



COMN 1712: INTRODUCTION TO INTERCULTURAL COMMUNICATION

Spring 2016: Tuesday evenings, 6:00pm to 9:50pm

Seven session dates/BLENDED format class:

Session 1	March 22	(F2F = face-to-face)
Session 2	March 29	(Online)
Session 3	April 5	(F2F)
Session 4	April 12	(Online)
Session 5	April 19	(F2F)
Session 6	April 26	(Online)
Session 7	May 3	(Online)

Prerequisites: WRIT 1122 required and WRIT 1133 recommended but not required. (Students are responsible for completing course prerequisites before registering for a class. Students may be removed from a course for which they have not fulfilled the prerequisite course work.)

INSTRUCTOR: Dr. Noell Ross Jackson

Cell/Voice Mail: 720.987.4244

E-mail: noelljackson1@msn.com

I will make every effort to respond to email or voicemail messages within 48 hours.

This syllabus can and probably will change. I will alert students in class and via Canvas of any alterations in the syllabus and/or assignments.

COURSE DESCRIPTION

This course explores the fundamental concepts and issues in intercultural communication. We will examine the complex relationship between culture and communication from different conceptual perspectives and consider the importance of context and power in intercultural interactions. In addition to learning theory and applying different approaches to the study of intercultural communication, this course asks that you consider your own cultural identities, values, beliefs, assumptions, worldviews, etc. through participation in class discussions. Our discussions will enhance self-reflection, critical thinking, and your own awareness to the complexity of intercultural communication. You can expect that your classmates possess varying perspectives about the materials being covered in class. Everyone will develop their perspective and voice, embracing such factors as cultural background, race, class, gender, and sexuality.

COURSE LEARNING OUTCOMES

Upon satisfactory completion of this course, students will be able to do the following:

- Outline concepts and theories of intercultural communication
- Recognize their own and others' cultural identities
- Apply criteria to evaluate the appropriateness or non-appropriateness of specific intercultural communication behaviors in given communication encounters
- Demonstrate intellectual curiosity and recognize the interdependence between theory and practice by identifying, critically analyzing, and evaluating information and assumptions about intercultural communication
- Demonstrate an understanding of how diverse perspectives, life experiences, cultural contexts, and social identities give varied meanings to observations about intercultural communication
- Develop ability to connect their internal, unique "voice" with the external world through clear and effective expressions of thought in spoken, nonverbal, written, visual, and technologically mediated forms of communication

ACADEMIC INTEGRITY

Colorado Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

COURSE REQUIREMENTS AND GRADING

ATTENDANCE IS REQUIRED, ON TIME, IN EACH CLASS SESSION, ALONG WITH ACTIVE PARTICIPATION IN DISCUSSIONS WHETHER THEY BE FACE-TO-FACE OR ONLINE. Attendance and participation are CRUCIAL to your successful completion of this course and will be deciding factors in your grade.

If an emergency arises, your responsibility is to contact your instructor AS SOON AS HUMANLY POSSIBLE as to the reason for your absence and to address any missed activities/assignments. You should also immediately contact a classmate to gather any missed class information/activities/assignments.

COURSE POINT BREAKDOWN

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|---|--|
| - Attendance ON TIME, ACTIVE class community sharing, and demonstration of completion of assigned readings PRIOR to class session | 3 pts. per
F2F session
= 9 pts. |
| - Completion of Assignments (posted on Canvas and/or presented in class): | |
| -Discussion Board Participation in Assignment #1 (Db #1) due Session 2 | 10 points |
| -Reflection Assignment A due Session 3 | 15 points |
| -Discussion Board Participation in Assignment #2 (Db #2) due Session 4 | 10 points |
| -Concept Facilitation due Session 5 | 21 points |

-Discussion Board Participation in Assignment #3 (Db #3) due Session 6	10 points
-Reflection Assignment B due Session 6	15 points
-Discussion Board Participation in Assignment #4 (Db #4) due Session 7	10 points
TOTAL POINTS AVAILABLE	100 POINTS

***ATTENDANCE/CLASS COMMUNITY SHARING**

In each session we will spend time discussing the required textbook, the documents posted to the *Modules* on Canvas, if any, and your responses to the issues that these materials raise. Your instructor will facilitate group discussions and activities wherein you will use this time to think, write, and SPEAK more deeply about the readings. Physical presence in the sessions alone does not equate with participation.

Participation is evaluated on positive contributions to the functioning of the session in accomplishing its assigned tasks and a DEMONSTRATION THAT THE STUDENT HAS READ THE ASSIGNED COURSE MATERIALS. A lack of participation in any session and/or coming to class late or leaving early will be negatively reflected in the attendance/class community sharing. Participation is based on the instructor's observations of the class interactivity and student contributions. **Please understand that your attendance and participation in all activities is CRUCIAL to the functioning of the course!**

GRADING POLICY

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

ASSIGNMENT DUE DATE POLICY

Please know that I take your work and my work at CWC seriously. A commitment to professional, personal, and academic growth requires effective time-management and a dedication to excellence. As such, assignments must be turned in during class sessions or via Canvas, as specified. Assignments turned in on time will have full access to the maximum number of points available. **Assignments turned in within 48 hours following your session ending times will be subject to substantial grade penalties.** Please know that if you turn in any assignment more than 48 hours after session ending times, you will **NOT** earn any points. For example, if your session ends at 9:50pm (MST) on Tuesday, the last possible time you could turn in an assignment to be considered for partial credit is 9:50pm (MST) on Thursday. I recognize that we all have busy, hectic lives; however, unless you have a documented medical emergency, and/or you have made prior arrangements with me, I expect all assignments to be turned in when requested DURING the designated sessions. Please feel free to contact me

throughout the quarter with any questions, concerns, updates, etc. A grade of incomplete will be granted only under special circumstances, as determined by the instructor. Please see <http://www.du.edu/registrar/records/incompletepolicy.html> if you have further questions.

TECHNICAL REQUIREMENTS

All students should have the following:

- Reliable access to a computer and the Internet
- The ability to attach a Word document to an email message and/or to upload that Word document via Canvas
- The ability to scan a document into their computer and email or upload that same document as an attachment

DIVERSITY, INCLUSIVENESS, AND RESPECT

CWC is committed to fostering a diverse learning community that is inclusive and respectful. We encourage and appreciate expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could be potentially divisive instead turn into opportunities for intellectual and personal growth. Respecting what others say, their right to say it, and listening to each other are the ways that we all can further thoughtful and enlightening dialogue.

TECHNOLOGY USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately, as directed by the instructor for the purposes of the course. Work done on laptops, cell phones, and other devices that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants.

ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college's ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

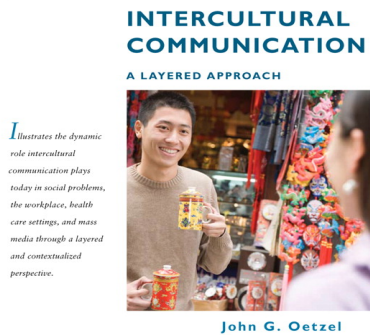
OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services <http://www.du.edu/crs/>

REQUIRED READINGS AND COURSE MATERIALS

The required text is available at the DU Bookstore **OR** by online purchase via various Internet sites. Additional materials, if any, will be posted on Canvas and/or supplied by the instructor.

1. Oetzel, J. G. (2009). *Intercultural communication: A layered approach*. New York: Pearson Education, Inc.



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2. Postings under weekly *Modules* on Canvas for each session, if any.

PREPARATION AND ASSIGNMENTS FOR SESSION 1 ON MARCH 22

Before attending Session 1, read Chapters 1 & 2 in your textbook and any other postings under *Introduction and Session 1 Modules* on Canvas.

SESSION # AND TYPE	DATE/TIME	READINGS DUE	ASSIGNMENTS DUE
1 F2F	MARCH 22 6-9:50pm	Chapters 1 & 2 AND Course Docs & Media (if applicable)	None
2 ONLINE	MARCH 29 6-9:50pm	Chapters 3 & 4 AND Course Docs & Media (if applicable)	Db #1
3 F2F	APRIL 5 6-9:50pm	Chapters 5 & 6 AND Course Docs & Media (if applicable)	Reflection A
4 ONLINE	APRIL 12 6-9:50pm	Chapters 7 & 8 AND Course Docs & Media (if applicable)	Db #2
5 F2F	APRIL 19 6-9:50pm	Chapters 9 & 10 AND Course Docs & Media (if applicable)	Concept Facilitation
6 ONLINE	APRIL 26 6-9:50pm	Chapter 11 & 12 AND Course Docs & Media (if applicable)	Db #3 & Reflection B
7 ONLINE	MAY 3 6-9:50pm		Db #4