**COMM 4375 Intercultural Communication**

# Student Meetings

Student meetings (individual or group) will be via zoom, sign up, times, and a link to my personal zoom room are available on our course site.

# Required Text

Jandt, F. E. (2018). *An introduction to intercultural communication: Identities in a global community* (9th ed.). Thousand Oaks, CA: Sage.

Additional readings available on course site

# Course Description

The purpose of this class is to examine the relationship between culture and communication. We will explore how communication is influenced by culture and how communication in turn influences culture. We will focus on culture as a context for communication, communication variables such as language and nonverbal communication. We will also discuss cultural values such as religion and gender, cultures within cultures, and end the semester thinking through intercultural contact and future applications for intercultural communication. We will also spend time reflecting on our own identity and cultural heritage.

# Course Philosophy

My goal is to empower students to critically analyze and creatively reflect on the role of intercultural communication in their own lives, others’ lives, and society at large. We are a community, and I was us to feel comfortable engaging in meaningful discussions designed to push our learning. I ask that all students engage in the online discussion after completing the assigned readings. Communication, culture, and identity are inherently personal topics that often lead to the sharing of personal stories in discussions – I welcome and encourage you to share yourselves and your personal experiences with the class. The also means that I expect all individuals in this course be be respectful of others and the stories that are articulated. You are by no means obligated to share personal information or details if you are not comfortable doing so. Profane, offensive, and inappropriate comments will not be tolerated.

# Course Learning Objectives (CLO)

By the end of this course, students will:

1. Explain communication theories, perspectives, principles, and concepts in the context of intercultural communication
2. Relate course concepts to your lived experiences
3. Articulate your own cultural standpoint (history, heritage)
4. Explain how the relationship between a cultural standpoint, communication, and worldview
5. Explain the bidirectional relationship between culture and communication
6. Identify individual and cultural similarities and differences

# Course Policies

# Course Delivery

This course is remote and asynchronous. This course will mainly be weekly discussion and activities based on the readings. I will not be holding synchronous classes, and likely will not be making/posting many synchronous lecture videos; I may occasionally make a video expanding on a concept or walking you through an assignment as needed. There will be occasional check-ins and meetings via zoom for some of the larger assignments/projects, but in a typical week our interactions with each other will mainly happen in discussion boards. There are options in the discussion boards to post text, audio, or video replies and you are encouraged to try out all three of these options throughout the semester so we can all get to know your face and voice.

# Student Health

# Students who have a positive COVID-19 test should contact the [Dean of Students](mailto:deanofstudents@memphis.edu). If you need additional resources visit the Dean of Students Office [website](https://www.memphis.edu/deanofstudents/crisis/index.php).

## Attendance

“Attendance” in this class means engaging with course content regularly, thoughtfully, and in a timely fashion. Most assignments will be due at the end of each week, you are expected to engage throughout the week’s module as best fits with your schedule. I understand that some weeks will be busier than others, so late engagement will be allowed for partial credit (see **Late Assignments/Make Up Work**). This course works best when everyone engages and responds to each other, so your participation is vital to your own and your classmates’ success.

## Assignment Submissions

All assignments will be submitted on D2L. I do not take assignments via email – emailing in lieu of a D2L upload does not count as submitting. If there are issues with D2L you must contact tech support; I would not recommend emailing me because I am horrible with technology and probably won’t be able to help you!

## Late Assignments

Late assignments will be deducted 10% per 24-hours submitted late, and the first 24-hour period starts the minute something is late. For example:

Assignment is due Sunday 11:59pm, an assignment submitted Monday at 1:30am is deducted 10%. If an assignment is submitted Monday at noon it would also be deducted 10%. If an assignment is submitted Tuesday at 1:00am that is now on the second day and would be deducted 20%, etc.

After 7 days an assignment is no longer eligible for points, but will may still get feedback if the assignment is scaffolded into a future assignment. If there are extenuating circumstances preventing you from getting your assignment turned in on time, contact me ASAP (preferably ahead of deadlines rather than after). I do not guarantee that extensions or make up work will be available, but I do my best to work with you to figure out a solution that works for both of us depending on the situation. Note: issues with internet connections, going out of town, browser issues with D2L, waiting until the last minute to submit an assignment, or having a lot of other assignments due at the same time are not what I would consider “extenuating” circumstances, so please plan accordingly.

## Academic Dishonesty

[The Office of Student Accountability](https://www.memphis.edu/osa/) defines the following:

**Plagiarism** - "The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution."

**Cheating** - "Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours."

**Fabrication** - "Unauthorized falsification or invention of any information or citation in an academic exercise."

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions, which may be imposed through the regular institutional disciplinary procedures. An instructor who believes a student has committed an act of academic misconduct shall notify the student in writing of the basis for the belief and allow the student five (5) business days to respond to the allegation. The student shall respond to the allegation by scheduling a meeting with the instructor to discuss the matter. After meeting with the student to review the alleged misconduct, the instructor has two options: (a) they may decide appropriate action, or (b) they may refer the matter to the Academic Integrity Committee. *(University of Memphis Code of Student Rights and Responsibilities, page 19-20).*

### Department of Communication & Film Plagiarism Policy

All instances of plagiarism other than a first minor offense will be reported to the Department Course Coordinator. All instances of major plagiarism will be referred to the University Academic Integrity Committee. The following penalties will be assessed for instances of plagiarism and academic dishonesty:

* Minor/Incremental/unintentional plagiarism:
  + First offense – one letter grade penalty.
  + Second offense – fail assignment.
  + Third offense – fail course.
* Major plagiarism (defined as plagiarizing an entire speech or major portions of a speech):
  + First offense – fail assignment.
  + Second offense – fail course

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” *(Office of Legal Counsel, October 17, 2005)*

# Students with Disabilities

Student with disabilities are encouraged to contact or set up a meeting with me about academic and classroom accommodations as soon as they can (early in the semester is best so accommodations can be made ASAP). It is strongly encouraged that you register with Disability Resources for Students (DRS) to determine appropriate academic accommodations before setting up a meeting with me. You may visit DRS at 110 Wilder Tower, call 901-678-2880, [email](mailto:drs@memphis.edu), or visit the DRS [website](https://www.memphis.edu/drs/). DRS coordinates all accommodations for students with disabilities. DRS also offers volunteer opportunities for students who provide copies of notes to students who have that as an approved accommodation. Scholarship, community service and volunteer hours can be validated by this service by DRS.

## Grading Philosophy, Policies and Expectations

### Turnaround Time

You should expect grades typically 7-10 days after the deadline. All grades will be posted on D2, and I usually send out a reminder/email when I post grades. I sometimes forget or do not properly release feedback, so if you are seeing a grade on something that should have feedback, but you cannot access it please let me know ASAP! I also say that is my “typical” timeline, some assignments simply take more of my time to grade than others. For shorter assignments I might get it back within a few days, longer projects might take me more time. I usually try and update everyone on a weekly basis on assignments and when you should expect your grade/feedback.

### Grading Philosophy

My grading philosophy is based on earning points for your work rather than taking away points. That is, you do not start at 100% in this class and lose points, instead you start at 0% and you earn points. For most assignments I create and include rubrics and guidelines for completing the assignment. If any of the guidelines or rubrics seem unclear or unfair, I welcome and encourage you to ask questions and provide me feedback on how I can communicate my expectations more clearly or change the guidelines to better suit the assignment. Some rubrics break down points into specific categories (introduction – 5 points, proper APA citation, 2 points), others may be more holistic (an A looks like X, or B work means doing the following things…). I try my best to stick to those guidelines when I grade, but as a human prone to errors I may miss or misread something in my grading. If you think I am unfairly grading or inconsistently following the rubric/guidelines, or those guidelines/rubrics don’t seem to match the assignment, please let me know! I’m not out to trick you or stand in your way, instead I want to reward you for your hard work and thoughtful responses. If you feel that I am not holding up my end of this bargain I welcome that feedback so that I can continue to improve as a teacher.

### Grade Concerns

If you have questions or concerns about your grade, I ask that you please wait 24 hours after my feedback is released to allow you to thoroughly read and reflect on it, rather than simply react immediately. I understand that grades and school can be stressful and not doing as well as you’d like on an assignment can be discouraging, but I am also a person and don’t enjoy being yelled at the second I release a grade. As I noted in my grading philosophy, my job is to reward you for your work rather than punish, but I understand that grades and feedback can across as the latter. Please believe me when I say I am here to foster your learning and reward you for your work and I do my best to ensure my grading is fair and clear. However, I miss things, I misread things, and I misunderstand things, so I do welcome feedback and questions, just wait a day before contacting me. If the issue is something of a math error, for example I entered a 2 in D2L, but the rubric adds up to 22, you may email me as soon as you see that error. I also ask that you raise your concerns within 7 days of receiving your grade. After 7 days I am happy to meet and discuss feedback, but the grade will stand. This is to avoid the end of semester inquiries about the beginning of the semester assignments. If you have further issues with your grade, you will need talk to the department chair.

Expectations

Students can expect the instructor to be

* concerned for the educational experience of each student in the class
* prepared for class
* knowledgeable of and enthusiastic about the course material
* thorough and prompt in evaluating assignments (see **Grades/Grading**)
* respectful of individual differences
* encouraging of creativity
* reasonably open and accessible to discuss material and assignments
* rigorous yet supportive in maintaining high standards for performance.

Students in this course are expected to

* work, individually and together, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives.
* prepare for class participation by completing course reading and assigned work before class meetings.
* show courtesy, civility, and respect for one another and for the instructor. Sleeping, reading materials irrelevant to the class, texting or other disruptive or uncivil behavior violates these expectations and will not be tolerated.
* Comments that degrade or ridicule another, whether based on individual or cultural differences, are not acceptable.

**\*Ignorance of these policies does not excuse their violation\***

# Resources for Students

## Center for Writing and Communication

This Center helps in speech development, outlining and practice for all students enrolled in COMM 2381. All appointments will take place via Upswing, UofM’s online academic support platform, appointments can be made [here](https://memphis.upswing.io/). Once logged in, search “writing” in the search bar, scroll all the way down. Select “writing” or “Center for Writing and Communication” to select a writing center consultant rather than an Upswing consultant.

## Stress Management

The Relaxation Zone services are FREE to enrolled UofM students. No appointment is necessary; Drop by anytime. The Relaxation Zone located in Brister Hall 302 is open Monday - Friday between 9:00 am - 4:00 pm for the Fall and Spring and 10:00 am - 3:00 pm in the Summer.

## Tiger Pantry

The Tiger Pantry is a choice pantry open to current University of Memphis students. The pantry generally carries non-perishable food items, basic toiletries, and basic household items. To access the pantry or to learn more visit Office of the Dean of Students' Student Outreach and Support services in University Center, Room 359 from Mondays through Fridays between 9:00 am and 3:00 pm.

## **Lambuth Camp**us

Additional resources at UofM Lambuth can be found [here](https://www.memphis.edu/lambuth/services/index.php)

# Grading Scheme

This class uses the grading scale:

100-90% = A 89-80% = B 79-70% = C 69-60% = D 59% and below = F

# Assignments (600 points)

## Participation – 250 points

Participation assignments include weekly discussion boards, additional reflection/engagement assignments, leading discussion, and reading quizzes/checks:

Discussion Board (100 points)– weekly discussion board with specific questions/activities to complete throughout the week after you have completed the readings. Each week you may earn up to 10 points for the discussion board. You are free to type out your response or attach a video or audio of your response. Your grade for discussion boards will be based on the level of engagement you choose:

* C- Level Engagement (7 points) – post one (1) reply to the week’s discussion board (answer the question/engage in the activity)
* B-Level Engagement (8.5 points) – C-Level + post reply to someone else’s initial post – engage thoughtfully, must say more than “I agree” or “good point” be specific in what you respond to/engage with in their post
  + A-Level Engagement (10 points) – C-Level, B-Level, + another post moving the conversation forward in some way, that could be:
    1. reply to a second classmate -engage in dialogue with the first person you replied to (so they respond to your post, you respond to their response, dialogue with each other); a new post in which you ask a new question or add new insight to the conversation
    2. engaging in the activity a second time but in a new way
    3. post an additional reading, link to a website, video or podcast that you think ties into the conversation and provides us all with something to engage in along with an explanation connecting this post to the discussion board, simply posting a link will not earn you A-Level points

There are 13 weeks in this course, each week you can earn up to 10 points; I understand that some weeks are busier than others, so your lowest 3 scores are dropped at the end of the semester.

**Reflection Activities (5 @ 10 points, 50 points) –** For every major section of the textbook (e.g., communication variables, cultures within cultures) you must complete one activity that asks you to critically engage with/reflect on the readings from that section. Dig into a concept or finding that was new, interesting, surprising, or thought-provoking to you and then choose one of the following options:

* + Create Something: create something! Could be a visual for these insights – for example, a mind map, world cloud, or web of the most important concepts or findings, some other kind of visual (hand drawn or created in a photoshop/other program), a short video or audio recording – something that helps you synthesize an important insight and your understanding of it, OR something else that represents the concept – be creative! Include in you’re a submission a short (~100-150 words) paragraph explaining the product, how it ties to the reading and your understanding of the material
  + Learn More: find an additional reading such as an academic journal article, popular press/newspaper article from a reputable source, academic or popular press book (could be fiction or non), or an audio/visual in existence (like a TED Talk, YouTube video, or podcast) that helps provide you with more information (include a link or download with your submission) along with a short (100-150 words) paragraph summarizing the source and its connection to the idea, and how this additional source adds to your understanding of the material
  + Reflect On: reflect on the idea, dig into what struck you about it. What questions do you have? Describe the idea or concept to someone unfamiliar with the communication discipline. How will you use this new idea moving forward? Does this idea expand your understanding of the world and how you live in it, or does it solidify something you were already doing? How does this concept relate to your own lived experiences? Spend time digging into this new idea, reflect on what it means to you ~100-150-word paragraph

**Reading Checks (100 points) –** each week there will be a reading check, week 1 includes a reading check for the assigned reading and a reading check for the syllabus, this check is intended to demonstrate that you have engaged with the week’s readings and show your understanding of important course concepts. There will be one reading check per week, 14 reading checks, each worth 10 points; I understand that some weeks are busier than others, so your lowest 4 scores are dropped at the end of the semester.

## Exams (150 points)

There will be a short midterm (50 points) and a final exam (100 points) in this course; all exams will be completed on D2L.

## Who Am I? (Individual Project, 50 points)

The purpose of this assignment is for you to dive into your own identity, family, and cultural history. This project is a reflection on your identity, culture; you may write a traditional essay, podcast, or video (note: you are not allowed to splice together existing audio or video, all audio/video used must be created by you; if you would like to use music you are limited to music that is not copyrighted – I would look to YouTube for music that isn’t copyrighted); more information on each of these options is available on our course site. This project is broken into the following pieces:

* Format selection (5 points): select the format for your project (essay, podcast, video)
* Outline/Rough Draft (5 points): in order to keep you on track, you will submit a rough draft/outline/plan for your final project depending on the format that you chose; once submitted you will set up a time to meet with me to discuss your plan, ask me any questions, and I can provide any feedback/suggestions to help you move forward
* Peer Review (10 points): post your draft/outline/plan to a group discussion board, provide feedback for the other members of your group
* Final Project (30 points):See course site for specifics on each format (essay, podcast, video)

## “Other” Culture (Individual Project, 75 points)

The purpose of this assignment is to explore and critique an “other” culture. You will choose a culture and using course concepts/theories you will explain, analyze, and critique that culture. The culture you choose to analyze could be:

* An existing real-world culture
* A fictional culture from a book, tv show, movie, podcast, etc. could be produced/written in America or another country

This project can either be a traditional essay, a podcast, or a video (note: you are not allowed to splice together existing audio or video, all audio/video used must be created by you; if you would like to use music you are limited to music that is not copyrighted – I would look to YouTube for music that isn’t copyrighted); more information on each of these options is available on our course site. This project is broken into the following pieces:

* Topic proposal/approval (5 points): you will propose 2-3 potential topics (noting your preferences/ranking) for instructor approval; this allows for some quality control over topics and ensure that everyone is doing a different topic
* Format selection (5 points): once your topic has been approved you will need to select the format for your project (essay, podcast, video)
* Outline/Rough Draft (5 points): in order to keep you on track, you will submit a rough draft/outline/plan for your final project depending on the format that you chose; once submitted you will set up a time to meet with me to discuss your plan, ask me any questions, and I can provide any feedback/suggestions to help you move forward
* Peer Review (10 points): post your draft/outline/plan to a group discussion board, provide feedback for the other members of your group
* Final Project (50 points):See course site for specifics on each format (essay, podcast, video)

## Travel Brochure (Group Project, 100 points)

In groups of 2-3 you will select an event (festival, holiday, celebration, etc.) or place that is culturally significant to a culture or group. You will explain the culture, the event or place and its significance, and donning your “Travel Agent” caps and create something enticing the rest of the class to travel to/participate in. This project could be a traditional essay (think of a *New Yorker* style piece), booklet/brochure (visual and text), a podcast, or a video (note: you are not allowed to splice together existing audio or video, all audio/video used must be created by you; if you would like to use music you are limited to music that is not copyrighted – I would look to YouTube for music that isn’t copyrighted); more information on each of these options is available on our course site.. This project is broken into the following pieces:

* Group contract/meeting (5 points): as a group you will come up with rules regarding your communication and meetings, how tasks will be assigned, consequences for not completing your share of the work, etc. You will then need to meet with me remotely to discuss your rules and consequences, and confirm that you all agree and understand
* Topic proposal/approval (5 points): you will propose 2-3 potential topics (noting your preferences/ranking) for instructor approval; this allows for some quality control over topics and ensure that everyone is doing a different topic
* Format selection (5 points): once your topic has been approved you will need to select the format for your project (essay, podcast, video)
* Group Meetings/Check Ins (15 points)**:** groups must meet/check in with each other three times throughout the semester, these meetings can be synchronous and remote (zoom is probably easiest) or asynchronous (via a group discussion board on D2L). If you meet via a video platform, record the video and send to me as proof of meeting, if you meet via a discussion board I have access to that and can see that you interacted.
* Outline/Rough Draft (10 points): in order to keep you on track, you will submit a rough draft/outline/plan for your final project depending on the format that you chose; once submitted you will set up a time to meet with me to discuss your plan, ask me any questions, and I can provide any feedback/suggestions to help you move forward
* Peer Review (10 points): post your draft/outline/plan to a group discussion board, provide feedback for the other members of your group
* Final Project (50 points):See course site for specifics on each format (essay, podcast, video)