COMM 3410 INTERCULTURAL COMMUNICATION
Spring 2015: Mon, Wed, Friday: 12pm-12:50pm & 1pm-1:50pm

INSTRUCTOR:  Ms. Amanda Szabo
OFFICE:  Hellems 10 (In the basement of Hellems on the Broadway St side of the building.)
E-MAIL:  amanda.szabo@colorado.edu
OFFICE HOURS:  Monday 9:50am-11:50am, and by appointment*
*If you make an appointment with me and do not cancel it before 3 hours before nor show up, I may not allow you to make any more appointments with me that semester. Please show up or let me know

REQUIRED TEXT:
- Various other articles and assignments posted on D2L*
*Please expect a lot of reading in this course—an average of 2 scholarly articles a week, and other short assignments/quizzes. The departmental guidelines for this course require 10-15 scholarly articles alongside a textbook. Out of respect for your time, we will only use some of a textbook, and about 12 scholarly articles.

COURSE DESCRIPTION:
Intercultural communication (ICC), or “the symbolic exchange process whereby individuals from 2 or more different cultural communities attempt to negotiate shared meanings in an interactive situation within an embedded societal system” (Ting-Toomey & Chung, 2012) can make our lives and world better through understanding how to coexist and relate with people who are different from us, fulfilling the goal of any Human diversity course*. Towards this end, we will hone intercultural communication skills, we will study the historical and conceptual foundation of ICC; immerse ourselves in strange subcultures, and explore the cross-cultural experiences of marginalized groups.
*Human Diversity (3 semester hours) Courses fulfilling this requirement increase the student's understanding of the world's diversity and pluralism through the study of one of two broad and interrelated areas: (1) the nature and meaning of diversity and the experience of marginalized groups; and (2) cultures other than those of Europe and the United States. This requirement explicitly identifies an awareness and understanding of pluralism as essential to a liberal education.
TEACHING PHILOSOPHY
To me, the end result of education should be the ability to manifest a better life, and a better society. This type of learning requires a different approach than simply lecture and fill-in-the-blank learning. In order to really learn about communication and interaction in strange cultural situations, we actually have to communicate, interact, and sometimes deal outside our educational comfort zones (but if you are triggered/feel unsafe/attacked, etc—let me know). Each of us may face a challenge—to speak up in class, to discuss uncomfortable topics like racism and privilege, to work in a group, to present orally, to make crafts, to read many scholarly articles, to immerse in a (safe!) subculture, or to have lectures and multiple choice questions, but without these challenges, there isn’t much emotional, personal, skill, or intellectual development. An open mind and a can-do attitude are great assets for this type of learning.

COURSE OBJECTIVES:
Through participation and assigned activities, we will aim to achieve the following objectives:
1. **Self knowledge.** To understand how culture shapes our own experiences and identity.
2. **Other awareness.** To expand our cultural awareness and cultural viewpoints so we may see the world through others’ cultural lenses.
3. **Sensitivity.** To increase cultural sensitivity, understanding, and empathy, especially towards marginalized groups.
4. **Relational Competence.** To increase intercultural communication competence—the ability to interact productively with different cultural groups, which will hopefully enhance every relationship you have. You’ll also be exposed to and practice how to navigate unfamiliar communicative territory.

GRADES
10% Classroom citizenship

“I have learned one thing. As Woody says, ‘Showing up is 80 percent of life.’ Sometimes it’s easier to hide home in bed. I’ve done both.”

--Marshall Brickman (and Woody Allen)

This grade combines citizenship and participation, and acknowledges the ways you’ve “shown up.” Which includes:

- **Regular, punctual, and undistracted attention**
  - While this score is more of a holistic evaluation of your “facetime” in the class, I will take attendance—sometimes audibly, sometimes not. This does not mean that you need to let me know why you missed, I trust you to manage your schedules. The score will generally reflect that more than 3 absences will result in 5 points deducted from classroom citizenship. More than 5 minutes late will be treated like ½ absence, so please don’t make it a habit.*
  - Let’s discuss any long term illnesses, or family/personal concerns that may take you away from the class before they affect your grade.
  - **Avoid the use of laptops and cell phones** (and side conversations). Keep cell phones off your desk, out of your lap, and in your backpack, saving me the interruption of having to ask you to put it away.
  - **If you show up to all classes, 2pts extra credit.**
*If you must miss a day, you are still responsible for whatever happened in class, be it signing up for speech presentations, taking an exam, or understanding an assignment. Plan ahead for known absences, pay attention to what we are doing in class, check in with a classmate, and ask me if you have questions. I WILL NOT ask you to sign up for an assignment if you miss the sign up day, and unless prior arrangements are made or evidence of an emergency is clear, assignments and exams missed will result in a zero. This also goes for tardiness.

- **Display respect and sensitivity** by avoiding offensive or accusatory language (including towards the instructor), listening to prevent repeating instructions, being honest and upholding the honor code, and share your honest opinion and experience in a respectful way (lowered volume and slower pace can cool down a contentious conversation), and be open to others’ opinions or methods.
- Avoid “attacking” another for their identity, per discrimination and harassment guidelines.
- While I appreciate your feedback, and am open to discussions on policies, my final decisions about grades, policies, and assignments should be respected. If you have questions about a decision, please speak with me about it in office hours. If it regards a grade, please wait to ask about a grade 24 hours after receiving it.
- If you have a question about an assignment, or a policy (like “Will you accept this late homework?”), please read the syllabus and assignment (often posted on D2L) first, then ask me any remaining questions.

- **Quality engagement**: the more you share (relevantly, and succinctly) and the more you value your peers, the better this class will be. Set a goal for something to take out of this course, and use that as a motivator. A “can-do” attitude is HUGE. Really really huge. You’re my favorite student if you have one.
  - Be real—speak up if you disagree or find something someone else said inappropriate or incorrect. Though I try to foster equality and inclusion in discussion, I can’t speak for you.
  - Be curious! About some of the topics, how it might relate to your life, and about your classmates.
  - Let me know if there are any problems.

7% Discussion Facilitations
- Due sometime Week 8-Week 14.
I will also ask you to help facilitate class discussion by preparing a discussion and/or activity for one class in your/a group of three. Following instructions and turning the plan into me on time is imperative to your success with this assignment.

11% Quizzes and daily assignments
Be ready for reading quizzes: If you get a 100, you’ll get 1 point on the midterm, which is challenging for many. There will also be brief reflection forms due during weeks 8-14. Please see note about late work policy and abide by it.

8% Final
- 12pm class: Tuesday, May 5th, 1:30-4pm.
- 1pm class: Monday, May 4th, 1:30-4pm.
The final will be a final reflection answering questions on major themes, expressing what you’ve learned this semester, focused mostly on Weeks 8-14, and probably in oral format.
20% Midterm
- Friday, February 27th **
Multiple choice, matching, true-or-false, short answers, fill in the blank, fill in the graph, and essay are all possible in the midterm. Given to test for understanding and application of theories and concepts from textbook and other readings and lectures.

24% Intercultural Immersion Presentation:
- Due: Sometime the last 2 weeks of the course
This presentation is the final project where you present the work you have done with your group all semester in immersing with an outgroup/subculture you are not a part of. Specifications and expectations will be announced later in the semester on D2L, be sure to follow them.

- 25% of this grade is your performance as a group member, mostly by your group. Focus on being flexible, accountable, and responsible to the group. As issues arise, particularly if there is an unaccountable group member, feel free to reach out to me.

10% each, 20% total Annotated Bibliographies and SPEAKING model paper:
- Bibliographies: Due February 23rd
- SPEAKING model paper: Due Wednesday March 18th
For your semester immersion projects you will first research their cultural background, drawing from scholarly sources, and annotate them with your group (only 1 submitted per group), per the forthcoming instructions on D2L. The SPEAKING model paper, also only 1 per group, asks you to interpret the intercultural scene you’re encountering using a specified interpretive framework, reflect on their interaction behaviors, and maybe propose an interaction method (which you will follow and present on later). Both of these assignments prepare you for the presentation at the end of the semester.

**Due dates are subject to change as the semester progresses.

Other dates, assigned readings and the course schedule can be found on D2L. Refer there!

The final grades for this course will be calculated as follows:
A: 92.45-100
A-: 89.45-92.44
B+: 86.45-89.44
B: 82.45-86.44
B-: 79.45 - 82.44
C+: 76.45-79.44
C: 72.45- 76.44
C-: 69.45 -72.44
D+: 66.45 - 69.44
D: 62.45 -66.44
D-: 59.45 - 62.44
F: 0 - 59.44
Final letter grades, descriptively:
A  Somewhat rare: Misses very few classes, contributes to almost all discussions, does reading regularly and thoroughly, takes great notes in class and from the text, very proactive and organized about immersion assignment, has test study skills well honed (understands multiple choice questions, etc), understands how to apply and evaluate “gray” concepts to interactions in their lives, follows posted directions closely and asks when they have questions.
B  More common: Follows posted assignment directions well, attends regularly and participates frequently, understands assignments and asks for clarifications when they don’t. Reads regularly, is proactive about final project and a good team member, understands how “gray” concepts might benefit them personally.
C  Also common: Does not follow or pay close attention to instructions, but gets it basically right. Does not read regularly and skips some daily assignments, but attends class and takes notes. Studies from these notes for tests, but is often overwhelmed because they haven’t also been reading, or underestimates the test. May not fully understand the values of a communication course (applying abstract and concrete concepts to ways of relating in their life), may slightly underestimate the entire discipline of communication.
D  Less frequent: Does not attend class regularly, probably underestimates communication as a discipline or the rigor of this course, does not turn in daily assignments or read regularly, does not know how to or does not study, is often a slacker of a teammate, may have other distractions in personal life (family conflicts or personal health issues that have gone undiscussed with me, too active of a social life, unchecked ski obsession, alcoholism or other addiction).
F  Rare, but also occurs. Like a D student but even less present, prepared, and higher likelihood that priorities lie outside the classroom.

POLICIES AND ACCOMMODATIONS

Late Work
Any daily grades should be turned in hardcopy at the beginning of class. Printing issues do not count as excuses. Handwritten is most likely acceptable in these circumstances, unless otherwise specified.

Papers should be turned in on D2L by the time and date specified in the assignment. It can be turned in up to a day late, with a 15% deduction.

If you are sick or have an emergency and miss class when work is due, you may 1. Turn it in early if there is a documented issue (like an away game). 2. Provide documentation for an emergency and turn it in the next class day…if there is a pattern of using this option, further investigation into the issue or limiting this option may occur. If there is some significant persistent issue that takes you away from turning work in or attending class, etc please talk to me about it as soon as you can.

*Speeches, exams, quizzes, and projects MUST be turned in/taken on time, unless there is a serious emergency. Not being punctual also might earn a zero. If there is a reason you’ll be away for an announced quiz or test discuss this with me as soon as you know, at least a week in advance.
Technology Policy: No Laptops, No cell phones*

No substances or equipment in violation of CSUF’s Student Conduct Code will be permitted in this course. Additionally, **use of laptops, tablets, cell phones, and the like are not permitted in this course.** According to the article *In-Class Laptop Use and Its Effects on Student Learning* “Students completed weekly surveys of attendance, laptop use, and aspects of the classroom environment their results showed that students who used laptops in class spent considerable time multitasking and that the laptop use posed a significant distraction to both users and fellow students. Most importantly, the level of laptop use was negatively related to several measures of student learning, including self-reported understanding of course material and overall course performance” (Fried, 2006).

*If there is a persuasive educational reason for your use of a laptop or other device, talk to me about this.

Disability Accommodations

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in the first two weeks of class so that your needs can be addressed and considered in class planning. **I’d rather you have the accommodations you need at the beginning rather than have your grade suffer later.** Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community, N200, and http://www.colorado.edu/disabilityservices.

If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

--Usually I am very willing to accommodate, but often follow the lead of the student, and what your needs and requests are. If do not ask how to accommodate you, please contact me with your requests in time to offer them!

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance, and I’m happy to carry on this tradition. In order to accommodate these, **please inform me of the religious observances that you will engage in this semester by the second week of classes so we can make appropriate arrangements.** It is your responsibility to plan your speeches and presentations according to your religious commitments. All of the required work will be expected, but dates and attendance may be accommodated.

Classroom behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. **Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity, and gender expression, age, disability, and nationalities.** Class rosters are provided to the instructor with the student’s legal name. **I will gladly honor your request to address you by an alternate name or gender pronoun.** Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code
**Discrimination and Harassment**

It is a mutual responsibility of each of us to uphold a professional and inclusive learning environment. The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships Policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127, or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://www.colorado.edu/odh](http://www.colorado.edu/odh).

**Honor Code**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and at [http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/).