

De Anza College; Spring 2023
COMM-7.01Y/ICS-7.01Y: Intercultural Communication
Room MLC-112: Mondays, 12:30p-2:20p,
Online via Canvas: Wednesdays 12:30p-2:20p & Fridays 9:30a-10:20p

Instructor:

Nick Chivers
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Office Hours – Zoom!:

Tuesday & Thursday 1:00p-3:00p
drop in those times, or email for appointment any time

A note about contacting me: *Please do it!* You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun). I am available via e-mail or via Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. ***Don't wait until the last minute!*** Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

A note about this quarter: teaching and learning in tumultuous times – there is one principle that I want to state explicitly before we get too far into this course: De Anza College has been around for 50 years and will likely be around for 50 more. Your health and wellbeing – physical, mental, emotional, and spiritual – is always more important than your education plan, and this pandemic (and its residual fallout) should put those priorities in stark clarity. Please do not ever hurt yourself to “stay on track.” De Anza will be here next quarter, the quarter after that, etc. We are going to set a plan, take it day-by-day and week-by-week, and remain flexible and empathetic along the way. We're all going to the best we can (“best” being highly subjective to our context), but it's probably still not going to be great. We're in this together, we'll figure this out together, and we'll grow together. But the entire time, we will be empathetic and flexible.

All that being said, here's the plan for the quarter:

Class Meetings

This course will be a 50/50 Hybrid Course. For our purposes, that means we will meet on campus for a total of two hours per week, and at least three hours per week of coursework completed online via Canvas. We are in quite a transitionary and transformative period in academia, and there is a lot of chaos in our educational system right now. We will all do our best to be flexible and empathetic as we navigate moving back into traditional education systems. We will have grace, flexibility, and empathy, but make no mistake: **you must show up to class – in both online and face-face formats – to be successful.** You gotta show up if you wanna get it done. Please see the De Anza webpage [Your Guide to the Quarter](https://www.deanza.edu/quarter-guide/) (https://www.deanza.edu/quarter-guide/) for more information.

- Masking will be optional but strongly encouraged at De Anza college in most indoor spaces this quarter, and i'll tell you right now: our classroom is quite small and 30 people will be a comfortable but close fit. Plan accordingly.
- De Anza College will mandate vaccines and boosters for all people who will be on campus.

Course Description

De Anza College Course Schedule: Study of intercultural communication in domestic and global contexts. Examines how differing cultures, languages, and social patterns influence the way members of groups relate among themselves and with members of other ethnic and cultural groups. Emphasizes development of interpersonal skills for communicating effectively across cultures and encourages appreciation of diverse cultural voices.

Your Instructor: This course studies the myriad ways in which culture is inextricably linked to communication, which we will examine from a variety of perspectives and paradigms. This course explores how culture shapes how we see *ourselves* and how we communicate and interact with others. We will also investigate the ways in which the creation of cultural differences creates a system of cultural inequalities. It is through this understanding of the connections between identity, culture, and communication that we will be able to practice more effective communication across cultural differences, an invaluable skill in this quickly evolving and shrinking global world, as well as in a region as multicultural as the San Francisco Bay Area.

Student Learning Outcomes for Intercultural Communication

Upon successful completion of Intercultural Communication, a student will meet the following outcomes:

1. Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.
2. Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared

feedback.

3. Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.

Required Text/Materials

- Ting-Toomey, S., & Chung, L. C. (2021). *Understanding Intercultural Communication* (3rd ed.). New York: Oxford University Press. ISBN: 9780190297442
- As a hybrid online course, this course requires reliable and regular access to technology, including but not limited to a device capable of accessing our learning management system, Canvas, as well as reliable internet access and audio & video recording capabilities.

Course Requirements

Assignment	Points Possible	Your Total
Reading Quizzes (6 @ 20 pts)	120	_____
Reflection Papers (3 @ 20 pts)	60	_____
Discussion Boards (3 @ 20 pts)	60	_____
Midterm Exercise	50	_____
Cultural Profile Presentation & Reflection	60	_____
Cultural Immersion Term Paper Project	100	_____
Class Engagements	50	_____
Total	500	_____

Final Grading Scale

Letter Grade	Percentage of Total Points	Total Point Range
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	72-76	360-384
D+	67-71	335-359
D	63-66	315-334
D-	60-62	300-314
F	0-59	0-299

Brief Descriptions of Assignments

(More detailed assignment sheets to be given as the due dates approach)

Quizzes (120 points, 24%)

Throughout the quarter you will be required to complete six short quizzes that will test your knowledge of course content, including information from both required readings and in-class lessons. Quizzes will be taken via Canvas.

Written Reflection Papers (60 points, 12%)

Periodically throughout the semester, you will be required to do a series of 3 short (2-3 pages) written assignments, asking you to reflect on several key concepts regarding culture and communication and apply them to your own life and lived experience.

Online Discussion Boards (60 points, 12%)

Periodically, you will be required to engage in discussion with your peers via Canvas discussion boards regarding some type of prompt, reading, or video to respond to. The expectation will be dialogue similar to what you would expect in a small group setting.

Cultural Profile Presentation & Reflection (60 points, 12%)

One of the previously mentioned reflection papers will be to discuss your cultural identity. You will also give a short (2-3 minute) presentation to the class teaching us about this cultural identity as you understand it.

Mid-Term Exercise (50 points, 10%)

An exercise to test your knowledge of the key concepts from the first 6 weeks of class.

Cultural Immersion Term Project (100 points, 20%)

In this assignment, you (and perhaps a partner) will become familiar with a culture of your choice that is presently unfamiliar or foreign to you. This assignment asks you to investigate the values, beliefs, behaviors, and communication patterns of a culture of

your choice by attending a local cultural event that pertains to your chosen culture, as well as interviewing and interacting with members of that culture. You will use this assignment as an opportunity to become knowledgeable about the culture you have chosen, and practice your intercultural sensitivity and communication skills.

Class Engagements (50 points, 10%)

In a communication course, the classroom time and space is incredibly important, perhaps sacred. Developing a community within the classroom is crucial to the success of this course, and *class participation* is an evaluation of your contribution to the community we are creating. There will be several frequent low-stakes assignments to measure your perpetual and ongoing commitment and contributions to the classroom community, both online and face-to-face.

Extra Credit (0 points, 0 %)

Very rarely will extra credit be offered, but plenty of extra credit will be given... ˘(ツ)˘

Course Policies

Attendance & Coursework

This class is going to be a blend of synchronous classroom meetings and online coursework. Attendance for the synchronous meetings will be mandatory in so much as all things in college are mandatory; you will be expected to know and apply the content covered in discussions. Since most of the coursework will be online, the expectation regarding attendance and coursework will be measured with rhythmic regularity. I will expect every student to attend the face-to-face meeting each week and check in on Canvas exercises twice each week. There will always be flexibility if there is communication, so if you know you are going to be irregular with your course engagements, let me know! Missing the equivalent of 2 calendar weeks in class and on Canvas without notifying the instructor may result in being dropped from the course.

Assignments

All assignments will be submitted via Canvas. *I will not accept assignments via e-mail without prior discussion.* Assignments will be accepted late up until the time I have completed evaluations and returned all feedback to students (usually 7-10 days), or the end of the quarter, whichever comes first.

Class Etiquette

This class is based on active engagement with the subject matter; therefore, full class attendance, punctuality, and focus on course material are essential. I feel that class time is sacred. **Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers.** We will learn much from each other, so long as we are all present and contributing to the learning environment. Furthermore, *the audience is a crucial part of the public speaking process; show up for each other, support each other, and we'll grow together.* The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) listening to others actively and dialogically; 3) staying focused on the material of the class; 4) not disrupting class; and 5) *engaging in genuine dialogue, even amidst differences of opinion.*

- **Keys to Class Etiquette:** it is part of the course curriculum to learn the practices of effective interpersonal interaction, and we will practice these skills during class discussions. But here are a couple of basic rules:
 - *You cannot not communicate: everything you do in class contributes positively or negatively to the class culture.*
 - *Listen first and listen to understand; we are all here for new ideas, so let's embrace them.*
 - *Contribute bravely but own our perspectives and our questions (the devil needs no advocates).*

Plagiarism & Academic Integrity

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a "love of learning," and holds each person responsible for defining and supporting academic integrity standards. In all phases of teaching and learning, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all.

If you were to ever consider breaking this code of academic integrity ... don't. If you are unclear about plagiarism, please see me.

Plagiarism occurs when a student misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as their own. Any assignment found to be plagiarized **will be given an "F" grade (zero points)**. All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean and may be reported to the Vice President of Student Services for further action.

For Your Information & Consideration

***most of De Anza's student services are working to assist you remotely. Nobody has ever succeeded in life or in college on their own, especially during times like these. You will have to ask for help, the trick is to know when and who to ask:*

Disabilities and Accommodations

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability

Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals. For more information, please visit Disability Support Programs & Services Division at RSS 141, or at the [DSPS Website](http://www.deanza.edu/dsps) (<http://www.deanza.edu/dsps>)

Student Success Center

One potential challenge in college is the increased expectations of academic skills; everything comes up a notch. Need a hand? Student Success Center peer tutors can relate and are ready to help! Go to the [SSC homepage](https://www.deanza.edu/studentsuccess/) (<https://www.deanza.edu/studentsuccess/>) and click on the yellow links for schedules and Zoom links. The SSC is ready to offer: **Individual Weekly or Drop-in Tutoring:** Come with assignments or questions, or just drop by to see how tutoring works. **Workshops, group tutoring and group study:** Most people learn better with others...give it a try! **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let's support each other! **After-hours or weekend tutoring:** See the [Online Tutoring](https://www.deanza.edu/studentsuccess/online tutoring/) (<https://www.deanza.edu/studentsuccess/online tutoring/>) page for information about **NetTutor** (via Canvas) or **Smarthinking** (via MyPortal).

Stress and Mental Health

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one's familiar environment might be more helpful. Psychological Services is here to meet such needs. For more information, visit Psychological Services at RSS 127, or the [Psych Services website](https://www.deanza.edu/psychologicalservices/) (<https://www.deanza.edu/psychologicalservices/>)

Student disclosures of sexual violence

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: **Campus Police** 408.924.8000; **Health Services** 408.864.8732; **Psychological Services** 408.864.8732; or **Dean of Student Development** 408.864.8828.

LGBTQ+ Students

To maximize your success as a college student, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a minority gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the Pride Center in Library 158 or visit the [Pride Center Website](https://www.deanza.edu/pride/) (<https://www.deanza.edu/pride/>)

Undocumented Students

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. However, De Anza College, its staff and faculty, are steadfast in their commitment to supporting our undocumented students in our communities. If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act or have any other concerns about your citizenship or academic pathways, please reach out to HEFAS at the [HEFAS website](https://www.deanza.edu/hefas/) (<https://www.deanza.edu/hefas/>) for more information.

The Food Pantry

Living in the Bay Area & Silicon Valley is financially challenging, to put it lightly, and to try to attend school on top of that can be logistically impossible. It takes a certain level of financial stability to make it happen, which is a luxury we don't all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has an on-campus food pantry available to you to help ease the financial burden and the health burden to maximize your success in your collegiate journey. See the [Food Pantry website](https://www.deanza.edu/outreach/food_pantry.html) (https://www.deanza.edu/outreach/food_pantry.html) for more information.

Course Calendar

*Subject to change (and, honestly, *likely* to change) at any time by the instructor. Changes will be communicated in class, online, **AND** in writing. Please keep an eye Canvas and your emails for updates. Thank you for your flexibility.

**All readings should be done *before* coming to class on the calendar due date.

Spring 2023 – COMM-7: Intercultural Communication

Week	Date	Class Activity/Discussion	Reading	Assignments
1	4/10 – 4/15	<i>Syllabus & Course Overview</i>		1. Discussion Board #1: Communication Ethics
		<i>Laying the foundation – Communication: Definitions & Models</i> <i>Laying the Foundation: Communication Competence & Ethics</i>		
2	4/17 – 4/22	<i>Laying the Foundation – Communication: Communication & The Social Construction of Identities</i>	Ch. 1 Ch. 4	1. Quiz #1
		<i>Laying the Foundation – (re)Defining Culture: Learned Systems & The Cultural Iceberg, Intercultural Communication Imperatives</i>		
3	4/24 – 4/29	<i>Laying the Foundation – (re)Defining Culture: Three Paradigms (Functional, Interpretive, & Critical), Dialectics & Liminality</i>	Ch. 3	1. Reflection Paper #1: My Cultural Profile
		<i>Understanding Cultural Identity: Keys to Understanding Cultural & Ethnic Identities</i>		
4	5/1 – 5/6	<i>Understanding Cultural Identity: Knowledge, Attitude, & Skill Appropriateness, Effectiveness, & Adaptability</i>	Ch. 2	1. Quiz #2 2. Cultural Profile Video Presentation
		<i>Understanding Cultural Identity: Intercultural Communication & Intercultural Communication Flexibility, the Staircase Model</i>		
5	5/8 – 5/13	<i>Cross-Cultural Interactions: Layers of Meaning, Euphemism & Taboo</i>	Ch. 6	1. Discussion Board #2: Culturally Specific Language
		<i>Cross-Cultural Interactions: Verbal Communication & Culture</i>		
6	5/15 – 5/20	<i>Cross-Cultural Interactions: Wide Variety of Nonverbal Codes</i>	Ch. 7 & Ch. 5	1. Quiz #3
		<i>Cross-Cultural Interactions: Nonverbal Communication & Culture</i> <i>Cross-Cultural Interactions: Culture Shock</i>		
7	5/22 – 5/27	MIDTERM EXERCISE	Yep (Canvas)	1. Reflection Paper #2 (Nonverbal & Perception??)
		<i>Understanding Culture from Critical Paradigm</i>		

<i>Week</i>	<i>Date</i>	<i>Class Activity/Discussion</i>	<i>Reading</i>	<i>Assignments</i>
8	5/29 – 6/3 Monday, May 29th: Memorial Day Holiday, Classes Canceled, Campus Closed	<i>Overcoming Cultural Barriers: Biases & Prejudice</i>	Ch. 8	1. Quiz #4 2. Cultural Immersion Term Project Check-In: Have a Plan
9	6/5 – 6/10	<i>Critical Perspective: Stereotyping, Bias, Prejudice, Power, Privilege,</i>	Ch. 9	1. Discussion Board #3 (??)
		<i>Overcoming Cultural Barriers: Intercultural Conflict Flexibility & Intercultural Relationships</i>		
10	6/12 – 6/17	<i>Systemic Oppression Monopoly</i>	Ch. 11	1. Quiz #5
		<i>Overcoming Cultural Barriers: Global Identity & Ethical Intercultural Communicators</i>		
11	6/19 – 6/24 Monday, June 19th: Juneteenth Holiday, Classes Canceled, Campus Closed	<i>How Can We Become Ethical Intercultural Communicators</i>	Ch. 12	1. Reflection Paper #3: Systemic Oppression Monopoly
Final Exam Week	6/26 – 6/29 Final Exam: Monday, 6/26, 11:30a-1:30p QUARTER IS OVER: THURSDAY, 6/29, @ 11:59p	CULTURAL IMMERSION PRESENTATIONS		1. Quiz #6 2. Cultural Immersion Presentation Journal 3. Cultural Immersion Term Paper