

# **COMM3410 - Intercultural Communication**

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Fall 2020 ~ University of Colorado Boulder

REMOTE: 4:10-5:25 p.m., Mon (online remote via Canvas) and Wed (real-time remote via Zoom)

Instructor: Lori Poole, Ph.D. ~ E-Mail: [Lori.Poole@colorado.edu](mailto:Lori.Poole@colorado.edu) ~ Phone: 303-903-5892

REMOTE Office Hours: Mondays, 4:10-5:25 p.m. (or before/after class or by appt.)

ZOOM LINK: <https://cuboulder.zoom.us/j/7223114899> ~ meeting ID: 722 311 4899

## **Course Objective/Overview/Text**

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Throughout our lives we interact with people from a variety of cultural backgrounds. As contact with people from different cultures is commonplace in today's social and professional environments, understanding the processes and application of competent intercultural communication becomes essential. This course will serve as an introduction to intercultural communication. The course will cover (a) the foundations of intercultural communication, (b) the processes and theories involved in intercultural interactions, and (c) application of intercultural communication theories and knowledge.

This theory-based course explores issues related to the intercultural communication process. We will consider the important role of context (social, cultural, and historical) in intercultural interactions. We will examine the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective. Although these approaches are diverse, their contributions are integrated to provide a comprehensive picture of intercultural communication. We will also cover other perspectives that may also contribute to our understanding of intercultural communication, particularly in acknowledging the influence of community, speech actions, context and power in our intercultural interactions.

### **Course Objectives**

From applying the above approaches to the study of intercultural communication and the course objectives noted below, we will also come to appreciate the complexity and dialectical tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility, and sensitivity in intercultural communication, covering the following learning objectives:

- become familiar with the study of intercultural communication from the traditional social psychological perspective, the interpretive perspective, and the critical perspective
- discover the importance of the roles of context and power in studying intercultural communication
- become more sensitive to the complexity of intercultural interactions through the understanding and application of intercultural communication theories
- recognize the influence of their own identity and cultural groups on intercultural communication interactions
- become more willing, self-reflective, flexible, and open communicators in intercultural communication interactions

### **Text and Other Readings**

- Martin, J. N., & Nakayama, T. K. (2017). *Intercultural Communication in Contexts* (7th ed.). New York: McGraw-Hill. ISBN-10: 0073523933
- Other readings/articles posted to the online class site and noted on course calendar (weeks for the readings is noted in the title of the file as Wk: Wk1, Wk2, etc.)

## **Course Requirements/Guidelines**

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**Be ready each class to discuss and offer your insight and contribute your ideas to class discussion and ask questions.** Everyone's experience will be enhanced if multiple perspectives are heard. Be respectful of others' contributions to the discussion—harassment will not be tolerated. If you don't understand something in the readings, lectures or assignments, chances are you're not the only one. I will always be willing to answer questions, but please ask them well in advance of assignment due dates or test dates. In addition to my office hours, I am usually in the classroom before each class begins and am more than willing to stay after class or make an appointment to answer any questions or explain any class materials. I will try to reply to e-mails in a timely manner (usually 24 hours except on weekends), but please note often meeting with me face-to-face before or after class is your best bet...in other words, LET'S TALK and keep the lines of communication open!

**Attendance is essential to your success in this course.** Absence from class means no participation points for that day; however, please notify me in advance of any expected absences and a back-up any face-to-face conversation with an e-mail message (this is a helpful professional working habit to develop). There are several methods listed at the top of this document to contact me; please use them to communicate with me in cases of emergencies, work-related issues, illnesses, or other issues. Accordingly, participation grades will be calculated so that missing one day for a one-day-a-week class or two to three days of two- or three-days-a-week class will probably not hurt your grade. However, missing more days of class will negatively affect your grade, as graded assignments are given basically weekly with no make-ups (tests are available for make-up at the instructor's discretion and as schedule permits). Additional absences beyond those stated above may result in further grade reduction. Individuals who cannot adhere to this attendance policy should consider not taking this class at this time.

**Late assignments will NOT be accepted.** There are out-of-class assignments in this class, as well as possible in-class or online graded assessments to submit via the class site. Please plan to submit your assignments on the day they are due based on the course calendar within this syllabus or as noted in the online class dropbox. I will always try my best to grade assignments before the following class period or within a week to 10 days of assignments begin submitted to help with the flow of class information.

**Practice ethical work habits.** Academic dishonesty will not be tolerated, and the Honor Code will be enforced as/if needed. See University Course Policies section of this syllabus for more details or this official CU website <https://www.colorado.edu/sccr/honor-code>.

**Taking Notes in Class:** Please be aware that you are responsible for taking notes during class, and use of computer to take notes is discourages without a doctor-noted medial need. If you miss class, you are responsible for getting notes from another student in class. I will upload lectures and any presentations to the class site within a week after we have finished each unit/subject noted on the course calendar.

**Technology in the Classroom:** Laptops and other technology in the classroom should be used ONLY for learning purposes, during the class activities, or in giving class presentations. During lecture classes the use of technological devices is not allowed. Please turn your cell phones, PDAs, etc. to vibrate or silent mode during class, as they will be disruptive if they go off during this time. Unless there is an emergency, avoid the temptation to use these appliances during class to make the most of your time and educational endeavors. Anyone caught using computers or other forms of technology during class time for any non-class activities will notice a point deduction in his or her attendance/participation grade (see rubric posted to class site). I will not take class time to remind student to stay off computers or cell phones, so please remember instructors (and your fellow students) see more than you know and your grade will suffer. All this to say, please STAY OFFLINE during class unless directed to a particular site or as an in-class assignment requirement.

## University Course Policies

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**Grading Policy:** This course follows the CMCI grading system noted below.

A 93% and above | A- 90 – 92.9% |  
B+ 87 – 89.9% | B 83 – 86.9% | B- 80 – 82.9% |  
C+ 77 – 79.9% | C 73 – 76.9% | C- 70 – 72.9% |  
D+ 67 – 69.9% | D 63 – 66.9% | D- 60 – 62.9% | F 59% or below

**A Commitment and Invitation from Our College:** CMCI strives to be a community whose excellence depends on diversity, equity, and inclusion. We aim to understand and challenge systems of privilege and disadvantage in higher education, such as those based on class, race, ethnicity, gender, sexuality, and dis/ability. We seek to reach across social and political divides and to make space for voices historically underrepresented in higher education and marginalized in society. In other words, diversity is not just a future reality for which we try to prepare students. It is a priority we want to put into practice here, now, and together, in order to foster places of learning where all members can thrive. Our question for you is, *how are we doing?* We want to hear from you so that we can do better, and to support you however we can. Please contact the CMCI diversity team (email [lisa.flores@colorado.edu](mailto:lisa.flores@colorado.edu) or see <https://www.colorado.edu/cmci/about-college/diversity-equity-and-inclusion/our-team>):

- if you need support or other resources but don't know where to turn
- if any aspect of your educational experience with CMCI does not reflect the commitment expressed here, or if you want to share a positive instance of this commitment in action
- if you have any questions, concerns, or ideas related to diversity

**Classroom Behavior:** Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

**Preferred Student Names and Pronouns:** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students found responsible for violating the

academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](#) for full details.

**Requirements for COVID-19:** As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus. Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#). Please remember to complete the [Daily Health Form](#) when coming to the CU campus. Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely. In this class, if you are sick or quarantined, please let me know ASAP via email ([Lori.Poole@colorado.edu](mailto:Lori.Poole@colorado.edu)).

## Course Assignments/Graded Items

Your course grade is calculated out of the items and corresponding points listed below. While I don't mind reviewing grades with students, please take the time to use the class site to keep track of grades. That way you can know at any time during the term where you stand and what else is coming down the pipe in regard to future graded items.

Graded Items	Points Possible
<p><b>Assignments:</b> Detailed handouts are posted to the class site regarding each assignment. For the research assignments, students have the option to write a paper or do a presentation.</p> <p>Online Remote Activities &amp; Reflections: Weekly 10-point activities will be posted to the class site that will count towards this overall assignment grade. On Mondays, students will need to log into the Canvas site to read/watch various articles, websites, videos and/or textbook chapters and participate in online remote activities in-class discussions. These activities will be used in our real-time remote classes on Wednesdays. Students need to do 10 of these activities to add up to the points possible. (NOTE: no extra credit, additional points or late work will be accepted for these activities.)</p> <p>Assignment #1: Topical Journal Articles Research Analysis paper OR individual presentations</p> <p>Assignment #2: Rich Point Observations and Theoretical Analysis paper OR individual presentations</p> <p>Assignment #3: Pop Culture Case Study Analysis paper OR individual presentations</p> <p>Assignment #4: Social Movement and Intercultural Conflict Analysis paper OR individual presentations</p>	<p>100 points</p> <p>100 points</p> <p>100 points</p> <p>100 points</p> <p>100 points</p>
<p><b>Reading Quizzes and Final Exam:</b> Online assessments composed of multiple choice, true/false, short answer questions.</p> <p>QUIZ 1 (weeks 1-5)</p> <p>QUIZ 2 (weeks 6-10)</p> <p>QUIZ 3 (weeks 11-14)</p> <p>FINAL EXAM: <i>(optional - to be taken online during CU finals week)</i> cumulative assessment of all textbook chapters, scholarly readings, lecture notes, class activities/exercises, etc.</p>	<p>100 points</p> <p>100 points</p> <p>100 points</p> <p>100 points <i>(optional)</i></p>
<p><b>Participation/Attendance:</b> in-class participation, activities, discussions, exercises, attendance, staying focused and offline, etc.</p>	<p>100 points</p>
<p><b>TOTAL Points</b> <i>(depends on if student takes optional final exam)</i></p>	<p><b>900 points</b> <i>(w/o optional final)</i> <b>OR</b> <b>1000 points</b> <i>(with optional final)</i></p>

## Course Calendar

We will aim as much as possible to stick to this calendar and class flow, but please note this schedule is subject to change as the term progresses.

- Readings are due within the week they are noted; required readings are posted to the class site.
- Assignments will be due to the online class site before 11:59 p.m. based on the due dates noted below; unless otherwise stated, no paper copies are needed.
- Assessments/exams will be taken online via the class site on the day of the week noted below.

**Except for the first and last two weeks of classes, during the Fall 2020 semester classes will be held remotely using a hybrid remote model:**

- **MONDAYS (C): online remote via Canvas** (participate in online discussions and/or activities, assignment presentations and/or submission, take assessments/exams via Canvas)
- **WEDNESDAYS (Z): real-time remote via Zoom** (log in to real-time remote Zoom class)

DATES	Weekly Plan and Class Activities	Due Dates and Readings
<b><u>WEEK 1</u></b> Aug. 24 & 26	MO (Z): class overview; CU COMM classes; introductions  WE (Z): why study intercultural comm. communication, and relationships?	<i>Please review the syllabus, class site to get familiar with where files and assignment submissions are located.</i>
<b><u>WEEK 2</u></b> Aug. 31 & Sept. 2	MO (C): understanding & application of intercultural imperatives  WE (Z): history, study, and development of discipline	<b>READ:</b> Chapters 1 & 2 of ICC; Wk2_Durant_Article
<b><u>WEEK 3</u></b> Sept. 7 (Labor Day) & 9	MO (C): approaches to understanding culture and communication  WE (Z): what is communication? what is culture? what are speech communities?	<b>READ:</b> Chapter 4 of ICC; Wk3_Adler_Article; Wk3_Evanoff_Article
<b><u>WEEK 4</u></b> Sept. 14 & 16	MO (C): analysis and applications of theoretical approaches, culture shock and languaculture  WE (Z): IC topical journal articles analysis presentations	<b>READ:</b> Wk4_Montuori_Article  <b><i>WE: Journal Articles Analysis DUE</i></b> <i>(upload paper OR speech notes to class site before 11:59 p.m.)</i>
<b><u>WEEK 5</u></b> Sept. 21 & 23	MO (C): rich points and relationship between comm, context and cultures  WE (Z): IC theories - culture, history, communication, context & power	<b>READ:</b> Chapter 3 of ICC; Wk5_reading_Garza_Ono_Article; Wk5_Usbourne_Article
<b><u>WEEK 6</u></b> Sept. 28 & 30	MO (C): application and review of intercultural theories and identity  WE (Z): quiz 1 review Q&A	<b>READ:</b> Chapter 5 of ICC  <b><i>WE: ONLINE QUIZ 1</i></b>
<b><u>WEEK 7</u></b> Oct. 5 & 7	MO (C): thinking dialectically about rich points, language and culture  WE (Z): cultural variations in language and speech communities	<b>READ:</b> Chapter 6 of ICC; Wk7_Case_Article; Wk7_Curtin_Article

<b><u>WEEK 8</u></b> Oct. 12 & 14	MO (C): speech communities, theories, and rich points  WE (Z): IC rich point & theory analysis presentations	<b>READ:</b> Chapter 8 of ICC  <b><i>WE: Rich Point &amp; Theory Analysis DUE</i></b> <i>(upload paper OR speech notes to class site before 11:59 p.m.)</i>
<b><u>WEEK 9</u></b> Oct. 19 & 21	MO (C): universality and differences of nonverbal behavior  WE (Z): defining cultural space; power and performance in speech communities	<b>READ:</b> Chapter 7 of ICC; Wk9_reading_Hasler_Friedman_Article
<b><u>WEEK 10</u></b> Oct. 26 & 28	MO (C): understanding intercultural transitions and anxiety/uncertainty management  WE (Z): quiz 2 review Q&A	<b>READ:</b> Wk10_AnxietyUncertainty  <b><i>WE: ONLINE QUIZ 2</i></b>
<b><u>WEEK 11</u></b> Nov. 2 & 4	MO (C): intercultural social movements case studies  WE (Z): consuming and resisting popular culture	<b>READ:</b> Chapter 9 of ICC: Wk11_Philipsen_Article
<b><u>WEEK 12</u></b> Nov. 9 & 11	MO (C): benefits and challenges of intercultural relationships and relational development  WE (Z): IC pop culture presentations	<b>READ:</b> Chapter 10 of ICC  <b><i>WE: Pop Culture Analysis DUE</i></b> <i>(upload paper OR speech notes to class site before 11:59 p.m.)</i>
<b><u>WEEK 13</u></b> Nov. 16 & 18	MO (C): characteristics of intercultural conflict; managing conflict  WE (Z): interpretive and critical approaches to conflict	<b>READ:</b> Chapter 11 of ICC; Wk13_reading_Oommen_Reading
<b><u>WEEK 14</u></b> Nov. 23 & 25	MO (Z): quiz 3 review Q&A; assignment 4 & final exam review  WE (C): quiz 3	<b>READ:</b> Chapter 12 of ICC  <b><i>WE: ONLINE QUIZ 3</i></b>
<b><u>WEEK 15</u></b> Nov. 30 & Dec. 2	MO (Z): IC social movements and conflict presentations  WE (Z): IC social movements and conflict presentations	<b>READ:</b> catch up as needed  <b><i>M/W: Social Movement &amp; Conflict Analysis</i></b> <i>(upload paper OR speech notes to class site before 11:59 p.m.)</i>
<b><i>FINALS WEEK</i></b>	<b><i>OPTIONAL CUMULATIVE FINAL EXAM:</i></b> textbook chapters, supplemental readings, lectures, class discussions, online activities, etc.	<b><i>OPTIONAL final exam to take online before Saturday, Dec. 12 at 11:59 p.m.*</i></b> <i>*Date/time based on official CU final exam schedule.</i>