

Communication

Communication ~~ Reedley College ~~ Spring 2024 **Communication 10: Intercultural Communication**

Instructor: Dr. Linda Carvalho Cooley

Check Canvas for Office hours and Zoom Office link

E-mail questions or ask for a zoom appointment: Linda.Cooley@reedleycollege.edu

Office Phone: (559) 494-3000 ext 3126

Physical Office: Social Science 38

There is NO textbook for this course. Instead, I lecture on content, share videos, and stories to help you engage the concepts. This course is being taught online via Canvas. The course is set up with modules for every week. Make sure you log in regularly and often to ensure you do not miss any of the assignments.

TIP: *take notes when watching lectures – they are a huge help for the mid-term & final and will help you with the final paper/speech.*

Course Description

Intercultural Communication introduces students to the cultural variables and factors in the communication process. Emphasis is given to communicating effectively in diverse social and professional environments. Focus will also be given to the analysis and comparisons of message perception, verbal and nonverbal communication, communication climates and language interpretation in interactions between people from different cultures. Activities are designed to develop communication skills that improve competence in intercultural situations. C-id designation Comm 150.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Apply theories of intercultural communication to real life encounters.
2. Analyze diverse communication systems and perspectives employed when communicating within & across cultures.
3. Identify and explain differences in language, perception, listening and conflict resolution as they pertain to intercultural communication skills.
4. Identify and explain the basic creation of culture(s) including the recognition of how patterns of behavior, values, and beliefs are shared/transmitted via verbal and non-verbal communication.

(SLO's will be assessed via Discussion Boards, Group Island and the Intercultural Communication Report)

Specific Objectives

In the process of completing this course, students will:

1. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.
2. Identify the components of culture and communication and their interrelationship.
3. Explain how culture influences verbal and nonverbal communication.
4. Comprehend the social and psychological variables of culture and its expression.
5. Discuss the diverse ways of thinking, perceptions, and interpretations.
6. Compare and contrast cultural communication strategies in various contexts.
7. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
8. Identify elements of common ground among diverse cultures.

Student Rights

Students are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses. This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students caught cheating, plagiarizing, and/or utilizing artificial intelligence technology to create their work will receive a zero on the assignment and any assignment connected to that assignment. Any student caught cheating, plagiarizing, and/or utilizing artificial intelligence technology to create their work will also forfeit all participation points and will not be allowed any extra credit points.

Turn it in will be used via Canvas and students need to address and resubmit any assignment with a score above 35% match prior to the due date or they will receive a zero on the assignment. Issues of cheating, plagiarism, and/or the use of artificial intelligence will be submitted to the Dean. These issues are serious and are likely to cause the student to fail the course.

Students with disabilities who have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

My Teaching Philosophy

Teaching for me has always been about helping students. If you are having an issue – talk to me. I’m not near as scary as I may look or sound. Please reach out to me and I promise I will listen to you and together we will come up with a solution. In an online environment all I can do is be here, but I can’t help, if you don’t ask. I will meet you day or night – but I need advanced planning. ALWAYS keep in mind my intention is to help you. I care and want you to succeed. Meet me halfway – check in regularly and pay attention to the announcements! Since there is no textbook, please watch the lectures and TAKE NOTES just like you would in a face-to-face class – everything on the mid-term and final are covered in my lectures. I believe that all students are capable of learning in ANY modality. Courses offered online are not for everyone, but some students thrive in online options. Online classes have been a huge asset for busy students. As a certified online instructor, I know that online education does work. You know yourself best so if online is not good for you consider taking a f2f class instead. Please give it your best effort and trust that I am here to help you through the course.

No one wants you to succeed more than I do!

Assignments

Please note that assignments are not optional. All these assignments are part of this course, not completing an assignment will result in a zero for that assignment. Even lower point assignments can add up and hurt your overall grade.

Graded Item	Points Possible
DB Intro: What's in a name?	30
Intercultural Survey	10
Coat of Arms Photo – 10 Presentation - 50	60
Group Island **SA DB Group Island – interaction 10 pts Zoom Consult – 15 pts attendance required in Zoom Reference page – 15 pts Flag photo – 10 pts Group Cohesiveness – 25 pts Overall final product – 150 pts	225
Intercultural Communication Report OR Speech **SA **Linked Grading Preliminary work 10 pts Outline & References – Rough Draft 25 pts, Final Version 50 pts Final Paper or Final Speech – 170 pts	255
Discussion Boards (DB 1-12 @ 10 pts each) **SA (2 DB's are designated as signature assignments)	120
Participation & Engagement in course content	100
Mid-Term	100
Final	100
Total Points Possible	1000

Mandatory Signature Assignments are indicated with **SA, these assignments are REQUIRED to take the final exam OR earn any extra credit. Linked Grading = work must be completed, or the following linked assignments are not accepted.

The following numerical guidelines will be used in the assignment of final grades.

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
599- 0 = F

The instructor reserves the right to increase points for students who are *on the margin* (defined by Dr. C as **less than 10 points**); this will be done based on attitude and participation throughout the semester and is solely at the discretion of the instructor.

Students will not qualify for this *on the margin* grade adjustment if they did not submit any outside extra credit, or if they have utilized 3 or more of the 12-hour window options. On the margin grade adjustments are not a *given* they are “solely at the discretion of Dr. C.”

My Personal Sanity

I had to think more about my work/life balance. I will no longer reply to emails or pop into my zoom office after 6 pm on weekdays or on weekends. You are welcome to email me anytime, but I cannot guarantee I will reply after 6 pm. The only exception will be for students who request appointments in advance or if there is a major assignment due.

Classroom Advisory, Requirements and Department

Since this is an online course, it is recommended that students have good basic computer skills. If students are intimidated to utilize computer programs and do not want to conquer the fear, this is not the class for you. Students should have access to a computer and an internet connection. A DSL/broadband line is preferred since you will need to upload documents and watch videos. Students should have access to a webcam and microphone (cellphones often come with these as standard features – if not the library has laptops that can be borrowed).

Additionally, an online course requires a high degree of independent learning. Students must have self-discipline to stay on top of their work without reminders from me or anyone else or you will fail this class. Having said that there is one mandatory group assignment in this class. Your grade will mainly rely on your individual effort, but students cannot pass this course if they do not participate in the group elements that are required for this assignment. Know that in advance and be responsible for your work. I have no problem throwing someone “off the island” if they do not pull their weight on the Group Island assignment. Although you do not physically attend the course you must log in and engage in the material on a weekly basis. Successful students are those who log in and engage in the material on a regular basis at least two to three times a week. Students should listen to the lectures AND take notes! Trust me, this will make the Mid-Term and Final much easier.

Students must respect the other students in the class. Comments and posts should be respectful and appropriate. I reserve the right to block any student whose comments are out of bounds. If necessary, students can be reported to the dean of student services or removed from the course. As a communication course, part of the content is to recognize that our messages should be created for a specific audience. The audience for this course is: “educated adults” and I will expect the discussions and posts to be appropriate for an educated adult audience. Under no circumstances will flaming (online name-calling, hate speech, etc.) be allowed. We are allowed to disagree, and I hope that everyone sees that our perceptions are different – that is how it should be. But we can disagree by not commenting or commenting respectfully. Please also know that due to the nature of this course (with students having freedom of choice in some discussion board and project topics), it is possible that some of the subjects and language in this class could delve into the PG-13 or R-rated area. Students can use adult material if it truly fits the assignment.

This course is purely online and as such it is the students' responsibility to stay connected via Canvas. Due dates are firm and late assignments will not be accepted.

Canvas:

Canvas will be our primary method of instruction. Students should be familiar with or become familiar with Canvas. Please seek additional help during office hours or attend the tutorial center for extra assistance. Keep in mind when reviewing grades in Canvas the point total is the ONLY thing that matters, percentages do not reflect your true grade. Technical difficulties are NOT a valid excuse. All deadlines are final – plan ahead and submit assignments early. Assignments will be due at 10 pm. Students will have the ability to “purchase” a 12-hour window to upload assignments. The cost is a 5-point penalty assessed on that assignment. This penalty will be given even if the assignment is one minute into the 12-hour window. The 12-hour window eliminates all technology excuses, high turn in score, or lack of submission. The 12-hour window is implemented to allow students to figure those issues out. I will NOT excuse any assignment that did not get into the submission box beyond the 12-hour window under ANY CIRCUMSTANCE – DO NOT ASK.

Group Island:

Students will be assigned one group project. Students will work together to create the culture and rituals for their own island. Group cohesiveness is worth 25 points and is the only “group” element graded. The rest of the work is individually earned based on your personal contribution. One student can earn an A, but the rest of their group could fail the assignment. More information will be shared in the course. ***This is a signature assignment*** and cannot be made up. All signature assignments are required to earn taking the final exam or to submit extra credit.

Intercultural Communication Paper OR Speech:

Students will select either a formal paper or a formal speech. The paper (4 to 5 pages) or the speech (6 to 8 minutes) on a culture with which the student is **NOT** affiliated. Details will be shared in Canvas, but the paper must be at a collegial level, with proper grammar, and properly cited in APA format. Course content must be cited along with research conducted via SCCCD library databases. The speech must include a visual slide show and be delivered extemporaneously in a recorded format. Students must also verbally cite content from lectures and academic sources. Both options will include an outline and a reference page that will be submitted as separate preliminary work. This assignment is both a ***Signature Assignment and is listed as a Linked Graded assignment***. Students who do not submit the paper or the speech will not earn the right to take the final exam and do not qualify for extra credit. In addition, students who do not do the “preliminary work” cannot earn points on the rest of the assignment.

Participation/Engagement Points:

This class is only good if it is interactive; therefore, participation is vital to the classroom environment. Each student is expected to read the explained tab in the modules every week, watch all lecture content along with accompanying videos and activities. Students should participate in all the discussion boards and interact with each other. Participation points are given based on interaction in the course. Lack of participation in discussion boards or other assignments can result in losing all participation points. Finally, students **MUST** be respectful during all discussions - students who do not display respect to cultural differences will be asked to leave the course. Keep in mind discussion boards weigh heavily on participation grading.

Additional Point Assignments (Extra Credit):

Limited extra credit assignments will be posted in Canvas. It is the student's responsibility to look them up and turn them in. Extra credit assignments submitted by students who have missed a signature assignment (see list of assignments for **SA designation) will NOT be accepted. In addition, students who have missed 3 or more discussion boards will not be allowed to earn extra credit. Lastly students who take advantage of the 12-hour late window three or more times do not qualify for extra credit. The sole purpose of extra credit is to enhance learning not to take the place of assignments.

Mid-Terms & Finals:

Students will take their mid-terms and finals in Canvas. Each exam is comprised of two portions; one will be a multiple-choice portion and students will have two timed attempts to take that portion. The second portion is a short answer essay portion, students will have one timed attempt to take that portion of the exam. Final exams are earned in this course. Students who did not complete the signature assignments will not earn the right to take the final exam. Both exams will open on the Monday during their assigned week and will remain open until Wednesday night allowing students three days to complete both portions of each exam.

“Per Title V Regulation 58170(e), students must be referred to academic support services by counselors or instructors. With this statement on my course syllabus, I am referring any students in my class in need of academic support to tutorial services. Tutorial services may include: the tutorial center, writing center or the communication lab. Referral reason: Mastering the content, study skills, and basic skills of this course is aided by the use of trained peer tutors.”

Picky Professor Pet Peeves

Everyone has their quirks – I want you to know mine in advance.

1. **Assignments are not optional.** Students are expected to do all the work/assignments. I would have a hard time feeling bad for your grade if you selected to not do all the assignments.
2. **Take notes when you watch my lectures.** Treat it like a “class” and take notes. This is the number ONE piece of advice given by former students. When you take quizzes/exams those notes will really help you out. I literally cover everything on the quizzes/exams in my lectures.
3. **You need sources but they do not need to be quotes.** Quotes should ONLY be used if they are brilliant – if they aren’t please put them in your own words rather than quoting.
4. **Use my templates!** (outlines, and Intercultural Communication Report). I give templates to help students. Use the one I gave you not something you got from a different instructor.
5. **SCCCD Library Databases are REQUIRED!** Please don’t fight me – Resistance is futile you will be assimilated.
6. **Do not email me your assignments!** I will NOT download any files from students. All work must be submitted to Canvas. (I lost two computers downloading files from students.) Also, make sure you upload your videos to YouTube, then share the link to the YouTube video in the discussion board for all the recorded speeches.
7. **Please use my feedback!** I give feedback and it takes me a long time to give every student feedback. Students who do not make the changes suggested in my feedback will not earn a good grade on their final work.
8. **Be proactive!** If you have a tight schedule, then you need to be on top of your work. I don’t know your schedule, but you do. I will try to open 2 modules at a time but don’t wait until the last minute to do your work. If you choose an online course, you know that time management falls on your shoulders.
9. **Technology is not always your friend.** All work in this class is required to be the original work of the student. Any use of AI Authorship tools including, but not limited to, ChatGPT, QuillBot, etc... will be considered a violation of this requirement. To be completely honest, work created by AI isn’t always accurate and often does not meet the prompt. Students end up getting a bad grade and they are surprised. My suggestion is don’t use it – do your own work. You really are capable, and it will be fine.
10. **Be respectful of diversity.** One of my biggest pet peeves in this class is that often we view the world from our perspective and judge others by what we do. This course is an opportunity for all students to understand why people do what they do – how their culture influences the way they see the world. This means their behaviors and attitudes are grounded in how they were raised. The clothes they wear, the rituals they engage in, and how they talk are all culturally driven. What they do isn’t wrong – it is simply different. It would be a boring world if we were all the same. Please be respectful of the differences, in fact I hope you celebrate the differences. In discussion boards write about your perspective and what you have learned. My hope is that you leave this course with an open attitude towards others and a genuine curiosity about how and why people communicate differently than you do.