

***Tentative Schedule***  
**CMN 3710**  
**Intercultural Communication (3 credits)**  
**Fall 2016**  
**Coleman Hall 1771: Monday, Wednesday, Friday 11 –11:50 am (CRN 90664)**  
*(The instructor reserves the right to modify the schedule if needed)*

**Instructor:** Dr. Teresa Maria Linda Scholz

**Office:** Coleman 2030

**Email:** [tscholz@ciu.edu](mailto:tscholz@ciu.edu) (**Note:** I frequently check my Panther e-mail account, therefore, this is the best way to reach me. I DO NOT frequently check D2L e-mail. To ensure delivery, please use your EIU e-mail to contact me.)

**Office Hours:** Monday, Wednesday, and Friday, 10-10:50; Monday and Wednesday, 12:45 – 1:45; and by appointment.

**Course Description and Objectives**

According to the catalog of courses, this course provides an “Overview of culture and communication on regional, national, and international levels. Examines ways in which cultures respond differently to business, education, and health care contexts. Explores how culture influences perceptions and communication, and provides guidelines for effective intercultural communication.” To this end, this course is rooted in a critical approach in understanding the complex layers involved in intercultural communication. In short, a critical approach encourages an exploration of local, national, and global power imbalances that effect and impact intercultural interactions. This course also considers the intersections of culture with nationality, ethnicity, race, gender, class, and sexual orientation.

**Course Objectives**

The course objectives include:

1. To become reflexive about one’s own cultural and social standing and cultural influences.
2. To increase understanding and sensitivity to the interconnectedness of cultures in the U.S. and outside of the U.S.
3. To increase understanding of intercultural communication processes.
4. To practice communication skills necessary for effective intercultural interactions.
5. To increase understanding of how communication and rhetoric construct and constitute cultural, national, ethnic, racial, gender, sexual orientation, and class identities.
6. To identify the roles that communication and rhetoric play in intercultural, interethnic, and interracial conflicts.
7. To become critical consumers of public messages.
8. To understand better the role of the United States of America as one prototype of multicultural/diverse societies.

**Accommodations**

It is imperative that you are getting the most out of your educational experience. If you have a special need that qualifies for accommodations, please contact the Office of Disability Services (217-581-6583) to arrange support services. Please also inform the instructor by providing the necessary documentation specifying the accommodations needed for the class within the first week of class.

## The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

## Classroom Environment, Behavior, and Policies

*All faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in communication studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.*

The majority of students are in college specifically to acquire a degree in the hope of finding an adequate job to attain a particular standard of living in the future. Therefore, you should consider college your “on the job training.” You should make this a priority in your life (particularly when you consider the amount of money that is being invested in your education). With this said:

My intent is to establish an environment where you are able to ask questions openly, and respectfully. In an effort to co-construct this environment be courteous and respectful to one another AND to the instructor. During class discussions please avoid dominating the discussion and be concise with your comments. Be aware of how you phrase comments and questions. Avoid the use of “bashing” or derogatory language toward one another and toward others outside of this class. Additionally, be open to other perspectives. Each of you has a perspective to offer as it pertains to your individual experiences. Part of being effective communicators entails good listening skills as well. Each day will provide you with an opportunity to put effective communication skills into practice.

**CELL PHONES:** The use of cell phones during class is distracting and disrespectful; therefore, their use during class will not be tolerated. You are asked to turn your cell phones off and put them away. Failure to comply with this simple rule may result in your dismissal from the classroom on a given day.

**ATTENDANCE:** Attendance is expected at every class meeting. Lack of consistent attendance and participation can and will affect your overall grade. **I consider more than three absences to be excessive.** I understand that emergencies do occur, and that illness is often times inevitable. Be aware that in-class work may not be made up except by prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor’s note, court papers, and the like). Regardless of the reason for your absence, I will not provide you a personal lecture during office hours or via e-mail. It is up to you to get notes from a classmate. And the answer to the perpetual question “Did I miss anything?” is always: YES!

**LATE WORK: I WILL NOT** accept late work, e-mailed assignments, any assignments turned into my mailbox, etc. (unless you have made arrangements directly with me). Assignments are DUE IN DROPBOX ON OUR D2L SITE ON THE DAYS AND TIMES THAT ARE NOTED. Always have a backup of your work.

Quizzes and exams CANNOT be made up unless you have made prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor’s note, court papers, and the like). Missing class on days during which you are expected to participate in a group

activity, a presentation and/or discussion of papers, etc. will result in a failing grade for that portion of the assignment or a reduction in grade on your paper.

**NOTE ABOUT TARDINESS AND EARLY EXIT:** Class begins at the designated time, and ends at the designated time. Consistent tardiness and/or consistent early exit are distracting to students and the instructor, and are also disrespectful. If you have a class or work schedule conflict that interferes with your ability to come to class on time and remain in the class until its official end, please consider taking this class during a different semester or make appropriate adjustments that will not interfere with your timely, regular, and complete participation.

**Academic Honesty/Conduct:** It is imperative that you understand that when you are an EIU student you are bound to the Student Conduct Standards. Although the Student Conduct Standards comprise a lengthy document, and although each aspect of it is highly important, aspects of Standard I will be highlighted here so that there are no misunderstandings of what is considered appropriate behavior conducive to creating an appropriate learning environment. **If you are caught cheating and/or plagiarizing, you will be reported and will fail the assignment, and possibly the course.** If you are confused about what constitutes cheating and/or plagiarism, please ask. Also consider the aspects of Standards II, III, IV and V when interacting with peers and the instructor in and outside of the classroom, when responding to class materials, etc.

**Standard I.** Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard:

- a. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- b. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- c. Submitting work previously presented in another course unless specifically permitted by the instructor.
- d. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
- e. Complicity with others in violations of this standard.

**Students who violate the conduct code will be given one verbal warning. The second time you will receive a reprimand and you may not attend class again until you have met with me and worked out a plan to adjust the disruptive behavior.**

### **Assistance Outside of Class**

If you need additional time to talk through the class material, or to discuss the progress of your work, I am happy to do so. You can stop by my office during my regularly scheduled office hours. You are also welcome to stop by outside of my regularly scheduled office hour, and if I am there, I will be happy to talk. Finally, you can set up an appointment. I also check Panther e-mail regularly during the day and will respond to questions that you have. However, there may be times when a question warrants a lengthy response, and so I may ask that you come to my office. Lastly, be sure to check your Panther e-mail and the course's D2L site regularly for any announcements regarding class issues, etc.

### **A Note About Grades**

If you have questions about your grade, I ask that you follow this procedure:

- a. First, we will abide by the **“24-hour rule.”** This means that after you’ve received the grade, reflect upon it for 24 hours before you come talk to me. To assist in your reflection, you should look through your notes and readings.
- b. Second, after 24 hours have passed, e-mail me to request an appointment to come in and talk with me in person.
- c. Finally, our meeting should determine if indeed there was an error made in grading, and/or provide you with clarification on concepts, and/or create strategies for more effective future study habits, etc.

Despite the amount of times that you come in and talk with me, this will not guarantee you a specific grade in the course. In other words, the points you earn on assignments are totaled and those points will coincide with the overall grade you earn in the class. Please be aware of where you stand throughout the semester. If you need assistance calculating your grade, I am happy to assist you. Do not wait until the last few days of the semester to figure out where your grade stands. Once the semester is over, it’s over, and no more points will be allotted. In short, I do not curve nor do I generally offer extra credit. Clear expectations for assignments will be provided for you in the assignment guidelines that will be posted onto the D2L site for the course.

### **Expectations of the Readings**

You will be reading material, viewing videos, and participating in activities that will be intellectually and emotionally challenging. You **ABSOLUTELY** need to do the reading in order to come to class prepared to have a **dialogue** that **goes beyond doubt and accusation**. Do not assume that by merely reading the titles of some of the articles, you know what the article is about. You will need to read **CAREFULLY** in order to achieve a better understanding of the material. A quick skim before class will not be sufficient. Having a clearer understanding of the different concepts will help you to have more appropriate and fruitful conversations in and out of the classroom.

Given that this course requires a lot of reading and writing, consider the time that you are willing to allot to careful and thorough reading and studying. It is okay if you face challenges comprehending some of the material, class discussions are designed to help you work through complications. If you are a student who feels that they can get by without reading, please drop this class. It will be abundantly clear (and also perhaps embarrassing) if you do not put the required time and effort into this class. **Be forewarned: you are likely to be asked respectfully to leave class if you have not done the reading.**

### **Course Assignments**

**More detailed descriptions of the assignments will be posted on the D2L site for the course.**

**Identity Paper (75 points):** You will write a paper that focuses on your cultural, nationality, and ethnic identities, addressing how communication and rhetoric play a role in the development of these complex identities.

**Identity Paper Presentation (25 points):** You will present aspects of your identity paper to the class.

**Group Visas Presentation (50 points):** In small groups, you will select a specific type of visa to research and present your findings to the class.

**Final Research Project (300 points):** You will do in-depth research focusing on a specific country of your interest. You will focus on specific aspects of the culture, including ethnic group make up, religion, language, communication patterns, etc. Furthermore, you will need to account for how you will begin to learn the language spoken in the country or how you will learn about the unique language differences if you are interested in an English-language country.

You will also provide a brief history about the relationship between your chosen country and the United States. You will also need to research the visa you would need to visit and/or work and/or live in the country. Other aspects will include connecting your research to relevant intercultural communication concepts you learned throughout the semester. Components of the paper due during the course of the semester include:

- **Final Project Part I** (country, demographics, visa needed, etc.) **(75 points)**
- **Final Project Part II** (values, communication patterns, etc.) **(75 points)**
- **Final Project Part III** (complete paper) **(100 points)**
- **Final Project Presentation** **(50 points)**

**Exam (100 points):** One exam will be administered this semester. The exam will focus on the foundational terminology for the course that you will use throughout the semester.

**Quizzes (10 Quizzes at 10 points each, total 100 points):** You will be given ten quizzes throughout the semester to assist you with your readings efforts. These quizzes will be randomly assigned. The quizzes will also prepare you for your exam as well as for writing strong papers.

**Participation:** Your participation in class activities, discussions about the required readings and films/film clips, as well as attendance to outside events (**at least two during the semester**), is required and factors into your participation grade. The total points that you receive will reflect your consistent level of participation. This means that you need to come to class daily, and you need to come to class prepared—having read the assigned reading for the day.

- ❖ **In-class Participation (50):** You will be expected to not only attend class, but to also actively participate in class discussions based on the readings and lecture material. If you are unable to participate in discussions because you have not done the reading, you may be asked in a respectful manner to leave and you will be counted absent on that day. As a reminder: more than 3 absences are considered excessive, and will result in a reduction in your in-class participation points.
- ❖ **Outside Speaking Events (50 points):** You will be required to attend at least **two** events during the semester, for which you will turn in a no more than one-page, double spaced, response. In your response you will need to address how at least **one concept** from class was illustrated during each event. Please share with the class any events that you are aware of as well. Additionally, please seek approval in advance for events that you are planning on attending that I have not announced—this is to ensure that the events coincide with the subject matter of the course.

### **Assignment Point Distribution**

Identity Paper	75 points
Identity Paper Presentation	25 points
Group Visa Presentation	50 points
Final Research Project	300 points
Exam	100 points
Quizzes	100 points
In Class Participation	50 points
Out-of-Class Participation	50 points

**Total points for the class: 750 points**

### **Grading Scale**

750 - 675 = A; 674 – 600 = B; 599 – 525 = C; 524 – 450 = D; 449 and below = F

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Readings are to be completed for the day on which they are noted.

**Key:** *Intercultural Communication in Contexts* = ICC

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*Week 1*

August 22—	<b>Introductions: to the course and to each other</b>
August 24—	<b>Unit I: Foundations to Understanding Intercultural Communication</b> <b>Reading ICC:</b> Chapter 1, pp. 3 – 22 (stop at “Technological Imperative”)
August 26—	<b>Unit I, cont’d</b> <b>Reading ICC:</b> Chapter 1, pp. 22 – to end of chapter

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*Week 2*

August 29—	<b>Unit I, cont’d.</b> <b>Reading ICC:</b> Chapter 2, pp. 45 – 67 (stop at “The Critical Approach”)
August 31—	<b>Unit I, cont’d.</b> <b>Reading ICC:</b> Chapter 2, pp. 67 – end of chapter
September 2—	<b>Unit I, cont’d.</b> <b>Reading ICC:</b> Chapter 3

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*Week 3*

September 5—	<b>LABOR DAY. NO CLASS.</b>
September 7—	<b>Unit I, cont’d</b> Wrap up Chapter 3
September 9—	<b>Unit I, cont’d</b> <b>Reading ICC:</b> Chapter 4, pp. 126 – 139 (Stop at “History and Identity”)

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*Week 4*

September 12—	<b>Unit I, cont’d</b> <b>Reading ICC:</b> Chapter 4, pp. 139 – 153 (Stop at “Intercultural Communication and History”)
September 14—	<b>Unit I, cont’d</b> <b>Reading ICC:</b> Chapter 4, pp. 153 to end of chapter <b>Begin Film: <i>Maquilapolis</i></b>
September 16—	<b>Unit I, cont’d</b> <b>Film: <i>Maquilapolis</i></b>

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*Week 5*

September 19—	<b>Unit I, cont'd</b> <i>Group activity, review for exam</i>
September 21—	<b>Unit I, cont'd</b> <b>EXAM #1</b>
September 23—	<b>Unit II/Who “Are” We: Cultural, Nationality and Ethnic Identities</b> <b>Reading ICC:</b> Chapter 5, pp. 169 – 179 (stop at “Identity Development Issues”)

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*Week 6*

September 26—	<b>Unit II, cont'd</b> <b>Reading ICC:</b> Chapter 5, pp. 179 – 186 (stop at “Social and Cultural Identities”)
September 28—	<b>Unit II, cont'd</b> <b>Reading ICC:</b> Chapter 5, pp. 186 – to end
September 30—	<b>Unit II, cont'd</b> Wrap up Chapter 5

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*Week 7*

October 3—	<b>Unit II, cont'd</b> <b>Reading ICC:</b> Chapter 6, pp. 223 – 248 (stop at “Moving Between Languages”)
October 5—	<b>Unit II, cont'd.</b> <b>Reading ICC:</b> Chapter 6, pp. 248 - end
October 7—	<b>Unit II, cont'd</b> <b>Reading ICC:</b> Chapter 7

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*Week 8*

October 10—	<b>Unit II, cont'd</b> Wrap up Chapter 7
October 12—	<b>Unit II, cont'd</b> <b>Reading ICC:</b> Chapter 8, pp. 315 – 330 (stop at “Cultural Adaptation”)
October 14—	<b>FALL BREAK. NO CLASS</b>

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<i>Week 9</i>	<i>Due: Part I of Final Project in Dropbox by 11:59 pm Sunday October 16<sup>th</sup></i>
October 17—	<b>Unit II, cont'd</b> <b>Reading ICC:</b> Chapter 8, pp. 330 – end of chapter <b>Reading D2L:</b> “Navigating Third Space with Double Consciousness: South Asian Indian Women in the American Workplace” by Shenoy
October 19—	<b>Unit II, cont'd</b> <b>Reading D2L:</b> “Women Writing Borders, Borders Writing Women: Immigration, Assimilation, and the Politics of Speaking” by Rowe, and “Notes from the ‘War Generation’: Lebanon and the 33 Days War” by Kahil
October 21—	<b>Unit II, cont'd</b> Wrap Up Unit II, prepare for Identity Papers and Presentations
<i>Week 10</i>	<i>Due: Identity Papers in Dropbox by 11:59 pm Sunday Oct 23<sup>rd</sup></i>
October 24—	<b>IDENTITY PRESENTATIONS</b>
October 26—	<b>IDENTITY PRESENTATIONS</b>
October 28—	<b>IDENTITY PRESENTATIONS</b>
<i>Week 11</i>	
October 31—	<b>IDENTITY PRESENTATIONS</b> Discussion of Group Visas Presentation Assignment
November 2—	<b>Unit III: Intercultural Relationships</b> <b>Reading ICC:</b> Chapter 9
November 4—	<b>Unit III, cont'd</b> <b>Reading D2L:</b> “A Dream Disrupted: Undocumented Migrant Youth Disidentifications with U.S. Citizenship” by Morrissey.
<i>Week 12</i>	<i>Due: Part II of Final Project in Dropbox by 11:59 pm Sunday November 6<sup>th</sup></i>
November 7—	<b>Unit III, cont'd</b> <b>Reading ICC:</b> Chapter 10, pp. 389 – 400 (stop at “Intercultural Relationships”)
November 9—	<b>Unit III, cont'd</b> <b>Reading ICC:</b> Chapter 10, pp. 400 - end
November 11—	<b>Unit III, cont'd</b> <b>Reading ICC:</b> Chapter 11, pp. 434 – 453 (stop at “Managing Intercultural Conflict”)

*Week 13*

November 14—      **Unit III, cont'd**  
                         **Reading ICC:** Chapter 11, pp. 453 - end

November 16—      **Unit III, cont'd**  
                         **Group Visas Presentations**

November 18—      **Unit III, cont'd**  
                         **Group Visas Presentations**

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November 21 – 25      **THANKSGIVING BREAK.**

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*Week 14*

November 28—      **Unit IV: Effective Intercultural Communication**  
                         **Reading ICC:** Chapter 12, pp. 470 - 482

November 30—      **Unit IV, cont'd**  
                         **Reading ICC:** Chapter 12, pp. 482 - end

December 2—      **Unit IV, cont'd**  
                         **Reading D2L:** TBD

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*Week 15*                      *Due: Complete Final Project in Dropbox by 11:59 pm Sunday December 4*

December 5—      **FINAL PROJECT PRESENTATION**

December 7—      **FINAL PROJECT PRESENTATION**

December 9—      **FINAL PROJECT PRESENTATION**

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**Final: Monday December 14, 10:15 am – 12:15 pm. FINAL PROJECT PRESENTATION**