



Course Syllabus

COURSE NUMBER: COMM 5350	COURSE TITLE Intercultural Communications	TERM: Fall 2008 Semester
SITE: Saint Louis	INSTRUCTOR CONTACT INFORMATION: Bert Barry barrybe@webster.edu	CREDIT HOURS: Three (3)

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

In order to function effectively in an interdependent world we need to understand ourselves and get along with and understand people who are vastly different from ourselves. In this course students will gain a better self-understanding as they develop their interpersonal communication knowledge and skills and explore the extent to which thoughts and perceptions are shaped by cultural experience. Each week includes the following:

1. Study of theory and research pertaining to intercultural communication.
2. Participation in experiential learning activities to enhance self-awareness and the understanding of others.
3. Application of the knowledge gained in the class to classroom and other educational environments.

2. LEARNING OUTCOMES: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
<p>This course is designed to introduce students to the study of intercultural communication and develop a working vocabulary of terms and concepts that relate to intercultural communication. Students will:</p> <ul style="list-style-type: none"> • Explore the importance of the roles of history and context in studying intercultural communication. 		

<ul style="list-style-type: none"> • Analyze a variety of representations of cultural communication in the media. • Examine and become more sensitive to the complex relationship between culture and communication. • Recognize the influence of cultural and ethnic groups on intercultural communication interactions. • Become more willing, tolerant, flexible, self-reflexive and open in intercultural communication. 		
	<p>NOTE If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification.</p>	<p>Note The individual instructor should decide what goes into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.</p>

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

Intercultural Experience Movie Reviews

You will be required to watch a number of movies over the course of the term, and review three of them. This assignment requires that you watch the assigned movies that deal with intercultural communication and write a 1-2 page critical review.

The goal of the movie reviews is for you to apply your understanding of intercultural communication to cultural interactions within movies. As you watch the movies, you should be reflecting on the ideas we have read and discussed for this class. Make an argument about some aspect (s) of the movie as they relate to intercultural communication.

The following concepts will help you with your movie reviews:

Using Valle's layers of culture (Why is Culture Important? The Power of Culture, Multicultural Education a Caring-Centered, Reflective Approach by Valerie Ooka Pang), discuss the cultural aspects that you see in the film. What are the artifacts of culture that you recognized? What were the interactional patterns between people? What were the underlying values that you saw portrayed? Can you take one aspect of culture and look at the three layers?

1. Language, Symbols, and Artifacts (means of communication) – language, dialects preferred, proverbs, signs, jokes, stories, myths, analogies, folklore, art forms, heroes, dances, rituals, children's games, currency, holidays, history (family, national, and global).

2. Customs, Practices, and Interactional Patterns (means of interaction) – verbal (tone of voice, phrases used) and nonverbal (eye contact, proximity of stance, gestures) communication patterns, family behaviors, governmental and social institutions, conversational styles (formal-business, casual, ritualized), friendship patterns, community roles, gender roles.

3. Shared Values, Beliefs, Norms, and Expectations (values driving people, groups) –attitudes, religious and spiritual beliefs, fears, laws, standards, levels of political participation.

Your reviews should provide critical, thoughtful insight and should be well organized and clearly written.

The following is a list of questions that may help you to determine a thesis. You may choose to specifically answer one or some of the questions provided; however, you are not tied to them.

- How do our perceptions of our own cultural identity influence our communication with others?
- How do stereotypes influence communication between different groups?
- How is language a means of preserving identity?
- What is the relationship between language and the way reality is perceived?
- How do the character(s) resist being completely oppressed and disempowered by the dominant culture?
- What impact did incidents have on the development of character(s)?
- What were the primary challenges the character(s) faced in trying to get along?
- How did the character(s) react to these challenges?
- What the movie suggests about cultural differences, similarities, stereotypes and overgeneralization?

- What insights can we draw from this movie about intercultural communication?
- How this movie helps us understand the relationships among cultures, communication, context and power?

The following is a list of movies we will be reviewing for this class. These movies have been chosen because they portray some of the characteristics of intercultural communication discussed in this class.

- Week 3 Do the Right Thing (1989)
- Week 4 Crash (2005)
- Week 7 Saving Face (2005)
- Week 8 Fools Rush In (1997) or Jungle Fever (1991)
- Week 9 Forest Gump (1994) or Whale Rider (2002)
- Week 11 My Big Fat Greek Wedding (2002)
- Week 14 Mississippi Masala (1991)

Additional Assignments

- Week 2: Immigration Assignment
- Week 5: Intercultural Interview
- Week 6: Cultural Event Observation
- Week 12: Understanding Unfamiliar Cues
- Week 16: Intercultural Experience Paper (Pulling it all together for the final paper)

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

- Intercultural Communication [A Reader] by Larry A. Samovar, Richard E. Porter and Edwin R. McDaniel (2004), 11th ed.
- Intercultural Communication in Context by Judith N. Martin and Thomas K. Nakayama, McGraw Hill (2004), 3rd ed.
- Selected readings/articles will be available online

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Movie Reviews (4)	All	20%
Immigration Assignment	All	15%
Intercultural Interview	All	15%
Cultural Event Observation	All	10%
Understanding Unfamiliar Cues	All	10%
Intercultural Culmination Paper	All	30%

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

The final project, the Intercultural Experience paper, will be evaluated on the basis of your ability to engage in a meaningful way with the issues we discussing and your ability to apply them in the real world. To earn an "A" you have to exceed a typically competent fulfillment of this paper. Your paper must illustrate mastery of concepts/theories and penetrating insights in real-life context and extend the typical understanding of certain issues or concepts and their complexities. A "B" means that the connections between your experiences and concepts/theories are clear, and your research, thinking and writing are acceptable. The paper must illustrate general understanding of concepts/theories and applicability in real-life context. A "C" means a paper is complete but lacking in insightfulness and/or reflection. Research, thinking and writing are barely acceptable.

--

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is accidentally or intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (including through inadequate or inaccurate citations of reference material).

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association or Modern Language Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

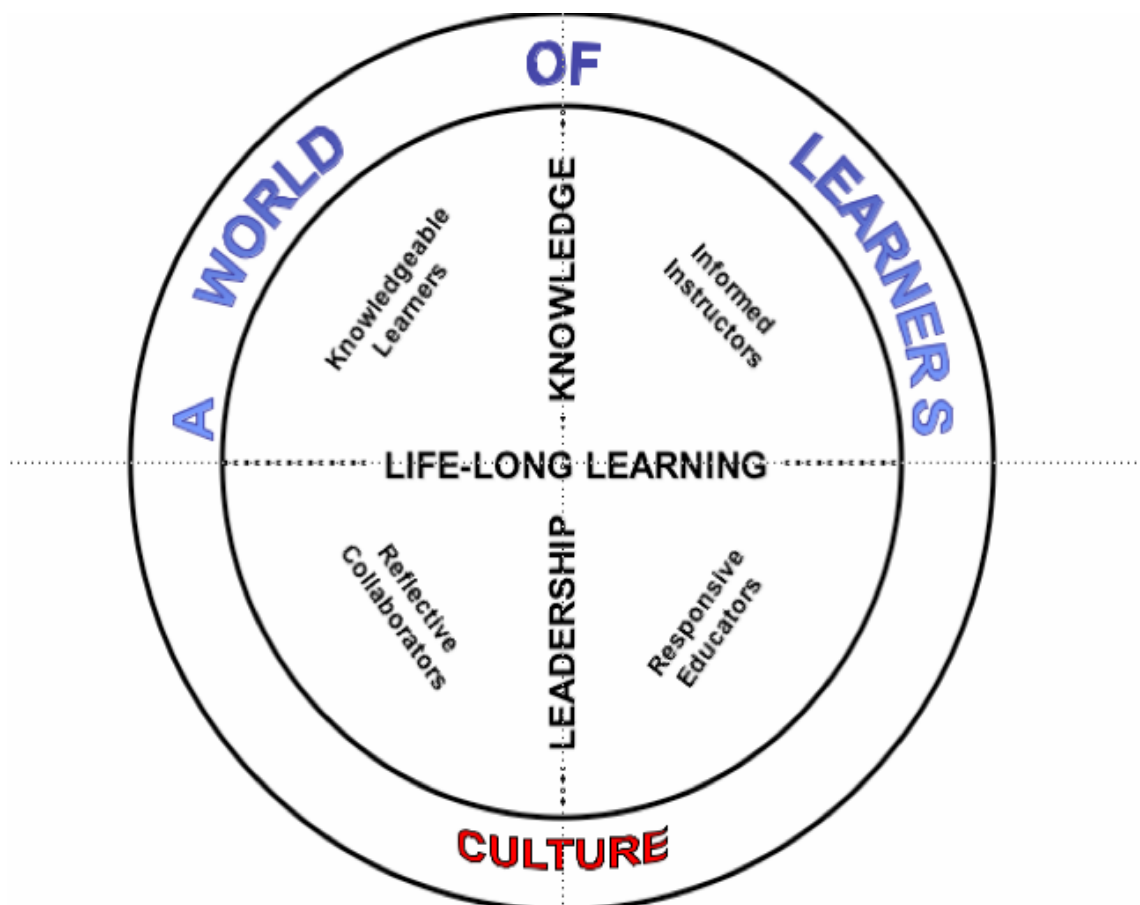
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).