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**COMM 345
Intercultural
Communication**



The University of Idaho in statewide cooperation with
Boise State University — Idaho State University — Lewis-Clark State College

Course Guide

Independent
Study | in Idaho

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COMM 345: Intercultural Communication

Lewis-Clark State College
3 Semester-Hour Credits

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Communications, COMM 343 Intercultural Communication!

3 Semester-Hour Credits: LCSC

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Analytic study of the similarities and differences in verbal and nonverbal communication of various cultures. Includes language or code systems and the perception of relational and intent aspects of messages.

13 graded assignments, , 3 graded self-administered exams
Available online only.

Students may submit up to 2 assignments at a time/4 per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

- Intercultural Communication, 7th ed., by James W. Neuliep, Sage Publishing, 2018.
ISBN-13: 9781506315133

Course Delivery

All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student should receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Objectives

By the end of the course, students should have a better understanding of how culture and diversity influence communicative patterns of behavior, including, but not limited to the following:

1. Define communication, especially intercultural communication - identify, describe, and explain the cultural context and its impact on intercultural communication.

2. Identify, describe, and explain the microcultural context and its impact on intercultural communication.
3. Identify, describe, and explain the environmental context and its impact on intercultural communication.
4. Identify, describe, and explain the perceptual context and its impact on intercultural communication.
5. Identify, describe, and explain the socio-relational context and its impact on intercultural communication.
6. Compare and contrast verbal communication styles and patterns of various cultures.
7. Compare and contrast nonverbal communication styles and patterns of various cultures.
8. Identify and describe the factors that affect the development of relationships across cultures.
9. Define intercultural conflict and five types of communication conflict styles.
10. Explain how the cultural, microcultural, environmental, perceptual, and socio-relational contexts affect intercultural communication in organizations.
11. Describe the types of and process of acculturation.
12. Define and identify the stages of culture shock.
13. Describe and practice the components of intercultural competence.

General Education Learning Outcomes - State of Idaho

Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Describe how perceptions of sameness/difference influence uncertainty and anxiety in communicative situations
2. Provide examples of how diverse social categories (race, class, religion, ethnicity, education, sexuality, gender) intersect to influence worldview, identity, and personal experience.
3. Explain how cultural variables (space, time, high/low context, individualism/collectivism, power distance, masculine/feminine culture, uncertainty avoidance, etc.) influence communicative interactions
4. Explain the notion of face (both "self" and "other") and its relationship to conflict or conflict resolution.

Assignments

Technology Requirement/Skills

Papers in this class are submitted and graded in Canvas. Students should have the ability to use word processing software and save in specified file formats (Word document or .pdf); ability to check email; ability to use Canvas.

Formatting

All work for this class is to follow precise APA formatting rules as outlined in the APA manual, 7th edition. In its most basic form this means that everything turned in needs to be stapled together, typed and double-spaced in 12-point, Times New Roman font. It is also required that a correctly formatted cover page and reference page(s) be included with every assignment unless otherwise stated. Using proper spelling, grammar, and punctuation is also critical and failure to do so will result in a loss of points for that assignment.

Written work (E.g., outlines, extra credit, etc) can be submitted electronically (Canvas dropbox).

Timeline for Submission of Assignments

All assignments should be submitted in order (Module 1, then Module 2, then Module 3). Additionally, quizzes should be completed before the exams.

Statement on Information Literacy

Information Literacy – What Constitutes Effective Research?

To produce a quality paper, you need to use a variety of sources in order to follow different angles in the pursuit of your topic. Recognize that in doing good research, nothing good comes easy. A well-planned, systematic approach to research will allow the student to uncover valuable information toward mastery of the research topic.

A preferred approach to doing better research involves the following sequence:

1. First, consult the reference resources that provide the overall content needed for your topic.
2. Second, use the library catalog to locate books and journals that will contribute more specifically to your topic.
3. Third, use the library research databases to find peer-reviewed articles and other sources.
4. Fourth, use the library web-resources to locate quality websites.

As a component of critical thinking, it will be important for the student to determine what constitutes a better-quality, professional source. For example, the Internet contains both paragraphs of content with no listed author (not very useful), as well as scholarly information that is undeniably practical. Research is a progression of discovery and evaluation, requiring a first-rate strategy and efficient time management on the student's part. Flexibility in the process is important as well, since research ideas are naturally reformulated and redirected during the course of creating the final product.

This course is reading intensive and is designed to lay the foundation for much of your future research as a communication scholar. It is important that you read and comprehend the information as much as possible. I understand that it is a lot to read and take in and I don't expect you to memorize all of the information. You should, however, use this course material and textbook as a resource for finding information in the future. A person who has developed skills in information literacy will always know when information is needed and where to go to find that information. This course is designed to familiarize you with information that you can later rely on and re-visit.

Effective Research

Students should always incorporate effective research in every assignment as a component of critical thinking. Developing a well-planned, systematic strategy is necessary to uncover valuable information. It is important for you to determine what constitutes a quality, professional source. The internet contains information that may be scholarly.

Students should always evaluate the selected material for authority, accuracy, content, and usefulness. The following questions should be asked:

- Who wrote it? — Authority
- Is the information accurate? — Accuracy
- Why was it written? — Purpose
- What is the bias? — Objectivity
- Is the information dated? — Currency.

Description of Assignments

Quizzes (100 points)

- There are quizzes over all 10 chapters of the book.
- Each quiz has 10 multiple-choice or true/false questions worth one point each, so a student can earn up to 10 points per chapter.
- Quizzes have a 60 minute time limit.
- All quizzes are open-book and open-notes. However, collaboration counts as cheating (Sharing or receiving answers on a quiz before it has been completed).

Movie Review Paper (30 points)

For this paper (500-750 words), students will watch a movie of their choosing. The students are expected to effectively determine and frame the relevant inter or cross-cultural dimensions included or presented in the movie.

Students should make it a point to make productive use of the material they have read or discussed in class by ideally linking it to the theoretical models and intercultural criteria and dimensions discussed in class up to that point.

As a general rule, the paper should be structured and will be assessed as follows:

- Brief summary of film (2-3 sentences)
- Intercultural incidents and depictions (bullet points)
- Linkage with theoretical models, cultural dimensions and criteria discussed in class from a social angle as well as a human communication/professional/business-oriented perspective (this should be the majority of the post). The text should clearly be cited here.
- Review section: personal critique of the movie (primarily in terms of its value and usefulness in fostering a better understanding and appreciation of cross-cultural differences).

***There is no formal formatting required, but APA formatting is encouraged since it is easiest to cite sources this way.

Exams (150 points)

There will be three exams worth 50 points each. These exams may include true/false, multiple choice, fill in the blank, and short answer. Exams are on Canvas and are open book/notes. Exams have a 90 minute time limit. There is no proctor for the exams.

Profile Paper (50 points)

Personal, Local, Regional, and National Cultural Profile

Section One (500-750 words): Personal Cultural Profile

For this section, you will be asked to create a personal cultural profile. By better understanding your own cultural background, you will begin to learn how to recognize others cultural backgrounds and effectively communicate with them on that level.

To complete this personal cultural profile, you must:

- Identify your demographic information, which includes what you identify as your race, your gender, your religion, your educational level, and your socioeconomic status.
- Describe the cultural traditions and norms that you follow.

- Explain your family’s cultural background and how that has shaped the traditions and norms that you follow.
- Discuss the groups that you are affiliated with and the role they play in developing your culture.

****Please be sure to create personal cultural profile by writing in complete paragraphs. You should not simply provide a bulleted list of answers.****

Section Two (500-750 words): Local, Regional, and National Cultural Profile

Use your Personal Cultural Profile (part one) to examine your culture in relation to the environment you live in. Pay attention to the perspectives and areas of focus from Chapters 1-5 from your textbook and how they may apply to you specific profile.

To complete this local, regional, and national cultural profile, you must:

Step A: Describe the cultural composition of the city that you live in. Explore factors, such as racial composition, nationalities represented, religious affiliation, education level, economic status and so on. If your city is dominated by a single industry or employer (e.g., Washington, D .C ., is dominated by government jobs and Los Angeles is dominated by the entertainment industry, etc), this is also worth noting here. If you live on or near a military base, please include information about this in your description.

Step B: Compare the demographic information you identified in your Personal Cultural Profile, with that found in the predominant culture in your city (e.g., do the majority of the people in your city follow the same religion as you, etc.?)

Complete steps A and B again, only this time for the state or region that you live in. A good starting point for this step is to consider how your city differs most from the cultural profile of your state or region.

There are always some differences to find, although in some cases these differences may be more striking.

Complete steps A and B again, only this time for the country that you live in. Again, start by asking how your state or region differs most from the country as a whole.

Analyze how your communication with others is influenced by the cultures represented in the city, state, and country that you live in.

Remember that communication issues may have come up in talking with people from other areas (including different countries), and consider the role cultural differences may have played in this.

These differences may involve vocabulary and language use, slang, perceptions of race, gender roles, nonverbal communication, interpersonal space, acceptable and taboo topics, and other factors.

Paper Details

The Personal, Local, Regional, and National Cultural Profile paper must be 1000 to 1500 words in length (do not include title and references pages in your word count), double spaced, and formatted according to APA style.

- Must include a separate title page with the following:

Title of paper

Student’s name

Course name and number

Instructor's name

Date submitted

- Must include an introductory paragraph with a succinct thesis statement
- Must address the topic of the paper with critical thought.
- Must include a conclusion that summarizes the main points and restates the thesis
- Must use at least three scholarly or credible sources (one must be the textbook).
- If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.
- Must document all sources in text in APA style.
- Must include a separate references page.

Cultural Analysis Paper (100 Points)

Each student will select a cultural in which he or she is not a member of and write a 1000-1250 text paper, discussing his or her findings on the communicative practices of the selected country/culture.

Papers must use a minimum of seven (7) sources, four (4) of which must be academic (journal articles, books, or book chapters). Please note that books are a great resource for this assignment.

The papers are mostly descriptive of the culture, but are to be conceptually and thematically driven, focusing on cultural variability factors. Recall the following cultural variables for consideration:

- High/Low Context
- Time/ Temporal orientation
- Individualism/Collectivism
- Space
- Masculine/Feminine
- Specific Verbal/Nonverbal Cues/Quirks & Traditions
- Power Distance
- Long Term/Short Term Orientation
- Uncertainty Avoidance
- Face
- Universalism/Particularism
- Horizontal/Vertical
- Ascription/Achievement
- Affectivity/Affective
- Human being-Nature Orientation
- Activity Orientation
- Conflict Style
- Relational Orientation

Students are not expected to cover all cultural variability concepts in their papers. Rather, Students should select 3 or 4 of the cultural variability factors (preferably those that fit together nicely or are those that are related) with which to analyze their culture.

The Cultural Analysis Papers should use research specific to course concepts. Papers should try to offer examples of how the culture exhibits the concept. In some or quite possibly many cases, when specific information about concepts is unavailable, inferences will be necessary. Inferences should be made based

on what knowledge and research you have obtained about the culture. Papers that make inferences are expected to articulate the reasoning behind their inference.

For example, a paper on the United States might analyze the US as a low context culture, but not be able to find source material that actually says that. Therefore, to analyze it as such, the paper would explain what a low context culture is, and identify the research that suggests those elements, e.g.:

According to Smith, “Low context cultures emphasize explicit explanations and often appeal to visual or televisual images.”

The US clearly is a low context culture. For instance, Hall explains how the United States legal system requires much explanation. Moreover, the US is increasingly a visual culture. Students in high school and college classrooms are accustomed to power point presentations, demonstrating the need for demonstration and explicit codes. In addition, Johns explained, “television is the dominant medium for Americans, demonstrating the visual tendencies of the US.”

Paper Details

The Cultural Analysis Papers paper must be 1250-1500 words in length (do not include title and references pages in your word count), double spaced, and formatted according to APA style.

The papers:

- Must include a separate title page with the following:
 - Title of paper
 - Student’s name
 - Course name and number
 - Instructor’s name
 - Date submitted
- Must include an introductory paragraph with a succinct thesis statement
- Must address the topic of the paper with critical thought.
- Must include a conclusion that summarizes the main points and restates the thesis
- Must use at least seven scholarly or credible sources (one must be the textbook).
- If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.
- Must document all sources in text in APA style.
- Must include a separate reference page.

Grading

The course grade will be based upon the following considerations:

Grading Breakdown

Assignment	Points
Quizzes (10x 10 points)	100 points
Exams (3 x 50 points)	150 Points
Movie Reflection Paper	30 points
Cultural Profile Paper	50 points

Cultural Analysis Paper	100 points
Total Points	430

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Now, here is a little about me...

Please call me Kyle :-).

After being born and raised in Nebraska, I married a California girl and moved to Central California, only to move to San Diego a few months later. We stayed nearly nine years in the San Diego area before moving to the Idaho in 2016 where I accepted a position as a full-time instructor. While I miss parts of San Diego, I am thrilled to be in a nice community. My wife of 15 years and I live in the country with our three very fun daughters, one son, two dogs, and three cats.

I have a B.A. in Communication from York College (Nebraska) and also hold a M.A. in Communication from Spring Arbor University (Michigan). I am currently working on my doctorate at Idaho State. I previously worked in a college athletic department as well as an Adjunct Instructor in Communication for a few colleges. I am currently a professor at Lewis-Clark State. In all, higher education is a passion of mine and I feel very blessed to work at a great institution.

In my downtime (as if there is any) I enjoy watching and playing sports, reading, and hanging out with friends. I am a Nebraska football fan (Go Big Red) as well as a Kansas City Royals and San Diego Padres baseball fan. My favorite thing to do, however, is to spend time with my family. It does not matter what we are doing, as long as we are together, I am having fun.

I am here to serve you and help you grow as a student. Please do not hesitate to contact me with questions! I love to help!

Contacting Your Instructor

Instructor contact information is posted on your course Canvas page.