Welcome to GLBL 431/531! Here’s what we’ll be thinking about together over the next ten weeks:

What makes successful 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 hands-on field experiences, thought experiments, 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.

Course structure
This course consists of three modules, each lasting three weeks, with assignments for that module due the following Wednesday after the end of the module. (So for example, Module 1 will be Weeks 1,2,3 with assignments due on Wed of Week 4.) The tenth week of the term is for consolidating the material, completing Module 3 assignments and working on the assignments that will be due during Finals Week. 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.
Schedule of topics and readings

Module 1: Weeks 1, 2, 3 (Jan 4 - Jan 24)
Assignments: Video introduction due Wednesday, Jan 13 (Week 2) by midnight; Email to Professor Carpenter due Wednesday, Jan 20 (Week 3); all other assignments due Wednesday, Jan 27 (Week 4)
Topic: Practical concerns – Intercultural communication in everyday life and situations
Readings: Exploring Intercultural Communication Chapters 1, 2, 3, 4, 5 and Slidesets 1, 2, 3
Field assignments 1, 2, 3 with 750-1000-word write-ups (word count at top, please!)
Video introduction: The story of your name
Thematic assignment: Self-analysis paper (750-1000 words - word count at top, please!)

Module 2: Weeks 4, 5, 6 (Jan 25 - Feb 14)
Assignments due Wednesday, Feb 17 (Week 7) by midnight
Topic: Developing competence – Understanding misunderstanding, and building skills and awareness
Readings: Exploring Intercultural Communication Chapters 6, 7, 8, 9 and Slidesets 4, 5, 6
Field assignments 4, 5, 6 with 750-1000-word write-ups (3)
Thematic assignment: Global conversations presentation with annotations

Module 3: Weeks 7, 8, 9 (Feb 15- March 7)
Assignments due Wednesday, March 10 (Week 10) by midnight except for extra credit, due Saturday, March 13 and final paper, due Wednesday, March 17
Topic: Studying and researching intercultural communication – Theoretical approaches
Readings Exploring Intercultural Communication Chapters 10, 11, 12 and Slidesets 7, 8, 9
Field assignments 7, 8, 9 with write-ups (3)
Thematic assignment: Cultural consultant virtual poster and paper

Course materials - required
Available online through UO Libraries website
Be sure you use the 2nd edition (2019), NOT the 1st edition (2013) !!!!!
2) Slidesets: available in Canvas modules

Grading
(over a total possible of 100 points, so that number of points and percentages are the same):
Self-reflection paper 10%
Global Conversations presentation 15%
Cultural consultant project 25%
   to be broken down as follows:
      virtual poster 10%, write-up 15%
Video introduction 5%
Field assignments 8 @ 5 40%
   (9 total, but skip one)
Send email to Prof. Carpenter by Wed, Jan 20 (Week 3) 5%
Total 100% (+ possible 4 pts extra credit)
Communication
Professor Carpenter will be available by email throughout the term. I will respond within 48 hours to any emails from students, and hopefully sooner. If something is urgent and requires an immediate response, please indicate that in the header, and I will try to get back to you sooner. I will also hold Zoom office hours on Tuesday afternoons 1-3, or by appointment.

My promises to you
By the end of the term you will have:
- Read an entire recent, respected, comprehensive book about intercultural communication.
- Gained familiarity with the major theories, issues, and debates in intercultural communication.
- Applied what you learn to real-world situations of current relevance.
- Examined your own worldview and how that affects communication.
- Had an opportunity to learn, use and question theories, terms and tools of intercultural communication.
- Conducted research using both written and interview sources.
- Learned how to manage your time in an online class, without regular face-to-face class meetings and reminders that help keep you on track in traditional classes.

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.

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.

Late assignments and accountability
If you need an extension on an assignment deadline, notify me in advance! (That means, before the deadline.) Otherwise, all late assignments will be automatically marked down by 1/4 within 24 hours of due date, and by one-half thereafter.

Assignment formatting
All assignments to be submitted on Canvas according to the following guidelines: double-spaced pdf, Times New Roman or other highly legible, serifed font, 12-pt, with 1-inch margins, left justified only. Turning in assignments that don't follow these guidelines will result in lost points.

Always give word count at top of every assignment.
A few words about time management

A real advantage of asynchronous 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, the lack of structured class time can be deceptive. The weeks go by really fast, and deadlines have a way of sneaking up on you. I have students come to me at the end of every online class I’ve taught and tell me that they forgot they were in the class! Don’t let that be you!

Therefore, in order to help you plan your time, all assignments for this class will be due on Wednesdays. Every Tuesday night, get in the habit of asking yourself this question: “What’s due for GLBL 431/531 tomorrow?”

The reading assignments are designed to emphasize quality of engagement rather than quantity of pages covered. Previewing, reading, and reviewing the textbook and the slide sets will be a more effective strategy than trying to do everything in one sitting. In other words, the reading load is not heavy but you should expect to engage with the materials more than once, and pause frequently to reflect and review. You will be expected to explicitly incorporate ideas and information from the class materials into all of your assignments, so you will also need to go back and review the readings and lecture slides when you write your papers and other assignments.

This isn’t complicated - it just requires that you pay attention and plan. You can turn the assignments in before the deadline, and I encourage you to do so! Think of the Wednesday deadline as the last possible day to turn assignments in, but set yourself your own internal deadline for a time before that, so that you are not doing them all at once, the night before!

Grad students

You’ll do everything the undergrads do, plus submit a 10+ source annotated bibliography on a communication-related topic of your choice. Contact me about your topic and reading list by the middle of the term. (10%)

More on the assignments

Self-reflection paper (10%): Write a 750-1000-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 after Module 1 on Wednesday, Jan. 27

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. You won’t actually have to give the presentation, but you should have it written out. A list of possible topics will be provided along with the assignment parameters on Canvas; you may choose one of them, or another one if you prefer.

Due at end of Module 2, Wednesday Jan. 27
Cultural Consultant project
(Virtual poster 10%, 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 additional credible references, correctly cited
Poster due after Module 3, on Wednesday, March 10; Extra credit poster feedback due that Saturday, March 13; Paper due Wednesday, March 17.

Video introduction
(5%): Create a short video introducing yourself by telling the story of your name and post it to Canvas. Due Wednesday, Jan. 13

Fieldwork and analysis/reflection assignments (3 per module = 9 @ 5 pts = 40%; skip one or throw out lowest one)
In the slidesets will be embedded the prompts and assignment guidelines for the experiential field assignments and their write-ups. Regardless of the instructions though, each must include a 750-1000 word write-up, describing how you conducted the activity and an analysis/reflection of how it went and what the results/outcomes were. Each specific assignment will have its own specific prompts to respond to. This means that you will need to look carefully through the slidesets because they are the only place where the assignment prompts will appear. Due Wednesday, Jan. 27 for Module 1; Wednesday, Feb 17 for Module 2, Wednesday, March 10 for Module 3.

Email to Professor Carpenter (5 pts)
Since we won’t have the benefit of face-to-face interactions, each of you should email me at least once, using form and content that is appropriate to written communication with a professor. You can say anything you want, although this is a good opportunity to ask any questions you might have. I appreciate getting to know my students as individuals, so you can just tell me a little bit about yourself, and what you hope to get out of the class.
Due by Wednesday, Jan. 20

Grad students: Annotated bibliography and presentation on topic of your choice
Due Wednesday, March 17 (same day as final paper)

Extra credit (up to 4 pts): This is your chance to help each other out, as well as to see what your classmates have been up to! For extra credit, you may comment on or ask questions about up to four of your classmates’ virtual posters. The posters will be submitted by Wednesday, March 10, and your comments must be submitted by midnight, Saturday, March 13, so that they can use your comments and questions to improve their final papers. Aim for approximately 1 point for every poster you comment on, but since this is extra credit it will be at the instructors’ discretion, and will depend on the thought that you put into your feedback and how valuable your comments are.

Grading
100-104: A+  92-99.99: A  90-91.99: A-
88-89.99: B+  82-87.99: B  80-81.99: B-
78-79.99: C+  72-77.99: C  70-71.99: C-
**International Studies grading policy**

This is meant to help you understand what grades mean, according to our departmental consensus. 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. In particular, please follow the instructions for each assignment.

A+: Work of unusual distinction, only used when a student’s performance significantly exceeds all requirements and expectations for the assignment. Therefore, in our Department, this grade is rarely awarded.

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 is good; it satisfies the main criteria of the assignment, and demonstrates solid 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)

**Time allocation**

(Note: this is an estimate only. Different people take longer or shorter times on these)

You can expect to spend a total of approximately 120 hours working on this class over the entire term. Estimated time you’ll spend on each activity is as follows:

- Readings in textbook: 20 hours
- Engaging with slide sets: 20 hours
- Supplementary materials in slidesets to engage with (e.g., videos): 10 hours
- Self-reflection paper: 6 hours
- Global Conversations presentation, research and composing: 10 hours
- Cultural consultant project:
  - Interviews with consultant: 8 hours
  - Virtual poster: 5 hours
  - Final write-up: 6 hours
- Video introduction: 1 hour
- Field assignments 9 @ 4 hours: 32 hours
- Send email to Prof. Carpenter: 15 minutes
**Conduct and community standards**

**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.

If in doubt, consult us or seek assistance from the staff of the Tutoring and Academic Engagement Center (https://engage.uoregon.edu/about/#contact)

You can 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 replicate 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. In addition, submitting work for this class that you also submit for have submitted to another class is a form of academic misconduct. It is also 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."

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 trying it!