INTL 431/531 online Cross-cultural Communication  
Spring 2019

Online - all content on Canvas

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356 PLC
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What makes intercultural communication so rewarding, and what contributes to its success?
Have you ever been in an intercultural conversation which ended up in misunderstanding?
  Why do conversations among even good friends sometimes go awry?
  How can intercultural relationships be improved?
  Can learning a new language really give you a new identity?
  What is the relationship between language, culture and thought?
  Can you speak another language without learning another culture?
Is online communication the same as face-to-face, or do different rules apply?
How can you improve communication in your group projects so that you all get a better grade?

Course description:
This online course uses discussion, hands-on field experiences, readings, reflective writing, film and online presentations to explore the fundamentals and the nuances of effective cross-cultural communication. Together, we will consider a whole host of aspects of culture and identity - values, beliefs, assumptions, education, and many others - as factors in cross-cultural understanding. This is not a lecture class; instead, there will be sets of annotated slides which will explain, clarify, supplement, extend or contextualize the readings and the assignments, which are all fundamental to mastery of the course content. The course will provide real world context to current issues in cross-cultural communication.

This course consists of three modules, each lasting three weeks. Most of the assignments for each module will be due on the first Wednesday of the following module - check the schedule for exact dates and exceptions.

You can expect to do a lot of reading, a lot of writing and a lot of reflection about your own practices and beliefs surrounding communication. Our goal is to engender critical thinking, curiosity and empathy, while advancing intercultural understanding.

Course materials - required:
Zhu Hua *Exploring intercultural communication: language in action* (available online through UO Libraries website)

Communication:
Professor Carpenter will be available by email throughout the term. I will respond within 48 hours to any emails from students. If something is urgent and requires an immediate response, please indicate that in the header, and I will make an effort to get back to you sooner.
My promises to you:
By the end of the term, you will have -
- You will have read an entire recent, respected, comprehensive book about intercultural communication.
- You will have gained familiarity with the major theories, issues, and debates in intercultural communication.
- You will have applied what you learn to real-world situations of current relevance.
- You will have examined your own worldview and how that affects communication.
- You will have had an opportunity to learn, use and question theories, terms and tools of intercultural communication.
- You will have participated in substantive discussions about complex, sometimes controversial topics.
- You will have conducted research using both written and face-to-face interview sources.
- You will have learned how to manage your time in an online class, without the regular face-to-face checkins and reminders that help keep you on track in traditional classes.

Learning outcomes:
This course addresses the following of the International Studies Department learning outcomes (http://intldept.uoregon.edu/undergraduate/program/learning-outcomes/)

Critical thinking
- Use analytical intellectual tools to examine global issues in the primary thematic areas of the department: crosscultural communication and understanding.
- Employ methods of interdisciplinary social science research: use library databases to find relevant literature, evaluate the strengths and weaknesses of academic arguments, and use evidence to support arguments.
- Adapt and apply a critical and well-grounded understanding of multiple worldviews, experiences, power structures, and ethical and cultural positions in relation to contemporary global problems.

Communication
- Convey complex information and ideas in English that is clear, carefully edited, well organized, and stylistically engaging and accessible.
- Interact with people from a diverse range of cultural, religious, ethnic, national, and other identities in a way that is respectful and informed.

A few words about time management and how to pace yourself: A real strength of online classes is that they enable students to proceed at their own pace, and to fit classwork around whatever else they have going on, like work, family, other classes, etc. On the other hand, I have found that the lack of structured classtime can be deceptive. Ten weeks go by really fast when there are not face-to-face meetings to provide structure and motivation, and deadlines have a way of sneaking up on you. I have had students come to me at the end of every online class I’ve taught and tell me that they simply forgot they were in the class!

In order to help you plan your time, all the materials for all the modules will be available when the class starts, and I encourage you to look ahead and plan ahead, maybe even start working ahead. Previewing, reading, and reviewing the textbook and the slide sets will be a more effective strategy than trying to do everything in one sitting.

BUT there will be fixed due dates for the assignments. All assignments will be due on Wednesdays with the exception of your discussion posts, which will be due on Sundays, although it will be possible to turn them in up to one week earlier. Check the schedule for the exact dates.
**Grading** (over a total possible of 100 points, so that number of points and percentages are the same):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection paper</td>
<td>14%</td>
</tr>
<tr>
<td>Global Conversations presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Cultural consultant project</td>
<td>25%, to be broken down as follows:</td>
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<tr>
<td>Virtual poster, write-up 15%</td>
<td>9%</td>
</tr>
<tr>
<td>Video introduction</td>
<td>2.5%</td>
</tr>
<tr>
<td>Online discussion</td>
<td>12%</td>
</tr>
<tr>
<td>Field assignments 9 @ 3.5</td>
<td>31.5%</td>
</tr>
<tr>
<td>Send email to Prof. Carpenter</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Late assignments** will be marked down by one-half

**All Assignments** To be submitted on Canvas; single spaced with a space between paragraphs

**More on the assignments**

**Self-reflection paper** (14%): Write a 750-word essay focused on your own identity and its relevance to intercultural communication. Include topics such as: experiences with and observations about intercultural communication, an overview of the important influences on your value system, the ways in which you were first exposed to other ways of being in the world, how your own identity affects how you perceive and interact with others, how you feel you are perceived and interacted with by others and why. Be sure to describe and provide contextual information about a specific situation you have experienced or observed in which difficulties (misunderstandings, miscommunication, conflict) arose because of differences in culture, identify the factors that contributed to the difficulties you experienced, and describe what you learned from your experience, including a discussion of how you might deal with such situations differently in the future, and what you have identified as goals or challenges in your own intercultural development. Be sure to also mention your successes with intercultural communication, what you are proud of, and why. **Due at end of Module 1, Wednesday, Week 4 (April 24)**

**Global Conversations power point presentation** (15%): Research a topic relevant to intercultural communication, and create a power point presentation, with script, for a 20-minute presentation about that topic. A list of possible topics is included at the end of this syllabus; you may choose one of them, or another one if you prefer. A grading rubric and additional information will be posted on Canvas. **Due at end of Module 2, Wednesday Week 6 (May 8)**

**Cultural Consultant project** (Virtual poster 9%, paper 15%): Each of you will identify a cultural consultant from a culture that is not your own. Please contact me for approval of your cultural consultant before you begin. Research cultural values, beliefs, and practices associated with your cultural consultant. Spend at least eight hours in communication with them. Get to know each other, share your own worldview, learn about your consultant’s worldview and compare and contrast at least three key concepts from class readings and/or slidesets. You will have a chance to present your findings in a virtual poster, complete with visuals (maps, key points, images, etc.). Use the information from your poster as the foundation for a paper of approximately 2000 words, in which you will: 1) give a brief overview of your experience, your consultant and the culture you explored, 2) describe what you learned about your consultant’s culture and your own culture, based on your interactions and your outside research, and 3) draw on class readings and your outside research to critically reflect on at least three cultural differences. Be sure to include concepts presented in the Zhu text. Use at least
three 3 additional credible references, correctly cited. **Poster due at end of Module 3, Wednesday Week 10 (June 5); Paper due the following Wednesday, Finals Week (June 12)**

**Video introduction** (2.5%): Create a short video introducing yourself by telling the story of your name and post it to Canvas. **Due on second Wednesday of Module 1, Wednesday, Week 2 (April 10)**

**Online discussion** (12.5%): For each of the three modules, please post one question and one comment (could be your opinion, position or response to readings and/or slidesets) and also respond to two of your classmates’ questions and/or statements. (In other words, four postings per module.) The questions and comments will be due earlier than the responses, so that you have something to respond to! In some places in the slidesets I have embedded questions and prompts for the discussion - you may feel free to use these, or come up with your own questions. This will be a way of creating an online community in the absence of face-to-face interaction, and of exploring group norms for communication, as well as an opportunity for you to ask questions and seek clarification. **Questions and comments due the second Sunday for each module; responses due Wednesday for each module.**

**Fieldwork and analysis/reflection assignments** (3 per module = 9 @ 3.5 pts = 31.5%): In the slidesets will be embedded the prompts and assignment guidelines for the experiential field assignments and their write-ups. This means that you will need to look carefully through the slidesets because they are the only place where the assignment guidelines will appear. **Due for Module 1 on Wednesday of Week 4 (April 24); due for Module 2 on Wednesday of Week 8 (May 22); due for Module 3 on Wednesday of Week 10 (June 5)**

**Email to Professor Carpenter** (1 pt): Since we won’t have the benefit of formal office hours or informal face-to-face meeting times such as before or after class, each of you should email me at least once, using form and content that is appropriate to written communication with a professor. **Due anytime after the class starts and before the middle of the term (Wednesday of Week 5 - May 1)**

**Extra credit** (up to 4 pts): For extra credit, you may comment on or ask questions about one or more of your classmates’ virtual posters. They will be available by midnight, Wednesday of Week 10, and your comments must be submitted by midnight, Sunday of Week 10, so that they can use your comments and questions to improve their final papers, which are due Wednesday of Finals Week. You can receive up to one point for each set of thoughtful, feedback you provide one of your classmates. **Due Sunday, Week 10 (June 9)**

**Grad students:** Annotated bibliography and presentation on topic of your choice **Due Wednesday of Finals Week (June 12)**

**Schedule of topics and readings**

**Module 1 (Weeks 1,2,3 = April 1-21):** Assignments due Wednesday of Week 4 (April 24) by midnight

**Practical concerns: Intercultural communication in everyday life and situations**

**Readings**

*Exploring Intercultural Communication*  Chapters 1, 2, 3, 4, 5

- Slidesets 1, 2, 3

Field assignments with write-ups (3)

- Video introduction: the story of your name

Discussion postings: 1 question, 1 comment due Sunday of Week 2 (April 14)
Thematic assignment: Self-analysis paper

Module 2 (Weeks 4,5,6 = April 22 - May 12): Assignments due Wednesday of Week 7 (May 15) by midnight
Developing competence: Understanding misunderstanding, and building skills and awareness
Readings
    Exploring Intercultural Communication Chapters 6, 7, 8, 9
    Slidesets 4, 5, 6
Field assignments with write-ups (3)
Discussion postings: 1 question, 1 comment due Sunday of Week 5 (May 5)
  2 responses due Wednesday of Week 7 (May 15)
Thematic assignment: Global conversations presentation with annotations

Module 3 (Weeks 7,8,9 = May 13 - June 2): Assignments due Wednesday of Week 10 (June 5) by midnight
Except for final paper, due Wednesday of Finals Week (June 12)
Studying and researching intercultural communication: Theoretical approaches
Readings
    Exploring Intercultural Communication Chapters 10, 11, 12
    Slidesets 7, 8, 9
Field assignments with write-ups (3)
Discussion postings: 1 question, 1 comment due Sunday of Week 8 (May 26)
  2 responses due Wednesday of Week 10 (June 5)
Thematic assignment: Cultural consultant virtual poster due Wednesday of Week 9 May 29, earlier if you want to give your classmates more time for feedback.
  Paper due Wednesday of Finals Week (June 12)

Grading
A+: >100 A: 93-100 A-: 90-92
B+: 87-89 B: 83-87 B-: 80-82
C+: 77-79 C: 73-76 C-: 70-72
D+: 67-69 D: 63-66 D-: 60-62
F: 0-59

Evaluation on the required components will be based on the following grading scale.

International Studies grading policy
This is meant to help you understand our departmental consensus regarding the grading of individual assignments. It is the student’s responsibility to attend closely to the course syllabus, assignment descriptions, oral indications in class and written comments on graded assignments in order to gain a more precise understanding of the interpretation that guides a given course.

A+ Only used when a student's performance significantly exceeds all requirements and expectations for the class. Typically very few or no students receive this grade.
A: Excellent grasp of the material, with precise and insightful analysis and arguments. Must be well executed and reasonably free of errors. Can signify strong performance across the board, or exceptional performance in one aspect of the assignment offsetting somewhat less strong performance in another.

B: Work that satisfies the main criteria of the assignment, and demonstrates good command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a basic grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question or prompt.

Plus (+) is added to a grade when the student’s performance is at the upper end of the range for that grade.

Minus (-) is added to a grade when the student’s performance is at the lower end of the range for that grade.

In addition, the following grades may also be given:

P (Pass): Satisfactory (C- or above for undergraduate work, B- or above for graduate work)

N (No Pass): Less than satisfactory, no credit awarded (D+ or lower for undergraduate work, C + or lower for graduate work)

I (Incomplete): Assigned when student cannot complete course for e.g. medical reasons; must be approved in advance, and must be made up within one year or automatically turns to ‘F’

W: Officially withdrawn without penalty

X: No grade reported by instructor (assigned by Registrar)

Y: No basis for grade (assigned by instructor when student has not submitted any assignment)
Conduct and community standards

Attendance policy: Absences can be excused if I am notified in advance, before class.

Accessibility:
The Department of International Studies is committed to creating inclusive learning environments. For more information or assistance, contact the Accessible Education Center, 346-1155; website: http://aec.uoregon.edu/

Diversity and Inclusion:
Diversity is supported and valued at the University of Oregon. We respect the dignity and essential worth of all individuals; reject bigotry, discrimination, violence, and intimidation; practice personal and academic integrity and expect it of others; and promote a diversity of ideas, opinions, and backgrounds.

University of Oregon Policy Statement on Equal Opportunity:
The University affirms and actively promotes the right of all individuals to equal opportunity in education without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance.

Academic Integrity:
The University Student Conduct Code (conduct.uoregon.edu) defines academic misconduct. Here is what the Teaching Effectiveness Program’s website has to say about plagiarism:

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes or in-text citations. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

You will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. You quote another person's actual words or replicates all or part of another's product;
2. You use another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in your own words;
3. You borrow facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on projects can inadvertently lead to a charge of plagiarism. If in doubt, consult us or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another, including work in which portions were substantially produced by someone acting as a tutor or editor."

(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

You should know that I will report all cases of plagiarism to the Office of Student Conduct, and will assign at the very least an F for the plagiarized assignment, and more probably an F for the entire course.

Please - don’t even think about it!