

INTERCULTURAL COMMUNICATION
COMM 440-01, SPRING 2017, MW 1600-1715

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COURSE OBJECTIVES

We live in a global village where all of us, who share this planet, depend on each other. Successful interactions in the global village are possible when we realize that different cultures may not hold the views we do. In this class you will begin to understand the socio-cultural background of some of the participants in this village. Recognizing that race, ethnicity, and gender are socially constructed, and developing an awareness of the bias and stereotyping in the information available to us, allows us to co-exist harmoniously in our neighborhoods. Such awareness might also prevent international disharmony and conflict. A variety of readings and discussions will broaden your understanding of a wide range of cultures, and hopefully assist you in becoming a successful intercultural communicator.

OUTCOMES

When you successfully complete this course you will:

1. Understand how cultures, as we know them today, evolved as an adaptation to environmental and historical circumstances.
2. Be aware of the major differences in the worldviews of several cultures
3. Be a critical consumer of information and detect prejudice, incompleteness, and stereotypes
4. Know the major concepts that inform the study of intercultural communication
5. Understand communication principles that will enable you to communicate effectively with people from diverse cultures and co-cultures; and
6. Be able to communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.

RELATIONSHIP TO CURRICULUM

Besides serving as an elective course for communication majors and minors, this course also satisfies the University's WR and CD2 requirements.

TEXTBOOKS

Required: Neuliep, J.W. (2015). *Intercultural Communication: A Contextual Approach* (6th Ed.). Los Angeles, CA: Sage.

You may go to VitalSource for the ebook version.

Suggested: *Publication Manual of the American Psychological Association* (6th ed.)

Additional Readings: Will be made available online during the course of the semester.

SPECIAL NEEDS

Students with special learning needs are encouraged to discuss accommodations needs with me early in the semester. Student may be asked to contact the Disability Resource Center to determine academic accommodations (852-6938).

CLASS FORMAT AND POLICIES

This course schedule is subject to periodic revision. I will let you know the changes in advance.

GRADING

Students who take a "WR" course are required to write at least 2400 words in response to several writing assignments. Of these writing assignments, at least one has to include a discipline-based research component. We will accomplish these requirements in the following manner:

Research Paper (10+15+25=50%): You will write a 15 page paper examining an intercultural topic that interests you. Students in previous semesters have written on: the fight for gay marriage, chronemics (study of the use of time across cultures), how social networking has influenced intercultural communication, Syrian refugee crisis, etc. *Choose a specific topic that you'll enjoy working on!* Examine all the literature related to that topic, come to a conclusion about that topic, and suggest specific avenues for future research in the area.

You must use at least 20 peer-reviewed sources. You may use the required class book as one source, but your text should not provide more than 20% of the citations in your paper. The paper shall follow the APA style.

You will write the paper in three stages (**described in detail p.5-11**)

Stage A: Brief topic description & list of references

Stage B: Topic development & review of the literature/research

Stage C: Final paper. Submit draft online to writing center or visit the writing center, incorporate their suggestions to improve paper, and then submit the revised final paper to me.

At each stage I will provide you with feedback. Detailed rubrics for each stage of the research paper are available on pages 5 through 11 of this syllabus. Each stage of the research paper will be submitted to Safe Assign on Blackboard.

Class Participation (10%): Participation in class discussions is an integral part of this course. To ensure that presenters have a supportive audience, attendance on presentation days is mandatory. You are also required to be present for the writing center and/or library visit. One percentage point will be deducted for each absence on presentation days. You are expected to have read the assigned readings prior to coming to class. Reaction papers to the readings/videos, graded on a p/f scale, either on Blackboard or in class will be included as part of your participation points.

Tests (30%): There will be three tests; tests will be on Blackboard. Your test will be open for at least 3 days to allow you time to adequately prepare for it. The test must be completed the first time it is opened.

Group Presentation (10% (8+2)): You will, as a group, study one of the class topics and engage your classmates in an engaging conversation about the topic. You will also evaluate your group members for the quality and quantity of work. Your presentation shall be at least 45 minutes long, use power point slides, at

least one or two class activities to involve your classmates, and one or two short videos to illustrate the concepts. You will submit the power point slides to me at least 48 hours before the presentation. Details will be provided soon.

Class Announcements

You are responsible for any announcements and/or information given in class or via email regarding changes in due dates, schedule, and supplemental readings. We also will send updates and questions via email. Please check your email account regularly.

Assignment Due Dates

Your assignments are due on the assigned date. If you do not turn in any assignment on time you will lose a letter grade for each day it is late. Any assignment that is more than three days late will not be accepted (i.e., a grade of zero will be assigned).

Writing Center

The University Writing Center supports the teaching of writing. You will receive feedback on your writing. The center provides both face-to-face and virtual appointments. The center is located in Ekstrom Library and can be contacted via telephone at 502 852 2173 or online at: <http://louisville.edu/writingcenter/>.

Plagiarism:

Any student caught cheating in any way will receive **a F for the semester**. Cheating includes but is not limited to handing in written work produced by someone else, collaborating excessively with another person and claiming the work as your own, plagiarism, helping someone else cheat, etc. ***For a more specific description of plagiarism, consult Section 5-E of the undergraduate catalog. University of Louisville policies regarding plagiarism will be enforced.***

http://louisville.edu/undergraduatecatalog/ugcatalog/policies/jpb_revisions_v1/codes-of-student-conduct-rights-and-responsibilities.html

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide.

SUMMARY OF POINT DISTRIBUTION

Class Assignments & Evaluation

Assignment	Points	% of Grade
Tests	300	30%
Group presentation	100	10%
Class participation	100	10%
Stage A. Topic description and list of references	100	10%
Stage B: Literature Review	150	15%
Stage C: Final Paper (including writing center submission)	250	25%
	1000	100%

Grading Scale: A+=97-100%; A=93-96%; 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%; D-=60-62%; F=<60%.

COURSE SCHEDULE

(Subject to revision)

Jan. 9	Introduction to course and to one another
Jan 11	Chapter 1 Neuliep (read chapter before each class)
Jan 13	<i>Last day to add/drop</i>
Jan 16	<i>Martin Luther King holiday</i>
Jan 18	Chapter 2 Neuliep (read chapter before each class)
Jan 23	Chapter 2 Neuliep (Writing Center Visit)
Jan 25	Chapter 3 Neuliep <i>Stage A topic description/reference list due on Safe Assign, Blackboard</i>
Jan 30	Chapter 4 Neuliep
Feb 1	<i>Exam 1 (Chapters 1 to 4)</i>
Feb 1	<i>Last day to apply for degree</i>
Feb 6	Chapter 5 Neuliep;
Feb 8	Researching & Writing your paper
Feb 13	Chapter 6 Neuliep
Feb 15	Chapter 6 Neuliep
Feb 20	Chapter 7 Neuliep; <i>Stage B paper due online to SafeAssign, Blackboard</i>
Feb 22	Chapter 7;

Feb 27	Chapter 8
Mar 1	<i>Exam 2 (Chapters 5 to 8)</i>
Mar 6	Chapter 9
Mar 8	<i>Stage C draft of final paper to Writing Center</i>
Mar 9	<i>Last day to withdraw</i>
Mar 13	<i>Spring Break</i>
Mar 19	
Mar 20	Chapter 9, <i>Visit Writing Center</i>
Mar 22	Chapter 10
Mar 27	Chapter 11
Mar 29	<i>Stage C Final paper due</i>
Apr 3	Chapter 12
Apr 5	Finalize the paper
Apr 10	<i>Final paper due online to Safe Assign, Blackboard</i>
Apr 12	Paper discussion
Apr 17	<i>Exam 3 (Chapter 9 to 12)</i>
Apr 19	Paper discussion
Apr 24	Putting it all together; <i>Last day of classes</i>

Writing your paper in 3 stages

Stage A--Topic description [Brief] – 100 points

You will submit a 1-2 page description of your topic. Some topics from past years: racial disparity in the criminal justice system; why gay couples ought to be allowed to marry; ethnic violence in India is likely to erupt sporadically; media depiction of Muslims after 9/11; parent-child conflict in immigrant families; time in the U.S., and time in the Middle East.

Your paper must identify the topic clearly and show that you have thought clearly about the issue by discussing its importance. You must include a reference list of at least 5 references which you used in the text of your paper (or intend to use in the future), and cited appropriately. You will follow the APA style.

You will follow the style of the sixth edition (I will accept the fifth too) of the *Publication Manual of the American Psychological Association*--one of the books recommended for this course. You may also include newspaper articles (and/or other media sources/web sites), published ethnographies, published interviews, encyclopedias, and other published materials. But these are in addition to the 5 peer-reviewed, research reports published in academic journals or published ethnographies.

Stage A Rubric

Title page with running head, paper title, your name, the university. Use of page numbers and relevant headings	_____ of 5 points
Brief introduction to the paper	_____ of 10 points
Topic identified clearly (scale of 1 to 10- 1 being slightly clear, 10 being very clear) :	_____ of 20 points
Rationale for studying the issue: Shows that you have thought clearly about the issue by discussing the importance of the issue	_____ of 10 points
Clear description of the topic, includes relevant details	_____ of 10 points
Quality: Ideas are expressed clearly with complete sentences, correct punctuation, and proper spelling.	_____ of 20 points
The paper is about two pages in length (excluding cover sheet and references),double-spaced in standard font size	_____ of 5 points
Brief conclusion to the paper	_____ of 5 points
Included at least 5 academic, relevant sources	_____ of 10 points
At least 3 cites in the references are cited in the text; uses proper APA style (including appropriate format)	_____ of 5 points
Total:	_____ of 100 points

Use of the APA (American Psychological Association) style in your paper.

Some basic information:

Citations throughout a paper include the author's last name and the publication year. The citation normally goes at the end of the sentence, before the period. It is possible to cite differently. For example:

- Accurate scholarship is essential to a thoroughly research paper (Bird, 2007).
- According to Bird (2007), accurate scholarship is essential to a thoroughly researched paper.

When quoting specifically from the author, page numbers are necessary:

- Lile (2007) stated, "Vocabulary development in preschool children is directly related to their use of causal connections" (p. 43).

The reference section of a paper must be in alphabetical order, with a hanging 0.5" indent. Examples of various references with hanging indents are shown below.

- **Periodical (newspaper, journal) –**
Author, A. A. (year). Title of article. *Title of Periodical, volume number*(issue number), page-pages.
- **Non-periodical (book chapter) –**
Author, A. A. (year). Title of chapter. *Title of book* (pp. xxx-xxx). Location: Publisher.
- **Online periodical –**
Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number*(issue number if available). Retrieved month, day, year from <http://www.someaddress.com/full.url>
- Online scholarly journal article –
Author, A. A. & Author, B. B. (Date of publication). *Title of Journal, volume number*. Retrieved month, day, year from <http://www.someaddress.com/full/url>.
- Non-periodical web document or web page –
Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved month, day, year from <http://www.someaddress.com/full/url>.

Suggested APA References :

- U of L's writing center
- Purdue Writing Center's APA Help Pages:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- University of Wisconsin-Madison's APA Pages:
<http://www.wisc.edu/writing/Handbook/DocAPA.html>
- Style website of the American Psychological Association:
<http://www.apastyle.org>
- The Publication Manual of the American Psychological Association, 5th /6th edition

Stage B—Developing the topic and Reviewing the Literature

This paper is a summary and synthesis of information from published research on the topic you submitted in stage A. (Let me know if you changed your topic.) Logically organized (around the major themes/major ideas), it should provide a detailed report from the available information about an intercultural topic that interests you.

Stage B is an expanded version of Stage A and will describe and analyze the available research/literature on your topic.

Format for Stage B paper:

Title page

Introduction:

- Use an opening paragraph to describe your topic.
- Describe the scope of your topic
- Give a thesis statement
- Summarize the topics of your paper
- You may use part of your Stage A paper for this section

Body:

Have subheadings to guide readers through your ideas

Conclusion

- Have at least 5 to 6 sentences
- Summarize the topics covered in your paper

References

Writing an 8 to 10-page literature review, including references, requires a careful study of at least 15 articles or books on the topic. Take notes in your own words on what you read (avoid inadvertent plagiarism).. Abstracting/condensing allows you to synthesize the information. Use quotation marks when you use the direct quote from a text, and supply the page number from the periodical or paragraph (para), if from an online source. Remember to write down all the bibliography information and give complete urls for all online sources. I should be able to find your sources without any searching on the internet!

Your review shall be about *eight to ten pages*, double-spaced, and typed in the same regular, 12-point font throughout. Citations are to follow the format established by the APA. Visit <http://www.apastyle.org/> to learn more about APA format and to see examples.

You are expected to give appropriate credit to all comments culled from other sources. Remember you are only allowed one long, pulled quote for every two pages of text, preferably less.

At the end of the literature review, include a “**References**” section that lists the full references for the citations used in the literature review. Correct APA style includes only those references that are actually

cited in the text.

Here are a few points from Rubin, Rubin & Piele:

- Don't let yourself get bogged down. Read completely *only* those articles that are relevant.
- Don't entertain the illusion that you can exhaust all possible sources related to your topic. However, thoroughly examine the literature before you start the writing process.
- Complete an initial outline to help decide which specific sources to examine.
- Write from the outline. Set the written review aside for a day or two before editing and revising it into final form.

Some of the scholarly journals relevant to you are:

- Communication Monographs
- Communication Research
- Communication Research Reports
- Howard Journal of Communication
- Human Communication Research
- Intercultural Communication Studies
- Journal of Applied Communication Research
- Journal of Communication
- Journal of International and Intercultural Communication

How your paper is graded:

Stage B Rubric

Title page with running head, paper title, your name, the university. Use of page numbers and relevant headings and subheadings	_____ of 5 points
Brief introduction to the paper	_____ of 5 points
Sub-headings included, appropriate for each section	_____ of 5 points
Topic identified clearly (scale of 1 to 10- 1 being slightly clear, 10 being very clear) :	_____ of 10 points
Rationale for studying the issue: Shows that you have thought clearly about the issue by discussing the importance of the issue	_____ of 10 points
Clear description of the topic, includes relevant details	_____ of 15 points
Quality: Ideas are expressed clearly with complete sentences, correct punctuation, and proper spelling. The paper is about eight to 10 pages in length, double-spaced in standard font size	_____ of 50 points

Brief conclusion to the paper	_____ of 5 points
Included at least 15 academic, relevant sources	_____ of 30 points
All cites in the text are in references, and all references are cited in the text; uses proper APA style (including appropriate format)	_____ of 15 points
Total:	_____ of 150 points

Stage C—Final Paper

Your final paper (Stage C), about 15 pages, is an expanded version of Stage A and B papers, and includes an increased analysis in the body of the paper and in your conclusion, using a minimum of 15 academic sources. The paper, which will follow APA formatting, will also have a 100 to 150-word summary—the abstract—at the beginning of the paper, and a 3 to 4-page conclusion.

The conclusion of the paper will include: your evaluation of the literature and substantiation of the central argument/idea you developed.

Thoughts to help develop your conclusion:

1. What areas/questions about the field have researchers not examined?
2. What questions do you wish to study to further the research in the field?
3. What conclusions have you drawn from the literature review? For instance, having read the literature, do you believe the communicative pattern in culture Z is “high-context” in most situations?
4. Are there some applications for your knowledge?

Format for Stage C paper:

Title page

Abstract (1/2 page)

Introduction:

- Use an opening paragraph to describe your topic.
- Describe the scope of your topic
- Give a thesis statement
- Summarize the topics of your paper
- You may use part of your Stage A & B papers for this section

Body:

Have subheadings to guide readers through your ideas

You may use part of your Stage B paper for this section

Conclusion: (4 to 5 pages)

- Evaluation of literature, and substantiation of central arguments/ideas you developed
- What areas/questions about the topic have researchers not examined
- What questions do you wish to study to further the research on this topic

- What conclusions have you drawn? Are there some applications for your knowledge?

References

A draft of this paper needs to be submitted to the Writing Center-<http://louisville.edu/writingcenter/>.

15 points of the final paper will include changes that are suggested by the Writing Center—this will be added under a separate column in the grading section on Blackboard. Because students from previous semesters have said they benefited from submitting the assignment to the writing center, I have included this in your assignment.

How your paper is graded

Stage C RUBRIC

Paper title captures the central theme of the paper _____ of 5 points

Paper includes cover page and page numbers _____ of 5 points

Abstract included _____ of 5 points

Abstract is 100-150 words long, summarizes the paper, captures the essence of the paper _____ of 15 points

Introduction to the paper: thesis statement included; rationale for studying the issue is clear _____ of 20 points.

Appropriate sub-headings, transitions, and topic sentences for paragraphs included _____ of 20 points

The paper reports literature that is relevant to topic. Sufficient literature is used to analyze topic thoroughly (minimum 15 academic sources--some of which are published research reports, books, book chapters, journal articles) _____ of 30 points

Quality: Ideas are expressed clearly with complete sentences, correct punctuation and grammar, and proper spelling. _____ of 40 points

The paper is about 15 pages in length, double spaced in standard font size _____ of 10 points

Conclusion (the last 3-4 pages): synthesizes the paper; draws wider applications/implications of your research; poses questions for future research _____ of 40 points

The concluding paragraph effectively ends the paper _____ of 10 points
At the end of the paper, you have your References - a list of sources in APA style; the list contains all references

cited in the text of the paper.

_____ of 20 points

Writing Center submission (15+15) (and changes incorporated)

_____ of 30 points

Total: _____ of 250 points