

SPC 3710
Intercultural Communication

Mark Borzi/Melanie Mills

Spring/Summer 2010

A. General Information

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Office Hours: I live here

IM: docborz (AIM, Yahoo)

B. Text*

L. Samovar, R. Porter, & E. McDaniel. (2007). Communication Between Cultures, 6th Ed. Belmont, CA: Thomson/Wadsworth.

L. Samovar, R. Porter, & E. McDaniel, Eds. (2006). Intercultural Communication: A Reader, 11th Ed. Belmont, CA: Thomson/Wadsworth.

Reading Packet

*course textbooks will change to new editions prior to the trip. Thus specific readings from text will change based upon the new edition. Also reading packet will be compiled with most recent information prior to being made available to students.

C. Course Description

Overview of culture and communication on regional, national, and international levels. Examines ways in which cultures respond differently to business, education, and health care contexts. Explores how culture influences perceptions and communication, and provides guidelines for effective intercultural communication. Prerequisite: SPC 2630 or permission of instructor. SPC 916

The countries of New Zealand and Australia offer a unique opportunity to study differences in how a primitive native culture and a modern culture co-exist. In the case of New Zealand the cultures co-exist as essentially equals and have essentially merged to form a co-culture. Australia, on the other hand, spent years attempting to marginalize the aboriginal culture, and it has only been in the last few years that there has been a recognition of the importance of the native culture to Australia.

New Zealand also provides students with the opportunity to study how their academic specialization is lived in another culture. The social, cultural, and legal rules that govern relationships, organizations, values, and one's place are sufficiently different as to provide the ability to develop insights into both intercultural communication as well as interpersonal, organizational, and mass communication as well as public relations.

The learning objectives for the course are:

- Students will understand and be able to apply common theories of intercultural communication.
- Students will be able to describe differences in cultural and organizational systems.
- Students will be able to identify, describe, and explain differences in communication patterns between cultures.
- Students will be able to identify and manage cultural differences in communication.
- Students will be able to construct private and public messages that will effectively transcend cultural differences.

D. Grading

Grades will be computed on the basis of written work, exams, and discussion. Final grades are assigned as follows:

Preliminary Paper	15% (must be completed prior to travel)
Exam	10% (must be completed prior to travel)
Final Paper	30%
Discussion	25%
Field Notes and summary paper	20%

All papers must be typed and in good form (i.e. free from grammatical, punctuation, and spelling errors). See WebCT site for evaluation rubrics used in evaluating your assignments.

Graduate students may take CMN 5330 Intercultural Communication. Graduate students will be held to a higher standard for common assignments and will be expected to complete an additional research-based project.

The grading scale of 90, 80, 70, 60, and below will be used for A,B,C,D,F. Students must complete all assignments in order to pass the course.

E. Expectations

1. **Work requirements.** All written work is to be typed, double spaced and turned in on the assigned day. A copy of all work is to be submitted electronically in Word or WordPerfect format (not Microsoft Works) Appropriate grammar and spelling is expected. Students are expected to use an appropriate style sheet (APA or

MLA is preferred.) All papers must be typed and in good form (i.e. free from grammatical, punctuation, and spelling errors). All work is expected to reflect an intelligent integration of research, information from prerequisite courses, and program experience.

2. **Academic Honesty.** I expect academic honesty. Plagiarism or cheating will not be tolerated and will be dealt with accordingly.
3. **Attendance** - Given the nature and structure of the course, attendance is expected. Students will be expected to be prepared for class, participate in discussions, and participate in individual meetings.
4. **Teaching Philosophy.** My teaching philosophy differs in two ways from what I expect is your typical experience in the classroom.
 - A. Education is a process and should be controlled by the student. The course instructor is a facilitator; one who is there to assist and provide input into the process. Ultimately, you are responsible for making choices associated with each course.

The impact of this value is that you are responsible for your education and for class. The course is as good as you are willing to make it. It is not my job to handhold and to tell you what to do. A significant part of the learning process is learning to ask questions and making decisions about how to do things. As a result, I am reluctant to tell you what to do, how many pages an assignment must be, or how many sources to use. I will, however, provide a copy of my requirements (i.e. grading criteria) for each assignment. You do have a right to that since it should shape how you do things.

You will also be expected to do the work rather than the instructor. Consider the following example. If I put together a set of statistics on the economy, and I spend the hours in the library finding both the location of sources and the actual data and present the information to the class, who has learned from the experience? Who is likely to retain the information and, more importantly, how to gather the information? I did. But, if I ask you to find the information in the library, then you have had both the experience and the knowledge. It is unlikely that you will forget.

- B. Class is oriented toward experiential learning. We do things and you are to extract lessons from the experiences as well as the content. This is a much more complex method of learning since you are learning both process and content (most courses only teach content) but, it is also more enjoyable. To put simply, in order to learn intercultural communication you need to be in the field.

5. **Data Collection and other external activities.** All activities which involve human subjects must be approved by the course instructor. Any research involving human subjects that has the potential for public presentation or performance requires IRB approval.
6. **Email Policy.** The Department of Communication Studies requires each student to use his or her university email address or any class, department, college, or university email correspondence. The university email address serves many purposes including accessing WebCT and PAWS, receiving billing statements from the library, and departmental correspondence and announcements through the undergraduate listserv. For information on how to obtain your email address or to obtain a password, please visit the following web address:
www.eiu.edu/~itshelp/email/index.php.
7. **Electronic Assignments.** Submitted work must be in electronic (rtf, doc, pdf, wpd) format.
8. **Virtual Class meetings.** As part of this course there will be a minimum of three virtual classes. These classes will require that you have access to a computer during the class time in order to communicate with your instructors and fellow students. The virtual class dates are April 27th, May 25th, July 13th, and July 20th.

The instructor will provide a window of opportunity and will schedule class time to allow maximum flexibility and to ensure that students will be able to obtain access to a computer.

CMN 4000
Independent Study

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B. Text*

Reading as assigned

*Reading will be designed to fit an individual student's study and will be compiled with most recent information prior to being made available to students.

C. Course Description

Consideration of special problems in communication and communication education. Student presents individual study plan for researching history, theory, and/or practice of oral communication.

New Zealand and Australia are sufficiently different in a broad number of aspects that might be of interest to students of communication. Each student will select a topic that emerges from his or her academic option/major and will research that topic area with special emphasis on the differences between the two cultures or from a comparative difference between cultures (for example treatment of aborigines or Maori compared to treatment of African-Americans in the United States and resulting outcomes).

Students might also consider differences in various organizational systems (e.g. corporate systems, advertising, public relations, environmental communication, health communication, media) between the United States and New Zealand.

As part of the study proposal students will be expected to identify learning objectives for the course. Specifics of readings and assignments will be negotiated with the instructor.

D. Grading

Grades will be computed on the basis of written work, exams, and discussion. Final grades are assigned as follows:

Study Proposal	10% (must be completed prior to travel)
Annotated Bibliography	15% (must be completed prior to travel)
Preliminary Paper	25% (must be completed prior to travel)
Final Paper	25%
Discussion	25%

All papers must be typed and in good form (i.e. free from grammatical, punctuation, and spelling errors). See WebCT site for evaluation rubrics used in evaluating your assignments.

Graduate students can register under CMN 5990 and will be expected to complete file a study plan following departmental procedures.

The grading scale of 90, 80, 70, 60, and below will be used for A,B,C,D,F. Students must complete all assignments in order to pass the course.

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2. **Academic Honesty.** I expect academic honesty. Plagiarism or cheating will not be tolerated and will be dealt with accordingly.
3. **Attendance** - Given the nature and structure of the course, attendance is not only expected, it is mandatory.
4. **Teaching Philosophy.** My teaching philosophy differs in two ways from what I expect is your typical experience in the classroom.
 - A. Education is a process and should be controlled by the student. The course instructor is a facilitator; one who is there to assist and provide input into the process. Ultimately, you are responsible for making choices associated with each course.

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www.eiu.edu/~itshelp/email/index.php.
 7. **Electronic Assignments.** Submitted work must be in electronic (rtf, doc, pdf, wpd) format.

