSE SCHEDULE* THIS IS TENTATIVE, A FINAL READING SCHEDULE WILL BE PROVIDED

WEEK 1

May 30 1. Course Overview
History, Definitions, & Competence
June 1

2. Approaches to Studying Culture & Communication

**Readings:**
- Hall (1959) pp. 43-55
- Spitzberg & Changnon (2009) pp. 2-52
- Foss (2009) pp. 9-20

**Assignment:**
- Discussion Board 1
- Cross-cultural article summary due 4

WEEK 2

June 6

3. Culture, Power, & Privilege

**Readings:**
- Mcintosh (1988)
- Barndt (2007) pp. 84-110

**Assignment:**
- Artifact selection

June 8

4. Communicating Culture

**Readings:**
- Philipsen (2002) pp. 192-201

**Assignment:**
- Discussion Board 2

WEEK 3

June 13

4. Cultural Antipathy

**Readings:**
- Foster (2009), pp. 685-703
- Barndt (2007) pp. 185-217

**Assignment:**
- Antipathy presentation

June 15

5. Culture & Relationships; Culture & Conflict

**Readings:**
- Goodwin (1999) pp. 47-74
- Omar (2001) pp. 121-130

**Assignment:**
- Discussion Board 3
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<td>Newsome (2001) pp. 145-159</td>
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