

36:042 INTERCULTURAL COMMUNICATION

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Lectures are Wednesday and Friday 12:30-1:20 p.m. Discussion sections meet at various times in the week. For each semester hour credit in this course, students should expect to spend two hours per week preparing for class sessions (This is a three-credit-hour course, and so standard out-of-class preparation per week is six hours).

Course policies for this course are governed by the College of Liberal Arts and Sciences. These are outlined on page 8.

COURSE DESCRIPTION AND OBJECTIVES

During this course students should:

- Become familiar with the study of intercultural communication from the social psychological perspective, the interpretive perspective, and the critical perspective.
- Discover the importance of the roles of identity, context and power in studying intercultural communication.
- Become more sensitive to the complexity of intercultural interactions.
- Recognize the influence of their own cultural groups on intercultural communication interactions.
- Become more willing, self-reflective, flexible, and open communicators in intercultural communication interactions.

RESOURCES

The following are required for this course and are available from Iowa Book on Clinton Street.

1. Understanding Intercultural Communication by Stella Ting-Toomey and Leeva C. Chung
2. A CPS Classroom Performance System (clicker) device (It looks like a small TV remote control)

The clickers used for this course were purchased by the College of Liberal Arts and Sciences and each student will check out a clicker in the first section meeting. Clickers must be returned in the last section meeting. Students will be billed for lost, damaged, or unreturned clickers.

Students should bring the clicker to each lecture.

Other e-texts will be posted on ICON.

The texts are not meant to replace the lectures. The lectures and discussion sections are the primary means of instruction; the readings will supplement the lecture material and provide ideas for discussion. In many cases the

readings give fuller examples and more detailed description of lecture material, or else they work through examples at a slower pace that will help you to understand the lectures better. Look at the readings each week as part of your 6 hours of required preparation for the course.

YOUR RESPONSIBILITIES

Your responsibilities to this class, and to your education as a whole, include attendance and participation. This syllabus details specific expectations Hsin-Yen and I have about attendance and participation. In both lecture and section meetings you have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructors and treat them with the courtesy you hope to receive in return. Specifically, racist, sexist, homophobic or other discriminatory language or behavior will not be tolerated.

STUDENTS WITH DISABILITIES

Student seeking academic accommodations should first register with Student Disability Services and then meet privately with me to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

E-MAIL

University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently. (*Operations Manual*, III.15.2. Scroll down to k.11.)

ICON CONTENT

Many assignments are posted only on the course website, in Microsoft Office 2007 and PDF formats. Students bear the responsibility for accessing these software formats.

UNDERSTANDING SEXUAL HARRASSMENT

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI **Comprehensive Guide on Sexual Harassment** at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy.

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LECTURE SCHEDULE, TOPICS AND REQUIRED READINGS

Week 1 Why study intercultural communication?

Weds, January 21: No lecture meeting in lieu of Chinese New Year Festival
(read the syllabus and assignment guidelines in the administration section of ICON)
Section Introductions, Lunar New Year assignment
Friday, January 23 UN Party and Introduction to the Course
Nacirema article on ICON
Spies Like Us ICON

Sunday, January 25th Lunar Year Festival 8 to 10 p.m. Main Lounge, IMU

Week 2 What is intercultural Communication and how is it studied?

Weds, January 28 *Chapter 1 pp.1-23*
First clicker activities
Section Cultural Space
Friday, January 30 Chapter 2 pp.25 – 50
Examples of research from the three perspectives

Week 3 Values: Looking at Deep Level Culture

Weds, February 4 *Chapter 3 pp.51-82*
Section *Digital Immigrants Digital Natives* ICON
Friday, February 6 More on values
Lunar New Year paper due on Turnitin.com by noon on Friday, February 6

Week 4 Identity and intercultural communication

Weds, February 11 Chapter 4, pp.83-112
Section Introduction to the Controversy assignment
Happy to be Nappy! Enhancing and Afrocentric Aesthetic for Beauty Regina
Spellers (ICON)
Friday, February 13 Social, Ethnic, and Cultural Identities

Week 5 Identity and intercultural communication

Weds, February 18 *Enacting Identity*
Section *My three Cultures: Navigating the Multicultural Identity Landscape* Gust A. Yep
Friday, February 20 *Enacting Identity Jewish American Identity* Golden, Niles and Hecht (ICON)

Week 6 Non-Verbal Communication and intercultural communication

Weds, February 25 Non Verbal communication
Chapter 6 pp.139- 165
Section *A Comparative Analysis of nonverbal Expressions as Portrayed by Korean and American Print-Media Advertising* Min-Sun Kim (ICON)
Friday, February 27 Non-verbal communication

Week 7 Language and intercultural communication

Weds, March 4 Chapter 4 pp. 139-166
Section Language readings on ICON
Friday, March 6 Wrapping Up Language
Controversy paper due on Turnitin.com by noon on Friday, March 6

Week 8 Midterm Week

Wednesday, March 11 **Midterm** Open ended questions
No section meeting
Friday, March 13 **Midterm** Multiple choice questions

Week 9 Spring Break

Week 10 What Causes us to Hold Biases Against Outgroups?

Weds, March 25 *Chapter 9 pp.227-256*
Section Presentations
Friday, March 27 Outgroup Bias
 Looking at the Front Door: Exploring Images of the Black Male on MTV's
 The Real World Orbe and Hopson (ICON)

Week 11 Intercultural Conflict

Weds, April 1 *Chapter 10 pp.257-286*
Section Presentations
Friday, April 3 *Mass Mediated Communication and Intercultural Conflict*
 Fernando Delgado (ICON)

Week 12 Understanding Intercultural Transitions

Weds, April 8 *Chapter 5 pp. 113-138*
Section Presentations
Friday, April 15 Reverse Culture Shock readings (ICON)

Week 13 Culture, communication, and intercultural relationships

Weds, April 22 Chapter 11 pp. 287-310
Section Presentations
Friday, April 24 Relationship Readings on ICON

Week 14 What are Communication Issues Facing a Global Identity?

Weds, April 29 *Chapter 12 pp.311-332*
Section Presentations
Friday, May 1 *Chapter 13 pp. 333-354*
 Mediated Ethnography paper due on Turnitin.com by noon on Friday, May 1

Week 15 How Can we become Ethical Intercultural Communicators?

Weds May 6 How Can we become Ethical Intercultural Communicators?
 Wrap up
Section Presentations
Friday, May 8 Student Guided Review

FINAL EXAM Monday, May 11 7:30 a.m.

GRADING POLICIES

Final grades will be based on the weighting for each assignment outlined below:

Activity	Percentage of final grade	
Midterm	20%	
Final (Comprehensive) Exam	25%	
Clicker Points	7.5%	See asterisk below
Participation	5%	
Lunar New Year Paper	5%	
Controversy Paper	15%	
Controversy Presentation	5%	
Mediated Ethnography Paper	17.5 %	

***Clicker Points**

I plan to use a “clicker” CPS system in this class for the following:

1. As an “icebreaker” at the start of class
2. To check your comprehension of readings and material covered in the lecture
3. To help me determine how to pace the lecture
4. To get your opinion
5. To generate discussion
6. To help you identify concepts in “action”
7. To give you practice for exams

You must bring your clicker to each class to generate points. Points are given for all responses, even answers that are incorrect. Clicker points are configured by Turning Technologies software and transferred to ICON as a percentage. You must bring your clicker to class to get clicker points. No credit will be given for lost or forgotten clickers

Written Assignments

Guidelines for the assignments will be posted on ICON in the Admin section

Section participation

Your oral contribution to section meetings is important. . A key component of the section meetings will be discussion and activities. You will be encouraged to discuss the material in a variety of group configurations and engage in a number of activities. Four points for class participation will be allocated for each class – these have to be earned. Simply showing up will not generate points.

Exams

Each examination will consist of multiple choice questions which will be machine scored and questions which require a short written response. **YOU MUST BRING A PENCIL AND YOUR STUDENT ID ON EXAM DATES.ON EXAM DATES.**

Policies on when exams can be given, and the circumstances under which they can be made up, can be found at: <http://www.registrar.uiowa.edu/exams/default.aspx>.

Displaying Grades

Points will be entered into the ICON grade book under the relevant named and weighted category. Please note ICON configures grade percentages to two decimal points. There will be no rounding up. We will adhere to the following grading rubric :

A+	=	99%
A	=	94 -99.9%
A-	=	90-93.99%
B+	=	87-89.99%
B	=	84-86.99%
B-	=	80-83.99%
C+	=	77-79.99%
C	=	74-76.99%
C-	=	70-73.99%
D+	=	67-69.99%
D	=	64-66.99%
D-	=	60-63.99%
F	=	< 59.99%

Tracking grades

Tracking grades is the student's responsibility. The instructors will provide grades quickly after tests, assignments, and presentations have been completed, and will maintain grade records on the course website. Students are encouraged to monitor grades, check our arithmetic, and report any discrepancies immediately.

Grade Disputes

Students disputing a grade should do so, in writing, within one week after the grade is returned. Students should not challenge grades lightly, and any dispute should focus on specific, quantifiable reasons the grade is inappropriate.

CLAS Recommended Grade Distributions

The following is taken from <http://www.clas.uiowa.edu/faculty/teaching/grading/index.shtml#distributions> "The DEO should review all departmental grades, monitoring any significant divergences from the recommended collegiate guidelines, below, which were recently endorsed by the Educational Policy Committee. DEOs should raise questions or concerns about grades with the Associate Dean for Academic Programs and Services, who monitors departmental grades practices.

The suggested CLAS distributions guidelines are intended for courses with representative enrollments and pedagogical approaches. Adjustments are expected for sections and courses of different sizes, formats, or levels of ability. "W" and "I" grades also December affect the distribution of grades.

When plus/minus grades are used in a course, the department and instructor should decide on the appropriate percentage of plus and minus grades within each grading category. However, it is recommended that the total number of given grades within any category generally meet the Collegiate guidelines. For example, in a typical elementary course, no more than 34% of the B grade, whether B+, B, and B-, is suggested.

Please note that the Educational Policy Committee strongly discourages instructors from assigning the A+ grade. Few or no grades of A+ should ever be awarded except for truly extraordinary work."

The Office of the Registrar posts a grade distribution report online each semester. These reports may be found in InfoBank under **Miscellaneous Reports**.

Grade Distribution Chart

	A	B	C	D	F	Average
Elementary courses	15%	34%	40%	8%	3%	2.50
Intermediate courses	18%	36%	39%	5%	2%	2.63
Advanced courses	22%	38%	37%	3%	1%	2.77

The College recommends grade distributions according to the level of the course. An **elementary course** is broad and introductory; open to first-year students; lacking prerequisites; and numbered from :001 to :099.

An **intermediate course generally** is not open to first year students and requires prerequisite(s) or assumes prior knowledge. This course is designated as an intermediate course.

An **advanced course ordinarily** is for students earning a major, minor, or certificate in the area; requires assumed prior knowledge or prerequisites; and focuses on a particular topic or specific area of knowledge within a discipline.

The College of Liberal Arts and Sciences Policies and Procedures

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the Academic Handbook. www.clas.uiowa.edu/students/academic_handbook/index.shtml

Academic Fraud

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is reported to the departmental DEO and to the Associate Dean for Academic Programs and Services who enforces the appropriate consequences.

www.clas.uiowa.edu/students/academic_handbook/ix.shtm

Lecture/Classroom Behavior

The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others; such behaviors are a violation of the [Code of Student Life](#). When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and to request that a student exit immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for [Student Services](#) and Dean of Students).

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor and the departmental DEO. Complaints must be made within six months of the incident.

www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5

Accommodations for Disabilities

A student seeking academic accommodations should register with Student Disability Services and meet privately with the course instructor to make particular arrangements. For more information, visit this site:

www.uiowa.edu/~sds/

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit www.sexualharassment.uiowa.edu for definitions, assistance, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, the class members should seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and free-standing expanses. The class will continue if possible when the event is over. (Operations Manual [16.14](#). i.)

Your Responsibilities: Your responsibilities to this class, and to your education as a whole, include attendance and participation. This syllabus details specific expectations the instructor may have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and treat them with the courtesy you hope to receive in return. Specifically, racist, sexist, homophobic or other discriminatory language or behavior will not be tolerated.

Plus-Minus Grading: All the department's instructors can append plus or minus grades to the letter grades they assign for the course. If the instructor does not specifically indicate in the syllabus that he or she will not assign plusses or minuses, students should assume that this form of grading will be used.

Homework Expectation: For each semester hour of credit that a Communication Studies course carries, students should expect to spend approximately two hours per week outside of class preparing for class sessions. That is, in a three-credit-hour course, instructors design course assignments on the assumption that students will spend six hours per week in out-of-class preparation

Department of Communication Studies policy on extra credit for research participation: If the instructor of this course chooses to offer extra credit for research participation, you will be offered equal non-research opportunities for extra credit. If more than one option for research participation becomes available, it will be announced to the class in a manner that allows students to choose among all available options. Participation in a given study cannot be counted for extra credit in more than one course. .

Important Resources

- [Writing Center](#) 110 English-Philosophy Building, 335-0188, www.uiowa.edu/~writingc
- [Speaking Center](#) 12 English-Philosophy Building, 335-0205, www.uiowa.edu/~rhetoric/centers/speaking
- [Tutor Referral Service](#) Campus Information Center, Iowa Memorial Union, 335-3055, www.imu.uiowa.edu/cic/tutor_referral_service