

Comm 397, Sec. 1W, Intercultural Communication

Fall, 2015

Monday, 3:00-5:30 in CAC 202

PROFESSOR: Karlene Ferrante
OFFICE: 329 CAC
HOURS: MT 14:00-14:45; TR 10:00-10:45; by app't.
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COURSE DESCRIPTION:

Theories of intercultural communication and skills that allow for effective communication within and between diverse cultures.

COURSE OBJECTIVES:

By the end of this class, you should be able to:

- 1.) define culture, and explain the major types of cultural differences;
- 2.) explain how individuals develop and negotiate identity within culture;
- 3.) communicate more effectively with people who are culturally different than yourself;
- 4.) come to appreciate the complexity of your own culture and cultural identity; and
- 5.) become more open-minded about other cultures.

GRADES:

| Possible Points | | Letter Grades | |
|------------------------------|------------|---------------|----|
| Note Pages (9) | 45 points | 190-200 | A |
| Quizzes (7 of 9) | 35 points | 186-189 | A- |
| Intercultural Memoir | 30 points | 182-185 | B+ |
| Analysis of Memoir | 10 points | 174-181 | B |
| Presentation: Festivals | 15 points | 170-173 | B- |
| Basic PowerPoint Oct. 12 | 5 points | 166-169 | C+ |
| Presentation: Environments | 15 points | 158-165 | C |
| Basic PowerPoint Nov. 23 | 5 points | 154-157 | C- |
| Reflection on Your Learning | 10 points | 150-153 | D+ |
| Attendance and Participation | 10 points | 142-140 | D |
| Final Exam | 20 points | 138-141 | D- |
| Total Possible | 200 points | >141 | F |

READINGS:

Neuliep, James W. (2012). Intercultural Communication: A Contextual Approach. Los Angeles: Sage Publications, Inc. (text rental)

Wagler, Ira. Growing Up Amish. (2011). Carol Stream, ILL: Tyndale House Publishers, Inc. (text purchase)

Occasionally, you will also be asked to read a handout (either paper or online).

PARTNERSHIP WITH AN ESL CLASS:

We are fortunate to have an ESL (English as a Second Language) program on campus that draws students from all corners of the world. Our class will take advantage of this intercultural asset through a partnership with an upper level oral communication class in the ESL program. The class runs for eight weeks, and we will be joining our classes from 4:15-5:15 on most days, and for the entire time for big events.

You will be assigned to a group with some students from our class and some ESL students. These groups will give you a valuable opportunity to get to know some international students, and to work with them on intercultural learning activities. We will also partner with the next class that starts after spring break.

You will have time to get to know these students, and you are asked to exchange contact information with them. You will be working together on three team teaching presentations—a short “mini-presentation” for practice and two longer presentations that will be graded.

This partnership offers ESL students an opportunity to practice group work and speaking to the class.

NOTE PAGES:

Each time you are assigned reading, you are to write a “note page” to turn in for credit. Your note page should include the main points of the reading on one side of one paper. You may type it (in any size font) or and write or print it. You may choose to write complete sentences or just phrases. Any note page that misses a main point or uses more than one side of one page will lose points. If you must miss a class, you can get credit for your note page by turning it in before class as paper copy or email attachment. No note pages will be accepted after the class for that week is over.

QUIZZES: On most days, the class will begin with a quiz. Quizzes will generally include short answer questions, and will often use or ask for examples. Only the top 7 grades of 9 will count. If you miss a day of class or come late, you will probably miss a quiz, and there are no make-up quizzes. Occasionally, you may be allowed to use your note page for an open notes quiz, and there may be a day when you can take the quiz with your group if you wish.

PAPER: INTERCULTURAL MEMOIR: You are to write a personal memoir about one or more of your experiences with intercultural communication, in the style of Ira Wagler’s memoir, *Growing Up Amish*. You will not be telling your life story, but you will be telling a story about an experience that involved aspects of intercultural communication. Generally, being a tourist will not give you a very honest intercultural experience, unless you stay for an extended period of time, or stay in the home of cultural natives, or work in the culture.

We will discuss how to write a memoir, and we will use some class time for writing and revising your memoir. Your memoir may comprise between one and three segments, and the segments do not need to be connected with transitions if they are separate experiences. You can separate segments with a skipped line and three asterisks (***)

You should end your memoir with a personal reflection on the significance of what you have written. Your memoir should be 4-5 pages long, including your reflection.

This may well be the first time that you write a memoir, so we will be discussing this genre and ways you can approach the writing. The Wagler memoir will serve as a model, although your memoir will be much shorter. There are also a number very helpful websites on writing a memoir, including these:

<http://teacher.scholastic.com/writeit/memoir/brainstorm/>

<http://www.npr.org/templates/story/story.php?storyId=5340618>

PAPER: ANALYSIS OF YOUR MEMOIR: You will write a short analysis of your memoir, about 2 pages long, using an appropriate theory/ concepts from your text. You may paraphrase and quote from your text, and you will cite these references using either MLA or APA style. Your paper will end with a short bibliography.

GROUP PRESENTATIONS: You will work with two different teams to teach the class about two topics: a cultural festival and a microcultural event. Your team will have approximately 20 minutes to present. All team members should participate in the planning, and all team members should do some speaking. You should begin your presentation by introducing yourselves and previewing what you'll be doing. You are encouraged to be creative and to make it fun. You may incorporate music or a very short bit of video, but most of your time you should be speaking. This is not a lot of time, so you need to be very well organized. You can't teach us everything about your topic, but you can introduce us to it and make us interested to learn more. At the end of your presentation, you should have one of your teammates present a conclusion, which should include a bit of summary and a final thought. We will clap before and after your presentation.

Each team must meet briefly with me and/or Mrs. Gosztory at least twice to discuss what you will do. You will share emails and phone numbers with your teammates, and it will be important for you to check your email daily. You will have some class time to work with your group, but you will probably need to collaborate outside of class time. Your team **MUST** complete and email to me and Mrs. Gosztory a very basic PowerPoint for your presentation one week ahead of time. Emailing a basic PowerPoint earns you 5 points. Later in the semester, you will complete a participation report to provide input into people's participation grades.

Important tip on speaking to the class: You are encouraged to make note cards with just phrases on them, and to pause occasionally to look down at your cards. Never just read from notes.

CRITERIA FOR ASSIGNMENT OF GRADES FOR GROUP PRESENTATION:

A highly successful teaching team will

- bring us a clear, logical, organization of the topic
- look like a TEAM—be prepared and confident
- provide an introduction that gets our interest and previews your presentation;
- include a spoken part from each team member, loud enough for us all to hear, with good eye contact;
- use PowerPoint well (few words, large type, great pictures);
- conclude by summarizing what participants have learned from your presentation; and
- speak—not read—to the class (with or without notes).
- answer questions with poise.

Grade of C or less: A presentation that accomplishes five or fewer of the goals will earn a grade of 11 or less.

Grade of B: A presentation that accomplishes most of these goals will earn a grade of 12-13 points.

Grade of A: A presentation that accomplishes all of these goals in an exciting and motivating way will earn a grade of 14-15 points.

PARTICIPATION IN CLASS: Three factors contribute to your participation grade: class attendance, participation in discussion, and group work, including your editorial feedback to your classmates on their writing. You will probably need to modify the way you normally communicate to accommodate the cultural expectations of your intercultural classmates.

ATTENDANCE: To be considered present for class, you must be here for the entire class. If you arrive late or leave early, you will be marked absent for the class. Please do not ask for permission to come late or to leave early. If you need to miss class, arrive late, or leave early, you may turn in your written assignment before the end of class (in person or via email) for half credit. You do not need to explain your absence.

FINAL REFLECTION: At the end of the semester, you will write a two page reflection on what you learned in the class.

FINAL EXAM: The final take home exam will include concepts and theories covered in the quizzes, in addition to other questions about writing a memoir, working in intercultural teams, and how culture changes from one generation to the next.

PRIVACY: You are never required to disclose any particular personal information if you choose not to. Please be aware, however, that your teammates will be reading drafts of your personal memoir, and you will probably be asked to read an excerpt to the class.

Class Schedule

| <u>Date</u> | <u>Topic</u> | <u>Read before class</u> |
|---------------------------|--|--------------------------|
| Week 1 Sept. 14 | Introductions | |
| | Communication students will have an ice breaker, then discuss the syllabus and how we want to interact with the ESL students. 4:15: Meet your team. Discussion of names and introduction to the class. How did you get your name? What does your name mean? What does it mean to you that you are an American or Chinese or Saudi? Each team will be assigned a very simple topic to present next time. Each team needs a volunteer to receive a slide or two from each member, and put into a very simple PowerPoint for next week. This first "mini-presentation" will provide a structure and practice for the two longer presentations, which will be graded. --Your favorite comfort food that you eat when you are tired or stressed? Explain why. --What food would you never eat? Explain why. --What is a food you did not like as a child but now you like? Explain why. --What is a food your mother made for you when you were sick. Explain why. --What is a food your family would eat at a special celebration? Explain why. --What is a food that you like that your grandparents would never have eaten? Explain why. Be prepared to discuss how your example is related to cultural norms. | |

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| Week 2 Sept. 21 | | Neuliep, 1-11; 17-42 |
| | Communication students will take Quiz 1 , discuss the reading, then do a memoir freewrite. Turn in note page 1. 4:15: In the combined class, each team will present briefly on the topics assigned last week. | |

| | | |
|---------------------------|---|----------------|
| Week 3 Sept. 28 | Individualism, collectivism | Neuliep, 48-63 |
| | Communication students take Quiz 2 , discuss the reading; then do a memoir freewrite. Turn in note page 2. 4:15: Comm 397 students are to bring a video clip (1-2 minutes) or a very short skit that illustrates collectivism. ESL students will bring a video clip (1-2 minutes) or short skit that illustrates individualism. You are to bring positive portrayals. Combined class will view and discuss video clips. Be prepared to show and explain how your video clip or skit illustrates collectivism or individualism. | |

Week 4

Oct. 5

Growing Up Amish, Part 1
Memoir website

<http://www.npr.org/templates/story/story.php?storyId=5340618>

On Memoir, Truth and 'Writing Well'

4:15: Communication students take **Quiz 3**, then discuss memoir writing.

Bring your freewrites.

Turn in note page 3.

4:15 Combined class will discuss *Growing Up Amish*, Part 1.

Each team will be assigned a cultural festival which will be the topic of your presentation on Oct. 19.

--Chinese New Year

--PowWow

--Eid al-Fitr

--Carnival in Brazil

--Juneteenth

--Day of the Dead in Mexico

You will research, organize and present a 20 minute presentation organized using PowerPoint slides.

Week 5 High/low context; value orientation; power distance; uncertainty orientation

Oct. 12

Neuliep, 66-92

Communication students take **Quiz 4**. Discussion of context, value orientation and power distance.

Turn in note page 4

4:15. Combined class: Comm 397 students are to bring a video clip (1-2 minutes) or short skit that illustrates high context culture. You are to bring a positive portrayal of high context culture. ESL students are to bring a video clip or short skit that illustrates low context culture. Teams will present video clips or skits to demonstrate high/low context. Be prepared to show and explain your clip or skit.

Each team will meet to plan the presentation you will give next week. Team members can share what you have found about the festival and images you might want to use. Before you leave today, you must complete a basic PowerPoint, and assign parts to each of you to present next time. By emailing your basic PowerPoint to me and Orsolya before you leave, you earn the first 5 points of your presentation.

Week 6

Oct. 19

ESL students will come at 3:00. Teams will teach us about cultural festivals.

Week 7 Perception, culture as the software of the mind; stereotypes
Oct. 26 Neuliep, chapter 5
Communication students take **Quiz 5**. Discussion of perception.

Turn in note page 5

4:15: In the combined class, you will meet your new team. Exchange introductions and contact information. Our introductions to the class will make use of the stereotypes you identified.

Week 8 Microcultures Neuliep, chapter 3
Nov. 2
Communication students take **Quiz 6**. Discussion of microcultures.

Turn in note page 6

ESL class comes at 4:15.

Watch video

Discussion

Week 9 Growing Up Amish, Part 2
Nov. 9
Communication students take **Quiz 7**. Discussion of Growing Up Amish.

Turn in note page 7

ESL class comes at 4:15.

Each group will be assigned a “cultural environment” as a topic for your group presentation on Nov. 30.

Week 10 Sociorelational Context Neuliep, chapter 6
Nov. 16
Communication students take **Quiz 8**. Discussion of context, value orientation and power distance.

Turn in note page 8

ESL class comes at 4:15.

Students will tape your “daisy wheel” diagram and that of one of your interviewees on the wall. We will go around the room to hear your stories.

Week 11

Nov. 23

Communication students bring 3 copies of your draft memoir. We will work in groups to read and offer editorial suggestions for memoirs. We will brainstorm concepts to use for the analysis of the memoirs.

ESL students come at at 4:15. Groups can meet to complete plans for your group presentation next week. Each team is expected to plan a basic PowerPoint and decide who will do what. If you email me and Jutta your basic PowerPoint before you leave class today, you earn the first 5 points of your presentation.

Week 12 ESL class comes at 3:00. Groups present on cultural environments.

Nov. 30

Week 13 Nonverbal

Neuliep, chapter 8

Dec. 7

Communication students take **Quiz 9**. Discussion of nonverbal aspects of intercultural communication.

Turn in note page 9

ESL students will come at 4:15. All students should come prepared to demonstrate at least 5 gestures that mean something in your culture. Teams will participate in demonstration of gestures.

Discussion

Week 14

Dec. 14

ESL students will come at 3:00. Communication students should bring a typed, two page long reflection on what you have learned in this class. You can use the course objectives as a framework to organize your thoughts. Include specific things you learned that will be useful to you in the future. What surprised you about this class? What surprised you about the people you met? What experiences made you uncomfortable? How have you learned to adapt your own communication style for people from different cultures?

Our final exam is a take home exam that must be emailed to me as an attachment no later than midnight on Friday, Dec. 18.