



SYLLABUS

**AU COMM 336 Intercultural
Communication**

AU COMM 336 Intercultural Communication

Consortium of Adventist Colleges and Universities

Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

Andrews University

Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts.

Communication 336 is particularly useful for students in business, behavioral sciences, education, and theology.

Course Prerequisites

COMM 104 or COMM 230 or permission of instructor

Course Learning Outcomes

Intercultural Communication focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and affects the communication processes. Since we live in an era of rapid globalization in which technology has enhanced our ability to communicate across cultures. Intercultural Communication has become indispensable to our ability to function in a diverse workplace, city, and world. This course will take us on an excursion. Keeping a blog to capture interactions between cultures, and a final in depth class assignment to understand another culture and their communication style, this course is designed to increase our sensitivity to others, while minimizing stereotypes. Just as importantly, this trip will increase our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate.

The specific course objectives are as follows:

1. To explain how intercultural communication currently impacts the way we interact with others.
2. To explore cultural self-awareness, other culture awareness, and the influence our message choice has on others from a biblical perspective.
3. To describe how communication processes differ among cultures.
4. To identify challenges that may arise from differences within intercultural interactions and learn ways to creatively address them.
5. To apply the knowledge, skills and attitudes that will increase intercultural competence while retaining Christian values and beliefs.

Required Text/Material

Samovar, L and Porter, R. *Communication Between Cultures*. (2015). S.l.: Cengage Learning. ISBN-13: 978-1-285-44462-8

Credit Hour and Commitment

This is a 3 credit hour course. Three hours are allotted per week for reading and understanding of content. Outside of reviewing and reading the chapter, 6 to 9 additional hours should be allocated for Assignments and projects. You will have three exams: one following each unit, a cross cultural communication Analysis, 3 Unit papers and 22 reflection blog posts. See class syllabus. A rubric will be used for each blog, Unit papers, and the final class project., the recommended time spent in studying and preparing for the course. In order to do well in this class you must be prepared before each assignment with reading and understanding the chapter, being able to see and share elements that are reflected in your personal work. Suggested schedule(s) to accomplish this work are included in this syllabus.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, maintaining an intercultural online blog, explore another culture in depth, take online exams, and write reflective papers as they relate to your own cultural assumptions in various forms through the course.

Course/Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Blogs (220 pts total)

You will participate in 22 blogs throughout the semester. Each blog will demonstrate your reaction to and understanding of the chapters. Questions and thought guidelines are provided as a reference point. In answering the questions think of scenarios to elaborate your thoughts. Ideally two posts each week will be required in order to complete the class in a timely fashion and to provide thought provoking blogs. Quality over quantity but generally each blog should be about 350 to 500 words which equals about a half to a page long.

Reflection Paper (180 pts total)

You will submit a reflection paper at the end of each unit. This reflection paper will focus on identifying and explaining three communication concepts that complement each other from the Unit. Explain how these concepts work together, and how you might apply original thinking to the concepts. Apply these concepts to a situation from real life, TV, movie, etc. The instructor is looking for an understanding of the concepts, application of critical thinking and an understanding of how they apply to life. Each paper should be roughly 800 to 1050 words.

Cross Cultural Project (450 pts total)

This assignment requires that you have an intercultural interaction with someone from a culture different than your own, you are responsible for reading about the culture in depth, comparing them to your identified culture noticing similarities and differences. Your evaluation, mingling, and understanding of Hofstede cultural dimension will provide the tools necessary to prepare a slide presentation that will demonstrate your understanding of the culture in comparison to your own. Additionally you will discuss five of the culture dimensions as they relate to the chosen culture. This project will be submitted in five major parts:

Research (60 pts)

In order to complete this assignment you will need to work with someone from another culture. Your goal is to identify a person from another culture (that means country) Once you have identified the “friend” you will be interacting with for this assignment, read up about their culture and history ahead of time. Formulate some questions you want to ask them about their culture and experience living in a culture different from their own. Upload the name of the culture you have identified and 2 page research summary of the identified culture to LH

Interview (60 pts)

Spend 3-4 “contact hours” with the person or group from a culture different from your own. Talk to them or interview them about their culture. You will observe some facet of speech communication within the different culture, describe correlations between specific speech communication behaviors (as discussed in the course text: Family structures, verbal, nonverbal, and Intercultural Communication in contexts etc.) and other factors within the culture (economic forces, gender, social class, religion, etc.), and consider how this culture differs from the culture in which you currently live. The purpose of this assignment is to help you learn about a cultural system that is different from yours through reading and through interactions with members of that cultural group. Upload the list of interview questions and the response those questions to LH.

Slides (180 pts)

Prepare an 18 to 25 page slide presentation with audio about the intercultural experience in which you have participated. This slide presentation should be submitted in three parts:

Part 1 (60 pts)-The slide presentation should include:

- I. Title slide with your name and country [1slide]
- II. An introduction slide with a detailed description of the experience interacting with a new culture [1 to 2 slides]
- III. Discussion of culture [5 slides]
Choose from:
 - a. Individualism vs Collectivism
 - b. High Context vs Low Context
 - c. High vs Low Power Distance
 - d. Masculine vs Feminine
 - e. Monochronic vs Polychronic
 - f. Uncertainty Avoidance

Part 2 (60 pts)-The slide presentation should include:

- IV. Description of the role of social class [1 slide]
- V. A discussion of the history of the cultural group you interacted with, as well as the values and assumptions operating in the other cultural system [1 slide]
- VI. Explaining your tools of analysis [1 slide]

- a. Your chosen concept(s) from our *Communication Between Cultures* (see below).
- VII. Analysis [5 slides]
- a. Using your chosen concept as a lens (guide), examine the communication of your subject.

Part 3 (60 pts)-The slide presentation should include:

- b. Describe correlations between your background, research findings and specific speech communication behaviors of your chosen culture and the one in which you now live.[1 slide]
 - c. Compare and contrast the communication of your subject culture vs. the culture in which you now live. [1 slide]
- VIII. A conclusion that includes a discussion of how the other culture differs from your own and implications for future interactions [1-2 slides]
- IX. Sources – all sources in APA format [1-2 slides]

Draft Presentation (50 pts)

Prepare a draft of the complete project, add voice over to slide presentation and upload draft presentation to LearningHub for instructor feedback.

Final Cross Cultural Project (100 pts)

Upload the adjusted final cross cultural project to LH.

Rubrics

Rubrics will be used to assess your Unit I, II, & III papers for clarity and understanding of the chapters and how key concepts can be applied or have been experienced. A Rubric will also be used for the intercultural blog assignment to clarify the objective of the blog. For the cross cultural communication analysis, a rubric will ascertain if the assignment was well thought out and planned in order to thoroughly explore another culture. Finally online exams are given after each unit. All rubrics are attached

Exams

You are allowed 120 minutes to complete each online exam. You are allowed to refer to your book as the time permits.

All exams in this course require proctoring. To ensure the registered student is taking the exam, a photo ID must be shown at the start of each exam session.

If living near Berrien Springs, exams must be taken in the School of Distance Education Testing Center, on the Andrews University main campus. If you live anywhere outside of the United States, exams are proctored online through this Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up using our online calendar, using the link provided in the exam request form.

Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. The proctor's full name, position/title, employer name, phone and email, must be filled in on the exam request form when arranging local proctoring, so gather this information before clicking into the exam request form.

The exam request form, link in your course space, should be completed two weeks before each exam deadline to allow adequate time for proctor approval and scheduling proctored exam sessions.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html <<https://www.andrews.edu/distance/students/exams.html>>.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments	Course Objectives Met
Intro	Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1	Introduction Intercultural Communication: A Requirement for the Interdependent Global Society	Review of syllabus and introduction to the course and requirements for successful completion of the course. Chapter 1	Intro Blog: How Culture has impacted your life. (evaluate work, home, church, etc.) Blogs 1 (questions from the back of the book)	CO 1 & 2
2	Communication and Culture: The Voice and the Echo The Deep Structure of Culture: Lessons from the Family	Chapter 2 Chapter 3	Drobox- Identify "friend"/Country to Analyze Blogs 2 (2 blogs) Blogs 3 (2) Drobox-Research background of "friend's" Culture	CO1 & 2
3	Cultural Communication Project Contact hours World view: Cultural Explanations of Life and Death	Chapter 4	Drobox- Mingle with "friend" for 3 to 5 hours as they interact with others from their culture. Interview "friend" and her associates Unit 1 Reflection Paper Blogs 4 (2)	CO 3-5

Modules	Lessons	Readings	Assignments	Couse Objectives Met
4	Unit 1 Exam Cultural History: Precursor to the Present and Future	Chapter 5	Drop Box- Begin putting research into PowerPoint. (Slides 1-7) Upload draft of slides 1-7 to LearningHub Blogs 5 (2)	CO1 CO 2 & 3
5	Cultural Values: Road Maps for Behavior Culture and Identity: Situating the Individual	Chapter 6 Chapter 7	Blogs 6 (2) Slides (8-14) Upload draft of slides 8-14 to LearningHub Blogs 7 (2)	CO 1 & 3
6	Verbal Messages: Exchanging Ideas Through Language Unit 2 Exam Nonverbal Communication: The Messages of Action, Space, Time, and Silence	Chapter 8 Chapter 9	Unit 2 Paper Blogs 8 (2) Slides (15-22) Upload draft of slides 15-22 to LearningHub Blogs 9 (2)	CO 1 CO 2
7	Intercultural Communication in Contexts: Applications in Business, Education, and Healthcare The Challenges of Intercultural Communication: Managing Differences	Chapter 10 Chapter 11	Add voice over to slide presentation. Upload draft presentation to LearningHub Blogs 10 (2) Blogs 11 (2)	CO 1, 2, 4, & 5
8			Final paper- Cross Cultural Project Due Unit 3 Paper	CO1-5
Final Exam				

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments	Couse Objectives Met
Intro	Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1	Introduction	Review of syllabus and introduction to the course and requirements for successful completion of the course.	Intro Blog: How Culture has impacted your life. (evaluate work, home, church, etc.)	CO 1 & 2
2	Intercultural Communication: A Requirement for the Interdependent Global Society	Chapter 1	Blogs 1 (questions from the back of the book)	CO 1 & 2
3	Communication and Culture: The Voice and the Echo	Chapter 2	Drobox- Identify "friend"/Country to Analyze Blogs 2 (2 blogs)	CO2

Modules	Lessons	Readings	Assignments	Course Objectives Met
4	The Deep Structure of Culture: Lessons from the Family	Chapter 3	Blogs 3 (2) Drobox-Research background of "friend's" Culture	CO1 & 2
5	Cultural Communication Project Contact hours		Drobox- Mingle with "friend" for 3 to 5 hours as they interact with others from their culture. Interview "friend" and her associates	CO 3-5
6	World view: Cultural Explanations of Life and Death	Chapter 4	Unit 1 Reflection Paper Blogs 4 (2)	CO 3
7	Unit 1 Exam		Drop Box- Begin putting research into PowerPoint. (Slides 1-7) Upload draft of slides 1-7 to LearningHub	CO1
8	Cultural History: Precursor to the Present and Future	Chapter 5	Blogs 5 (2)	CO 2 & 3
9	Cultural Values: Road Maps for Behavior	Chapter 6	Blogs 6 (2) Slides (8-14) Upload draft of slides 8-14 to LearningHub	CO 3
10	Culture and Identity: Situating the Individual	Chapter 7	Blogs 7 (2)	CO 1 & 3
11	Verbal Messages: Exchanging Ideas Through Language Unit 2 Exam	Chapter 8	Unit 2 Paper Blogs 8 (2)	CO 1
12	Nonverbal Communication: The Messages of Action, Space, Time, and Silence	Chapter 9	Slides (15-22) Upload draft of slides 15-22 to LearningHub Blogs 9 (2)	CO 2
13	Intercultural Communication in Contexts: Applications in Business, Education, and Healthcare	Chapter 10	Add voice over to slide presentation. Upload draft presentation to LearningHub Blogs 10 (2)	CO 1, 2, 4, & 5
14	The Challenges of Intercultural Communication: Managing Differences	Chapter 11	Blogs 11 (2)	CO5
15			Final paper- Cross Cultural Project Due Unit 3 Paper	CO1-5
16	Final Exam			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Points	Description
220 (22 blogs @ 10 points each)	Reflection Blogs
450	Cross Cultural Communication Analysis
180	Unit I, II, & III papers
150	Unit I, II, & III exams
1000	Total Points Possible

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Points
A	930-1000
A-	900-920
B+	880-890
B	830-870
B-	800-820
C+	780-790
C	730-770
C-	700-720
D	600-690
F	590 & below

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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