TCCA 230: Intercultural Communication—Global Perspectives
Spring Semester 2016 - 3 Credits IS or GP
Syllabus: Online Continuing Education

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TCCA 230 Intercultural Communication Course Description:
Theory and practice of human communication in a multicultural world. Interdisciplinary and global perspectives on the social and cultural contexts of communication, both in terms of interpersonal interaction as well as larger scale contact between cultures. Emphasis on perception, values, enculturation, acculturation, verbal and nonverbal language systems, strategies for effective intercultural interaction.

Nearing Autumn’s close.
My neighbor-
How does he live, I wonder?
-Basho

These lines, written by one of the most cherished of haiku poets, express our timeless and universal curiosity about humankind. When they were written, nearly three hundred years ago, the word “neighbor” referred to people very much like one’s self – similar in dress, in diet, in custom, in language – who happened to live next door. Today relatively few people are surrounded by neighbors who are cultural replicas of themselves. Tomorrow we can expect to spend most of our lives in the company of neighbors who will speak in a different tongue, seek different values, move at a different pace, and interact according to a different script. Within no more than a decade or two the probability of spending part of one’s life in a foreign culture will exceed the probability of a hundred years ago of ever leaving the town in which one was born. As our world is transformed, our neighbors increasingly will be people whose lifestyles contrast sharply with our own.

Dean Barnlund

This course is designed to:
1. Increase your understanding of the relationship between culture and communication
2. Provide an intellectual framework that allows for description and interpretation of communication between culturally heterogeneous individuals
3. Explore the differences in belief and value systems, cultural patterns, verbal and nonverbal codes and their impact on relationships.
4. Enable comprehension of obstacles to competent intercultural communication
5. Pique curiosity, and develop empathy and communication skills that will improve your overall competence in intercultural communication
On-line Teaching and Learning

Instructor responsibilities
I am really looking forward to teaching this class on-line. I realize that not being able to “see” you face to face every week has some special responsibilities for you and me. Therefore, you can expect me to:

• Respond to your inquiries in a timely fashion
• Communicate clearly the requirements and expectations for this course
• Convey passion for the material
• Maintain a positive learning environment in the course
• Respect students as individuals and learners
• Conduct class in an engaging manner

Student responsibilities
One of the benefits of online learning is that you interact with the class material as your schedule permits, but it also requires you to be self-motivated. The requirements and rules indicated in this syllabus and on our course site are non-negotiable. As a student enrolled in TCCA 230, I expect you to

• Have access to a reliable computer with appropriate software, and reliable, high-speed Internet access
• Thoroughly read/view the assigned material
• Complete and submit your assignments prior to the deadlines
• Keep in contact with classmates and the instructor as requested
• Communicate respect to each other and the instructor
• Positively contribute to class discussions and activities
• Ask for help when needed

Computers and Technical issues
This course is delivered through BLACKBOARD.
NOTE: If you experience technical issues with Blackboard or computer/internet problems related to the course website, please contact support at blackboard@linfield.edu

Course Contact
You should check your Linfield e-mail and the class announcements posted on the course website at least once every other day. Periodically, I post announcements and/or send out individual and class emails with updated information. Because all these messages are automatically sent to students’ linfield.edu accounts, it is important that you regularly access and read your Linfield email.

Professor Contact
Email is the preferred contact method. In the “Subject” area, please type TCCA 230 OCE, your last name, and clearly indicate the purpose of your message. Allow a minimum of 48 hours for a response to your email. If there is no response after 48 hours, please resend your message. I will contact you only through Linfield email. If you use another email address most of the time, please redirect your Linfield email to that account.
If you encounter problems that will interfere with your ability to complete an assignment or the course in a timely or successful manner, please contact me immediately so that I can assist you (slee@linfield.edu). It is important that you contact me before the end of the course; if you wait until then there will be little I can do to help you be successful and/or to complete the course.

**Assignment Deadlines**
All assignments must be submitted correctly before 11.59 p.m. (OR time -- PST) on their respective due dates to be eligible for credit. Deadlines are absolute; late assignments will not be accepted for any reason (not even if Blackboard is not working). Any assignments submitted after the 11.59 p.m. deadline will receive a grade of “0.” Therefore, you should plan to submit assignments well in advance. Submit all assignments to the course website Dropbox.

**COURSE REQUIREMENTS**
(Course schedule to be provided)

**Readings**
Weekly chapter readings from your textbook *Understanding Intercultural Communication* are assigned for each unit of the course and are clearly indicated in the Topics: Readings and Assignments sections on the schedule and in the weekly folders. Reading all chapters and articles thoroughly—such that you are able to comprehend, apply, evaluate, and critique the information presented—is essential for success in this class.

**Required Text:**
*Understanding Intercultural Communication* by Stella Ting-Toomey and Leeva C. Chung
This is a very helpful student website and I advise you to use it regularly.

**Assignments**

1) **Student Introduction (5 points)**
As soon as the course material is available for you to view on Blackboard, I will ask you introduce yourself in a paragraph or two. This activity gives us a way to meet one another. I will post specific questions in the Content-Week 1 folder requesting you to introduce yourself, tell us something about your cultural background, any intercultural/international experiences you have had, and something about your interests and hobbies.

2) **Discussion Question Posts (84 points)**
For each unit, you are required to post your own answer and two responses to your peers on Discussion Question (DQs). You must post your own answer on Wednesdays and your responses to two peers by Sunday. The DQs will be based on your reactions to the weekly chapter readings and articles. The specific discussion questions will be posted in the weekly folders.

3) **Media Activity Posts (80 points)**
During the semester, there will be eight media clips to view. Each illustrates one or more of the intercultural concepts discussed in the weekly chapter. Your job is to view the clip and respond to the specific questions posted in the weekly folder. Each media activity is worth ten points. I
will read and grade each of your posts, then post my reactions to the class as a whole. **NOTE:**
There are no media activities in weeks 1, 7, 11-14 inclusive.

4) **Exams (240 points total)**
There are also three exams (see schedule) that evaluate your understanding, comprehension, and mastery of the readings, lectures and online discussions. Each exam is composed of a combination of eighty Multiple Choice and True/False questions. You will have eighty minutes for each exam. Exams must be taken in the weeks indicated on the schedule. Make-up exams will be available only to those who can provide **extensive written documentation of a severe illness or death in the immediate family or who have a college related excused absence.**

5) **Paper Assignments: (200 points total)**
Cultural Comparison Paper 100
Intercultural Film Analysis Paper 100

**GRADING**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Student Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Question Assignments (12 @ 7 points)</td>
<td>84</td>
</tr>
<tr>
<td>Media Activities (8 @ 10 points)</td>
<td>80</td>
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<tr>
<td>Cultural Comparison – submit cultures</td>
<td>10</td>
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<tr>
<td>Cultural Comparison Paper</td>
<td>100</td>
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<tr>
<td>Intercultural Film Paper – Phase 1</td>
<td>10</td>
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<tr>
<td>Intercultural Film Analysis Paper</td>
<td>100</td>
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<tr>
<td>Exam #1 (Chapters 1-4)</td>
<td>80</td>
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<tr>
<td>Exam #2 (Chapters 5-8)</td>
<td>80</td>
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<tr>
<td>Exam #3 (Chapters 9-12)</td>
<td>80</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>629</strong></td>
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Your final grade will be determined by the percentage of total points earned based on the following scale:

- **A**=93-100%
- **A-**=90-92%
- **B+=87-89%
- **B**=83-86%
- **B-**=80-82%
- **C+=77-79%
- **C**=73-76%
- **C-**=70-72%
- **D+=67-69%
- **D**=63-66%
- **F**=Below 62%

**TCCA 230 Intercultural Communication – Course Outcomes**
By focusing on the theory and practice of intercultural communication, you will:
1. Increase your awareness of the dynamics of intercultural interactions
2. Develop the communication skills necessary to become empathetic and effective communicators in various cultural settings
3. Cultivate a mindful attitude and adaptive competencies in dealing with culture shock stressors
4. Be able to compare and contrast different culture-based verbal and nonverbal communication styles
5. Identify challenges and perceptual biases in intercultural relationship development
6. Reinforce your respect for the diverse ways of communicating in a wide range of cultural situations
TCCA 230 in the Communication Arts Program and the Linfield Curriculum:
TCCA 230 Intercultural Communication fulfills a core requirement in the Communication Arts and Intercultural Communication majors. It also satisfies requirements in the Individual Systems and Societies or Global Pluralisms modes of inquiry in the Linfield Curriculum. Within the Communication Arts and Intercultural Communication majors, TCCA 230 Intercultural Communication introduces you to the theoretical foundations of the discipline, including those from both the humanistic, social scientific and communication theory paradigms. In so doing, this course provides students opportunities to meet the following Communication Arts and Intercultural Communication program goals and learning outcomes:

In Communication Arts
Program Goal # 1
Learn to create and deliver articulate, reasoned, and ethical messages

   Learning Outcomes
   2. Use competent verbal and nonverbal communication skills
   3. Apply high ethical standards in their conduct as senders and receivers of messages

Program Goal # 2
Gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts

   Learning Outcomes
   3. Describe and use principles and techniques that may be employed to improve communication effectiveness

Program Goal # 3
Explore the multicultural dimensions of communication by investigating communication practices across cultures as well as culture specific communication patterns

   Learning Outcomes
   1. Explain the contingent nature of cultural patterns and value orientations
   2. Analyze cultural differences as they affect and are affected by the process of communication

Program Goal # 4
Acquire the skills necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations

   Learning Outcomes
   1. Articulate an understanding of one's identity within a complex society
   3. Explain empathy and apply this concept in social interactions

In Intercultural Communication:
Program Goal #1
Adopt multiple worldviews in the creation and delivery of articulate, reasoned, and ethical messages

   Learning Outcomes
   2. Use culturally competent verbal and nonverbal communication skills
3. Apply culturally appropriate ethical standards in their conduct as senders and receivers of messages

**Program Goal #2**
Gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts

**Learning Outcomes**
3. Describe and use principles and techniques that may be employed to improve communication effectiveness

**Program Goal #3**
Explore the multicultural dimensions of communication within and across contemporary U.S. and global societies

**Learning Outcomes**
1. Explain the contingent nature of cultural patterns and value orientations
2. Analyze cultural differences as they affect and are affected by the process of communication

**Program Goal #4**
Acquire the skills necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations

**Learning Outcomes**
1. Articulate an understanding of one’s identity within a complex society
2. Explain empathy and apply this concept in social interactions

**Program Goal #5**
Develop interdisciplinary perspectives on the multicultural dimensions of U.S. and global societies through coursework and experiential learning activities

**Learning Outcomes**
1. Apply communication theories and skills in varied cultural contexts through study abroad, internships, community service, and service learning experiences
2. Analyze how disparate disciplines investigate and explain diversity

**TCCA 230 in the Linfield Curriculum:** TCCA 230 Intercultural Communication also meets the Linfield Curriculum requirements of Individuals Systems and Societies (IS) or Global Pluralisms (GP). If you are a student who entered Linfield College in the fall of 2010 or later, in order to meet an (IS) or (GP) requirement with this course, you must complete the electronic submission on Taskstream of exemplar work and supporting descriptions by the last day of finals week. Please ask me if you need assistance.

**Individuals, Systems, and Societies (IS)** Courses in this area examine how members of societies organize themselves to satisfy individual and collective goals. They foster an understanding of the complexity and interconnectedness of individuals, systems, and societies across local, national, and/or global contexts. They also encourage students to think critically about themselves and their relationships to other individuals, institutions, and/or social systems. Individuals, Systems, and Societies courses are designated IS in the catalog and each semester’s registration materials.

**Learning Outcomes** Courses with IS designation are intended to provide students with opportunities to do the following:
1. Understand individual, systemic, and/or social processes.
2. Analyze individuals, systems, and/or societies through multiple frames of reference.
3. Think critically about the ways that society affects individual behavior and/or individual behavior affects society.
4. Articulate how key theoretical principles can be used to explain individual and social processes, inform public policy and/or develop practical approaches to human problems across local, regional, and/or global contexts.

TCCA 230 addresses #2, 3, and 4 of the above learning outcomes.

Global Pluralisms (GP) Courses with this designation focus students’ attention beyond their own national boundaries. The use of analytical frameworks challenges students to address and understand the social, political, ethical, cultural, and/or policy discourses of other countries from a global perspective. These courses also include a consideration of multicultural perspectives within other countries. Curricular offerings focusing on the history or culture of a given nation, group, or region may meet this requirement by including a comparative component for the course. This focus may include comparisons between or among countries, as well as comparisons of different time periods. Through the process of examining Global Pluralisms, students prepare for their participation and citizenship in an increasingly diverse world. Global Pluralisms courses are designated GP in this catalog and in each semester’s registration materials.

Learning Outcomes In courses with GP designation, students will have opportunities to do the following:
1. Develop an understanding of a people outside the US from a disciplinary or interdisciplinary perspective.
2. From one or more disciplinary perspectives, articulate and analyze the power relations (e.g., imperialism, colonialism, political or cultural hegemony, or marginalization) between two or more nations or groups of people.
3. Examine the impact of global interdependence on the lives of individuals.

TCCA 230 addresses all of the above learning outcomes.

College Policies: Academic Honesty & Plagiarism

Academic Honesty is crucial to the educational mission of the college and is fundamental to the academic enterprise. Academic dishonesty, as defined in the Linfield College Course Catalog, will be penalized with a failing grade and will be referred to the Dean of Students for disciplinary action. This means that all work you complete for this course must be your own and written exclusively for this course. You must also properly document all of the sources you consult for course assignments. This means you must identify all ideas, paraphrasing, and quotations taken from sources outside of your own brain. If you use someone else’s language in any way, you must place quotations around those words and identify their source for your readers. Please see me if you have any questions about plagiarism or the proper citation of sources. Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility.

Disabilities Documentation

Students with disabilities are protected by the Americans with Disabilities Act and
Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Loveridge Hall, Room 24, (503-413-8219), or chwhite@linfield.edu. We also encourage students to communicate with faculty about their accommodations.

**Statement of Student Behavior**

Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves individually and in groups, in a manner that promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior, which is harmful to them, other persons, or property. Faculty has the right and responsibility to foster an environment conducive to teaching and learning and should this be threatened by student behavior, faculty are authorized and encouraged to initiate steps to deal with the issue.

*I wish you a very enjoyable on-line learning experience in TCCA 230 Intercultural Communication.*