

De Anza College: Winter 2024  
COMM-7.01Y/ICS-7.01Y: Intercultural Communication  
Room MLC-112: Wednesdays, 12:30p-2:20p  
Online via Canvas: Mon & Fri 10:30a-11:20a

### Instructor & Contact Information

**Instructor:**

Nick Chivers  
chiversnick@fhda.edu

**Office Hours (F31B & Zoom):**

Tues & Thurs 9:30a-11:20p (Zoom Only);  
Wed 10:30a-11:20a (F31B & Zoom)

**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.

### Class Meetings

This course will be a **50/50 Hybrid Online Course**. This means we will meet on campus two (2) hours per week, and complete *at least* two (2) hours per week of coursework online via Canvas **asynchronously**. 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.

### 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

| <i>Assignment</i>              | <i>Points Possible</i> | <i>Your Total</i> |
|--------------------------------|------------------------|-------------------|
| Reading Quizzes (6 @ 20 pts)   | 120                    | _____             |
| Reflection Papers (2 @ 20 pts) | 40                     | _____             |

|  |            |       |
|--|------------|-------|
| Discussion Boards (3 @ 20 pts)             | 60         | _____ |
| Midterm Exercise                           | 45         | _____ |
| Cultural Profile Presentation & Reflection | 75         | _____ |
| Cultural Immersion Term Paper Project      | 115        | _____ |
| Course Engagements                         | 45         | _____ |
| <b>Total</b>                               | <b>500</b> | _____ |

### Final Grading Scale

| <i>Letter Grade</i> | <i>Percentage of Total Points</i> | <i>Total Point Range</i> |
|---------------------|-----------------------------------|--------------------------|
| 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                    |

### Grading vs. Feedback

TL;DR: you're gonna get points, but your points won't help you be successful in class. Before points, you'll get comments and feedback, and if you have questions about them you should talk to me.

In this class, we will prioritize narrative feedback over quantitative scoring. The longer explanation of the philosophy will be described on Canvas, but you should know that the evaluation of your execution of the above assignments will be quantified with grade points as described above, and your final grade will be calculated by the total number of grade points scored, as described above. *However*, during the course, as each assignment is submitted and evaluated, you will be given narrative feedback through rubrics and comments on Canvas – *without revealing* the associated quantitative points – to inform you on areas of strength and opportunities to help guide your progress through the outcomes and towards the objectives of the course. Your quantitative points will be recorded and revealed to you some time after the narrative evaluations have been completed, but we will prioritize the narrative feedback over the quantitative scoring. Look for them. Read them. Talk to me.

### Brief Descriptions of Assignments

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

#### Quizzes

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

Periodically throughout the quarter, you will be required to do a 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

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

#### Cultural Profile Presentation & Reflection

This cultural profile project is in two parts: the first is a written paper in which you apply course concepts to describe and explain one cultural group to which you belong, and the second is you will share a recorded video presentation doing a “show-and-tell” of an object that represents a cultural group you belong to.

#### Mid-Term Exercise

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

## Cultural Immersion Term Project

This is the culminating project of the course. 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

In a communication course, the classroom time and space are incredibly important, perhaps sacred. Developing a community within the classroom is crucial to the success of this course, and Course Engagement is an evaluation of your contribution to the community we are creating. There will be several miscellaneous opportunities to demonstrate course engagement throughout the course, including but not limited to low-prompt module discussion boards, post-presentation conversation and discussion, in-class activity participation receipts, Canvas content page Wikis, etc. Most of these engagements will be “credit/no-credit” evaluation and must be present in-time to complete.

## Extra Credit (0 points, 0 %)

Very rarely will extra credit be offered, but plenty of extra credit will be given... ヽ\_(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 10 consecutive calendar days from both face-to-face and online without notifying the instructor will be interpreted as abandoning the course and grounds for removal from the roster

### Assignments

All assignments will be submitted via Canvas; i will not accept assignments via email unless cleared with me *in advance*. Assignments will be accepted late up until I have completed assessing assignment and redistributed feedback and evaluations (approximately 7-10 days after initial due date), or the very end of the quarter, whichever comes first. Once assignments have been closed for submission, they will not be reopened for any reason.

### 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/onlinetutoring/)

(<https://www.deanza.edu/studentsuccess/onlinetutoring/>) 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.

### Intercultural Communication – Winter 2024

| Week | Date  | Class Activity/Discussion  | Assignments                                  |
|------|---|--|--|
| 1    | 1/8 – 1/13  | <p><b>Syllabus &amp; Course Overview</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Policies</li> <li>• Philosophies</li> <li>• Expectations</li> </ul> <hr/> <p>Module #0: Intercultural Communication - Course Orientation Policies &amp; Philosophies</p> <ul style="list-style-type: none"> <li>• Navigating Canvas</li> <li>• Online Education Best Practices</li> </ul> <p>Module #1: The Foundations of Communication - Its Probably More Complex Than You Think</p> <p>Communication Definitions &amp; Models</p> <ul style="list-style-type: none"> <li>• Communication Competence</li> <li>• Social Construction</li> <li>• Communication Ethics</li> </ul> | 1. Discussion Board #1: Communication Ethics |
| 2    | 1/16 – 1/20<br><b>Martin Luther King Jr. Holiday – Monday</b><br><b>January 15<sup>th</sup> – Campus Closed, Classes Canceled</b> | <p><b>Laying the Foundation – Communication</b></p> <ul style="list-style-type: none"> <li>• Communication Model</li> <li>• Social Construction</li> <li>• Lens / Field of Experience</li> <li>• Social Construction of Identity                             <ul style="list-style-type: none"> <li>○ Performance</li> <li>○ Feedback</li> </ul> </li> <li>• Communication Ethics</li> </ul> <hr/> <p>Module #2: The Social Construction of (Cultural, Ethnic, &amp; Racial) Identities</p> <ul style="list-style-type: none"> <li>• Culture (re)Defined</li> <li>• Culture, Ethnicity, &amp; Race</li> <li>• Social Construction of Identity</li> </ul>   | 1. Quiz #1                                   |
| 3    | 1/22 – 1/27   | <p><b>Laying the Foundation – (re)Defining Culture:</b></p> <ul style="list-style-type: none"> <li>• Culture (re)Defined</li> <li>• Paradigms of Cultural Understanding</li> <li>• Intersectionality, Dialectics, &amp; Liminality</li> </ul> <hr/> <p>Module #3: Introducing Paradigms - Two Ways to Understand Cultural Identity Cultural &amp; Ethnic Value Patterns</p> <ul style="list-style-type: none"> <li>• Keys to Understanding Cultural &amp; Ethnic Identities</li> <li>• Functionalist Approach; Measure Countries</li> <li>• Interpretive Approach; Listen to Stories Lived</li> </ul>  | 1. My Cultural Profile Paper                 |

| <i>Week</i> | <i>Date</i>   | <i>Class Activity/Discussion</i>   | <i>Assignments</i>   |
|-------------|---|--|--|
| 4           | 1/29 - 2/3  | <p>Putting Culture &amp; Communication Together:<br/>Intercultural Communication</p> <ul style="list-style-type: none"> <li>• History of the Discipline <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Underlying Principles</li> </ul> </li> <li>• Foundational Practices &amp; Mindset <ul style="list-style-type: none"> <li>○ Knowledge, Attitude, &amp; Skill</li> <li>○ Appropriateness, Effectiveness, &amp; Adaptability</li> </ul> </li> </ul> | <ol style="list-style-type: none"> <li>1. Quiz #2</li> <li>2. Cultural Artifact Video Presentation</li> </ol>  |
|             |   | <p>Module #4: Towards Ethnorelativism &amp; Cultural Humility Practical Imperatives</p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Competence</li> <li>• Process</li> </ul>   |  |
| 5           | 2/5 - 2/10  | <p>A Primer on Power</p> <ul style="list-style-type: none"> <li>• Cultural Capital</li> <li>• Dominance &amp; Hegemony</li> <li>• Normalcy, Invisibility, &amp; Privilege</li> <li>• Culture Shock</li> </ul>  | <ol style="list-style-type: none"> <li>1. Reflection Paper #1 (Culture Shock? Nonverbal Comm?)</li> </ol>  |
|             |   | <p>Module #5: Culture Shock</p> <ul style="list-style-type: none"> <li>• Approaching Culture Shock</li> <li>• U &amp; W Curve Models</li> </ul>  |  |
| 6           | 2/12 - 2/15<br><br><b>President's Day Holiday, Friday<br/>February 16 - Monday<br/>February 29;<br/>Campus Closed, Classes Canceled</b> | <p>Cross-Cultural Interactions: Language</p> <ul style="list-style-type: none"> <li>• Layers of Meaning</li> <li>• Euphemism &amp; Taboo</li> <li>• In Groups &amp; Out Groups</li> <li>• Language &amp; Power</li> </ul>  | <ol style="list-style-type: none"> <li>1. Quiz #3</li> <li>2. Discussion Board #2: Culturally Specific Language</li> <li>3. Cultural Immersion Term Project Check-In: Have a Plan</li> </ol> |
|             |   | <p>Module #6: Language &amp; Culture</p> <ul style="list-style-type: none"> <li>• Language Functions</li> <li>• Verbal Communication Styles</li> <li>• Language is a Living Thing</li> <li>• Functions of Nonverbal Communication</li> </ul>   |  |
| 7           | 2/20 - 2/24<br><br><b>President's Day Holiday, Friday<br/>February 17 - Monday<br/>February 20;<br/>Campus Closed, Classes Canceled</b> | <p>Cross-Cultural Interactions: Nonverbal Communication</p> <ul style="list-style-type: none"> <li>• Nonverbal Comm. Truths</li> <li>• Power &amp; Nonverbal Codes</li> </ul>  | <ol style="list-style-type: none"> <li>1. Quiz #4</li> </ol>   |
|             |   | <p>Module #7: Nonverbal Communication &amp; Culture</p> <ul style="list-style-type: none"> <li>• Impact of Nonverbal Communication</li> </ul>  |  |
| 8           | 2/26 - 3/2<br><br><b>Friday, March 1st: Last day to drop classes with a "W" grade</b>   | <p>Critical Perspectives of Culture</p> <ul style="list-style-type: none"> <li>• Stereotyping</li> <li>• Bias</li> <li>• Prejudice</li> </ul>  | <ol style="list-style-type: none"> <li>2. Midterm Exercise!!</li> </ol>  |
|             |   | <p style="text-align: center;"><b>MIDTERM (2/3 - TERM?) EXERCISE</b></p>   |  |

| <i>Week</i>     | <i>Date</i>   | <i>Class Activity/Discussion</i>   | <i>Assignments</i>  |
|-----------------|---|--|---|
| 9               | 3/4 - 3/9   | <p><b>Critical Perspectives of Culture</b></p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Privilege</li> <li>• Oppression</li> <li>• Ethnocentrism</li> <li>• Acceptance</li> </ul> <p>Module #8: Perception, Bias, Stereotyping, Power, &amp; Privilege Principles of Perception</p> <ul style="list-style-type: none"> <li>• Ethnocentrism</li> <li>• Prejudice &amp; Discrimination</li> <li>• Microaggressions</li> </ul> | <p>3. Discussion Board #3: Privilege Survey &amp; Reflection</p> <p>4. Cultural Immersion: Introduction Rough Draft</p> |
| 10              | 3/11 - 3/16   | <p><b>SYSTEMIC OPPRESSION MONOPOLY</b></p> <p>Module #9: Global Identity in a Small World - Internet &amp; Popular Media Shaping our Lens</p> <ul style="list-style-type: none"> <li>• New Media Shaping Perspectives in a Global World</li> <li>• Dynamic Changes</li> </ul>  | 1. Quiz #5  |
| 11              | 3/18 - 3/23   | <p><b>Hold Open for Cultural Immersion Presentations / Recap / Debrief / Etc.</b></p> <p>Module #10: Closing the Gap - Towards Flexible, Ethical, Cross-Cultural Communicators</p> <ul style="list-style-type: none"> <li>• Multiple Ethical Positions</li> <li>• Social Justice</li> <li>• Conflict &amp; Culture</li> <li>• Face Negotiation</li> <li>• Mindful Listening, Reframing, &amp; Code-Switching</li> </ul>                      | 1. Reflection Paper #2: Systemic Oppression Monopoly  |
| Final Exam Week | <p>3/25 - 3/28</p> <p><b>FINAL EXAM MEETING IS WEDNESDAY, MARCH 27<sup>TH</sup>, 11:30A-1:30P</b></p> <p><b>QUARTER IS OVER THURSDAY, MARCH 28<sup>TH</sup>, 11:59P</b></p> | <p><b>CULTURAL IMMERSION PRESENTATIONS</b></p> <p><b>FINISH CULTURAL IMMERSION TERM PAPER</b></p>  | <p>1. Quiz #6</p> <p>2. Cultural Immersion Presentation Journal</p> <p>3. Cultural Immersion Term Paper</p>             |