

## Santa Rosa Junior College Spring 2020 Communication Studies 7: Intercultural Communication

**Instructor:** Mary Pierce

**Email is the best way to contact me:** mpierce@santarosa.edu

**Office Phone/voice messages:** (707) 535-3709

**Office location and hours:** Maggini Hall 2821. Please contact me online, or see me in our classroom before or after class to schedule an appointment. Best time for me to meet with you is after I'm finished teaching for the day in the Doyle Library: Monday through Thursday at 4:30 pm.

**Sections:** All classes meet in room 4327, Doyle Library, Santa Rosa Campus. Please respect the Library's rules for quiet as you arrive and leave.

**5813:** MW 1:30 to 3:00 pm

**5990:** TTh 12:00 to 1:30 pm



**“Peace cannot exist without justice, justice cannot exist without fairness, fairness cannot exist without development, development cannot exist without democracy, democracy cannot exist without respect for the identity and worth of cultures and people.”**

*--Rigoberta Menchú Tum*

*(Guatemalan Indigenous Rights Activist; Nobel Peace Prize Winner 1992)*



**“How do we create a harmonious society out of so many kinds of people? The key is tolerance—the one value that is indispensable in creating community.”**

*--Barbara Jordan, 1936-1996*

*(American attorney, professor, politician and civil rights leader)*

### ***Welcome to Intercultural Communication!!***

Our civil rights leaders are powerful intercultural communicators, and they help emphasize the necessity for all of us to improve our skills communicating with people from all walks of life. This course considers how our cultural identity shapes the way we communicate with each other. My goal as your instructor is to help you understand yourself and your own communication behavior better in order to more effectively relate to others throughout your life. We will consider how communication is influenced by gender, age, ability/disability, spiritual beliefs, sexual orientation, ethnic identity, and race. So let's work hard, have fun, and finish the semester with stronger communication skills. I look forward to working with you!

**Student Learning outcomes:** Upon completion of the course, you will be able to...

- Identify and analyze essential aspects of personal cultural identity.
- Apply appropriate theories to analyze intercultural communication in the United States.
- Communicate more effectively in intercultural communication situations.

#### **Required Materials:**

*Yes, you really do need to get a copy of the text!* We will work through the first 10 chapters, and I expect you to reference the vocabulary and concepts in your work.

- Martin, Judith N. and Thomas K. Nakayama. **Experiencing Intercultural Communication: An Introduction.** McGraw Hill, 2017, 6th edition. ISBN-13: 978-0078036774. Copies of the text are available at the reserve desk at the Doyle Library. Bring your text to class.
- Binder or notebook with note paper and storage for handouts; always come prepared to write in class.

## Spring 2020 SCHEDULE

Read assigned chapters before they are to be discussed and review them as needed throughout the semester. Changes to schedule will be announced on Canvas and in class.

Read assigned chapters before they are to be discussed and review them as needed throughout the semester. Changes to schedule will be announced in class.

<b>Date:</b>	<b>Class activities and assignments:</b>	<b>Read:</b>
Jan 13/14	Introduction to the course	
Jan 15/16	Why study intercultural communication? "To see me is to (maybe not) know me" exercise. <i>Class photo to help me learn your names!</i>	ch. 1
Jan 20/21	<b>NO CLASSES.</b> Dr. Martin Luther King, Jr. day, plus departmental activity day; SRJC closed.	
Jan 22/23	Imperatives for intercultural communication; first in-class work in small groups	
Jan 27-30	Culture and communication; value orientations; theories of Geert Hofstede	ch. 2
Feb 3/4	Barriers to Communication; <i>God Grew Tired of Us (part 1)</i>	
Feb 5/6	<i>God Grew Tired of Us (part 2)</i>	
<b>Feb 7</b>	<b>Self Analysis Worksheet due Friday, 12 noon</b>	
Feb 10/11	Quiz 1: Chapters 1 and 2; class survey project	
Feb 12-Feb 25	Exploring Aspects of History and Identity; in-class small group project and presentation	chs. 3, 4
Feb 13-17	<b>NO CLASSES.</b> SRJC closed for Presidents holidays and professional development for faculty. <b><i>WORK ON YOUR FAMILY HISTORY WORKSHEETS!</i></b>	
Feb 26/27	Quiz 2: Chapters 3 and 4; introduction to Interview Project and Digital Detox; in-class exercise to brainstorm possible questions for the interview.	
<b>Feb 28</b>	<b>Family History Worksheet due Friday at 12 noon.</b>	
Mar 2-5	Verbal communication	ch. 5
Mar 9-12	Nonverbal communication	ch. 6

Mar 16-22	<b>NO CLASSES.</b> Spring break; complete your interview projects and turn them in anytime before next class. Consider doing your digital detox during the time off!	
Mar 23/24	<b>Quiz 3: chapters 5-6; Interview Projects due before class;</b> Digital Detox and popular culture.	
Mar 25/26	Intercultural Communication in Popular Culture	ch. 7
Mar 30-Apr 2	<b>NO CLASSES.</b> We will not meet this week. Instead, work on your digital detox project. I will be available for some online consultation and otherwise in interviews on campus all week.	
Apr 6-9	Intercultural Conflict	ch. 8
<b>Apr 10</b>	<b>Digital Detox Worksheets due Friday, 12 noon</b>	
Apr 13/14	Small groups assigned; select travel destinations; introduction to final project	
Apr 15/16	Developing Stronger Intercultural Relationships	ch. 9
Apr 20/21	Intercultural Relationships, continued	
Apr 22/23	Becoming an ambassador: intercultural skills and tourism	ch. 10
Apr 27/28	In-class group work. Presentation tips: organization, citing research.	
Apr 29/30	In-class group work. Presentation tips: using digital slides and video; delivery techniques.	
<b>Friday, May 1</b>	<b>Intercultural Encounter due Friday, 12 noon</b>	
May 4/5	<b>Quiz 5: chapters 9 and 10.</b> After quiz, rehearse for group presentations using group study rooms in the Library.	
May 6/7	<b>Group Presentations</b>	
May 11/12	<b>Group Presentations</b>	
May 13/14	<b>Group Presentations</b> and last day of class!	
Finals: May 16-22	<b>Work returned, class evaluation</b>	

## **INTERCULTURAL PRACTICE AND WORKSHEETS**

You will be practicing intercultural communication skills this semester in and outside of class, and completing five worksheets that summarize your experiences and give you a chance to apply concepts we are learning. I will ask you to use new vocabulary and terms from the textbook, so you'll want to keep the book handy as you complete your work. Write your responses in google docs or Word so you can edit and polish your work before you upload to Canvas. Completing these worksheets on time will help you learn and memorize new concepts and vocabulary and prepare for the in-class quizzes.

Guidelines for assignments are linked to these pages and will be discussed during class. If your reading/writing skills are not at the English 100A level, consider visiting the Tutorial Center or the Writing Center to get help if you need it. I am happy to review drafts of your work and offer advice before it is due. Contact me to make an appointment.

### **Self-Analysis**

One of the keys to intercultural communication is self-understanding. In your first writing assignment, explore your personal values and beliefs as you learn about concepts in chapters 1 and 2 of the textbook. Keep the book handy so you can read about the introductory theories and learn new vocabulary as you reflect on who you are at this time in your life. Read the questions carefully and answer them honestly. This will deepen your capacity for self-reflection which is an essential skill for intercultural communication.

### **Family History**

For this assignment, interview family members or others who can help you learn new information about your personal history. What are your immigration stories? How did you happen to end up here in Northern California? Evaluate how your family background has shaped who you are today. Answer specific questions and use new vocabulary and concepts from chapters 3 and 4 in the textbook.

### **Interview Project**

Practice your intercultural communications skills during an interview with someone who has a very different cultural background from your own. Using your expanded skills with verbal and nonverbal communication, analyze the ways both of you adapt to the interaction to understand each other. We will develop interview questions during class to help you get started.

### **Digital Detox**

Identify all the ways you rely on digital technology and plan a 48-hour period to minimize using your devices, especially your phone. Digital detox exercises are increasingly popular as people realize how powerfully we become addicted to relying on technology for simple, and sometimes even pretty meaningless tasks. This affects our face-to-face interactions in profound ways, and can result in interpersonal conflict. You will set your own boundaries for participating in this activity, but your goal is to truly experience 2 days without snapchat, instagram, youtube, texting, and all of the other apps that dominate our lives. What might you do instead? Time to find out!

## **Intercultural Encounter: Your Choice**

Essential to your understanding of intercultural communication is your ability to experience it. I will give you a list of possibilities; select something that you find unusual and perhaps somewhat uncomfortable because of the lack of familiarity with the culture represented. **Examples:** attend a service for a religious service that is unfamiliar to you; volunteer some time at a soup kitchen serving the homeless; attend a cultural festival or special event that is completely new territory for you. Describe your experiences in each worksheet, using concepts and vocabulary from assigned chapters in the textbook.

## **Quizzes**

You will have five in-class, closed-book quizzes based on readings and class discussions. Attend class, take notes, read the text; I will orient my presentations around key ideas that will help you focus your studying but there is no substitute for quietly reading and thinking about the material in your textbook. Questions will include a combination of true/false and multiple choice based on key ideas from class discussions and the text. Be sure to learn the vocabulary highlighted at the beginning of every chapter, and emphasized in the glossary at the end of the book. Notes are **not** allowed during exams. If you miss class, you miss the quiz.

## **Final Project: Cultural Analysis and Class Presentation**

Toward the end of the semester, you will be divided into small groups to select an unfamiliar travel destination somewhere in the world. Together, you will research your destination and develop a 30 minute presentation for the class that will help us imagine adapting our communication style to interact successfully with the locals--and with people in the United States who are from that part of the world. Explore the communication barriers you need to overcome, including language differences, nonverbal behavior, manners and etiquette. If a different language is spoken, give us a lesson and help us practice a few essential phrases. What kind of beliefs and values are we likely to encounter? Much of the world's population lives with a much lower per-capita income than we enjoy in Sonoma County; what kind of adjustments will you have to make to live as the locals do (and not in a fabulous hotel)? Will you be treated differently because of your gender or ethnicity? Will your physical disabilities be accommodated? Have fun putting together a creative presentation for the class that addresses these issues and applies the skills learned during the semester to a specific culture we might experience ourselves in the future.

## **Extra credit**

I do not offer extra credit opportunities. However, extra points may be given for outstanding work on any assignment including helpful, meaningful participation during class.

## **Plagiarism**

Collaborating on or copying of tests or homework in whole or in part will be considered an act of academic dishonesty and result in a grade of 0 for that test or assignment. Students are encouraged to share information and ideas, but not their work. If your work is plagiarized you will not receive credit, and your academic standing will be in jeopardy. **JUST DO YOUR OWN WORK.**

## **Late Work Policy**

You must be present in class to take the quizzes. Worksheets are due at noon on Fridays. If you miss a worksheet deadline, email me as soon as possible; late submissions may be accepted for up to 24 hours but are subject to a 20% penalty. Submissions after 24 hours will not be accepted.

## **DON'T MISS CLASS!**

**Attendance is required!** Much of your learning experience will be based on what happens during class, so I expect you to attend every class on time and without leaving early. If you must be absent, it is a good idea to contact me and let me know how you plan to catch up. You can miss 3 classes without affecting your grade, but work missed during class **CANNOT BE MADE UP** (including quizzes!!) I do not distinguish between excused and unexcused absences.

- Missing more than 20 minutes of any class period will count as an absence for that day.
- **Each absence after 3 will result in an automatic 10 point deduction from your participation score.**
- According to SRJC District policy, if you miss more than 10% of the total hours of class time (6 days) you must be dropped from the class. Thank you for taking this seriously!

## **Pass-NoPass (P/NP)**

You may take this class P/NP. If taking Pass/No Pass you need at least 70% of the total class points and complete the midterm exam and the final exam to pass the class. You must decide before the deadline, and add the option online with TLC or file the P/NP form with Admissions and Records. With a grade of C or better, you will get P. Once you decide to go for P/NP, you cannot change back to a letter grade.

## **Dropping the Class**

I hope you enjoy the class and want to stay through the semester! But... life happens. If you need to discontinue this course, it is your responsibility to officially drop it. I will drop you if your absences exceed ten percent (10%) of the total hours of class time, which is 6 classes. If you need to miss more than one class/assignment deadline in a row that you let me know to avoid being dropped from the class.

## **Your Participation Matters!**

Classroom exercises throughout the semester are designed to strengthen your communication skills. For this reason, your active participation is required. I will keep track of your participation in my gradebook and give you points at the end of the semester based on your contributions.

You can lose participation points by missing too much class, disrupting other students, having your phone ring, looking at your phone, texting during class, not being prepared, displaying a bad attitude, doing homework for another class, napping, or being disrespectful to any student or to me at any point in the semester.

Here's how you **protect** your participation points throughout the semester:

- Come to class every day, well-prepared, alert, and on time
- Speak up during class discussion
- Bring a positive attitude to the work we are doing together
- Stay on task during classroom activities; challenge yourself to excel
- Actively and respectfully listen to everyone else in the class (including me!)
- Approach group work with an open-mind and willingness to do your share
- Behave in a respectful, professional manner in accordance with the SRJC Student Code of Conduct.

Students who register in SRJC classes are required to abide by the SRJC Student Conduct Standards. Violation of the Standards is basis for referral to the Vice President of Student Services or dismissal from class or from the College. For more information see the [Student Code of Conduct page](#).

## Special Needs

Every effort is made to conform to accessibility standards for all instructor-created materials. Contact me as soon as possible if you find that you cannot access any course materials. Students with disabilities who believe they need accommodations in this class are encouraged to contact Disability Resources (527-4278).

## GRADING:

All grades are recorded in an **online gradebook** that you should monitor throughout the semester. Find the gradebook linked to the Canvas class web pages.

		<b>Your Points:</b>
Self-Analysis	50	_____
Family History	50	_____
Interview Project	50	_____
Digital Detox	50	_____
Intercultural Encounter	50	_____
Quiz 1 (chs. 1, 2)	25	_____
Quiz 2 (chs. 3, 4)	25	_____
Quiz 3 (chs. 5, 6)	25	_____
Quiz 4 (chs. 7, 8)	25	_____
Quiz 5 (chs. 9, 10)	25	_____
Final: Group Project		
Group Presentation	50	
Individual contribution	50	_____
Class Participation	25	_____

**Total number of possible points: 500**

500-450=A; 449-400=B; 399-350=C; 349-300=D; 299-0=F

**Your Total:**

\_\_\_\_\_