

CMST 280 Intercultural Communication (FORMERLY SPCH 230)

Summer 2012 Course Syllabus

Items: 0852 Section OAS and 0853 Section OBS

Course Website: go to <http://bellevuecollege.edu> then log into MyBC and into Blackboard Vista.

Students are strongly encouraged to complete ENGL 101 before taking this course.

Instructor: Stephanie Hurst

Email: Please use the email option on the Blackboard Vista course web site.

Phone: 425.564.3062

Office Hours: Please e-mail me to set up an appointment.

Required Text: *Communication Between Cultures* by Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel & Roy, **8th edition**. **Note: It is important to use the 8th edition as it differs greatly from previous editions.**

The text is available for purchase or rental at the Bellevue College campus bookstore (\$134.00 to purchase or \$54.94 to rent). eTextbook options are also available at <http://www.cengagebrain.com:80/shop/ISBN/9781111349103?cid=APL1#viewChaptersModalContentFocus>

Other Required Reading (optional purchase \$16.99 new or \$12.75 used): *Outliers: The Story of Success* by Malcolm Gladwell, Chapter 7 only. We will be reading Chapter 7 only of this book (*The Ethnic Theory of Plane Crashes 'Captain, the weather radar has helped us a lot'.*) I have placed two of my copies of this book on reserve in the Bellevue College Library Media Center. These reserved copies may be used in the library for 2 hour increments. In addition, the LMC has a copy of their own for check out.

Course Goals: This course aims to increase student intercultural competence by examining the effects of culture on both the communication process and individual. Students taking this course will explore: communication and culture, intercultural messages, the role of context in intercultural communication, how culture affects one's identity, how culture influences communication style, language, and non-verbal communication, and how to improve their own intercultural competence.

Students who successfully complete CMST 280 should be able to:

1. Explain how environmental factors affect and make cultures different.
2. Explain how cultural variables influence intercultural competency in communication
3. Explain why appropriateness and effectiveness are critical in constructing messages in intercultural contexts.
4. Explain how individualism and collectivism affect the communication in intercultural communication contexts
5. Apply various models of cultural values to intercultural interactions.
6. Define ethnocentrism and social comparison. Demonstrate your competence in applying the concepts across cultures.

7. Identify and analyze one's own cultural identity.

Format: You will be engaged in online discussions and activities designed to aid your understanding of the concepts explored in this class. This course uses online learning. Computer use is *required*.

Please review the "Equipment and Skills" requirements at <http://bellevuecollege.edu/distance/skills.asp>. Students can expect to spend between 4 and 7 hours per week online, completing assignments and reading course material. (Note: this estimate of online time does not include time for reading the text.) Given this format, students need to commit to being active participants online. In addition, this area of study contains complex theories and difficult social science jargon. I will do my best to assist you, but **a college reading level and college writing level in English is needed to succeed in this course.**

Expectations and Policies: *How to succeed in this class...*

Success in this class is dependent on:

1. your motivation and desire to explore and learn,
2. your competence using Blackboard VISTA,
3. logging into the course website and checking the 'Announcements' and the 'Calendar' tools at least four times per week, accumulating a minimum of **40 hours** online by the end of the quarter,
4. keeping up with the assigned readings by the due dates,
5. **your ability to read and write in English at the college level (students should have completed ENGL 101 before taking this course.)**
6. the ability to learn from written materials, including lectures, e-mails, and on-line discussions,
7. meeting the attendance policy and contributing in a relevant and constructive manner to class discussions,
8. the ability to successfully collaborate and cooperative *with* group members on group projects,
9. a good working knowledge of your computer and your Internet Service Provider (ISP), including e-mail,
10. self-discipline to focus, set goals, and complete assignments on time without face-to-face contact with an instructor.

Should you experience any technical computer issues (software or otherwise) anytime throughout the quarter, you should contact Distance Education: 425.564.2438 or toll free 1.877.641.2712, www.bellevuecollege.edu/distance, Room A140, disted@bellevuecollege.edu.

Distance Education Hours: Monday – Thursday, 8:00 am – 5:00 pm; Friday, 8:00 am – 12:00 pm. To help, Distance Education will need your registered name, student number, course name and number, instructor's name and details of the problems you are encountering. **Your ability to use Blackboard VISTA competently is a requirement for this course.** Prior to the start of the quarter go to <http://bellevuecollege.edu/distance/classroom.asp> in order to: review the Blackboard VISTA Online Tutorial to better understand how the course management system works, set up your browser for Blackboard VISTA access, and learn "How to Start Classes on Blackboard VISTA".

If you are new to using VISTA or have never taken an online (or hybrid) class before, I strongly encourage you to attend a VISTA workshop in the Distance Education Office in A140. Need help getting started online? Blackboard VISTA Workshops for students are available during the first two weeks of the quarter. Your Blackboard VISTA username = Bellevue Student Identification Number (SID) and your Blackboard VISTA password = Student birth date mmddyy

What are your responsibilities as an online student? Prior to the start of the quarter:

- 1.) review the "Equipment and Skills" requirements at <http://bellevuecollege.edu/distance/skills.asp>,
- 2.) get your books,
- 3.) go to <http://bellevuecollege.edu/distance/classroom.asp> to review the Blackboard VISTA online tutorial to better understand how the course management system works BEFORE you start your classes, set up your browser for Blackboard VISTA access, and learn "How to Start Classes on Blackboard VISTA",
- 4.) log on to the course website on a daily basis and complete the required assignments.

Required Assignments:

Discussion Board Responses & Comments (12 topics @ 50 points each) 600 Points,
Cultural Identity Analysis Journal (12 – ? pages) 300 Points,
Class Participation & Attendance 100 Points
Total Points Possible: 1000

Grading Scale: A = 940 – 1000, A - = 900 - 939, B+ = 860 – 899, B = 830 – 859,
B - = 800 – 829, C+ = 760 – 799, C = 730 – 759, C - = 700 – 729, D+ = 660 – 699,
D = 600 – 659, F = 0 – 599

Specific guidelines and details regarding all assignments can be found on the course Blackboard Vista website.

Assignment Descriptions (Condensed):

Discussion Responses & Comments (600 Points): Students will be evaluated on the quality and substance of their contributions to online discussions. Students are expected to complete all required reading assignments by the designated due date and share in a relevant, constructive and meaningful manner with their colleagues via online discussions. ***Both student responses to chapter discussion questions and comments to their colleagues will be evaluated.***

Each *discussion response* will be evaluated based on the following ten requirements:

1. the use of course terminology and concepts from the assigned reading,
2. course terms (key terms from the chapter reading) should be typed in bold, italics, in all CAPITAL letters or underlined so that they stand out on the screen (using the HTML creator is usually best for this),
3. page references to the text,
4. thoughtful explanation of why or how,
5. organization,
6. grammar,
7. spelling,
8. the use of adequate examples,
9. a *minimum* length of **200** words **and at least 10** sentences in length,
10. complete comments to the specified number of colleagues per question (see below).

Please do not attach a file to the discussion board containing your post. Please use the submission box.

After a student completes his/her response to a chapter question (using the first 9 requirements above), he/she should read through several of his/her colleagues' responses, choosing at least two (and in some cases more) to comment on. One of the comments should be to a student's response that has not been commented on by another student (or has had a limited number of comments.) Often a student will choose to comment on a response that was most helpful to him/her in understanding the course material better. In other cases students choose to comment on responses that are most interesting or intriguing to them.

Comments to Colleagues for each chapter discussion question will be evaluated on the following 3 criteria: Each comment made to a colleague must:

(1) state something substantive about the colleague's posting. A substantive comment explains **why** you found their response helpful, interesting or intriguing as well as how the posting connects to course concepts.

(2) Each comment should be **at least 100 words in length and a minimum of eight (8) complete sentences** (containing no fragments, abbreviated or 'text-messaging' language).

(3) In addition, each comment to a colleague should use good grammar and be free of spelling errors.

Here are examples of both a student's response to a chapter discussion question and a comment to a colleague:

Example Discussion Board Question:

Identify some of the specific ways your family has influenced your cultural identity.

A Good Example of a Student's Response:

“Through word and example, the family shapes a child's personality and instills modes of thought and ways of acting that become habitual.” (p. 54) To begin considering what defines my culture, I first look to the influence of my FAMILY, as family is “one of the most enduring and influential social organizations that deal with deep structure,” (p. 49) and it is “the basic unit of society and it is at the heart of its survival” (p. 53). My family demonstrated to me a contrasting view regarding INDIVIDUALISM (p. 67). At a STATE (p. 49) level, my family is more COLLECTIVIST than is the general culture. I think this collectivist orientation was influenced by four family circumstances. My grandfather brought over a more collectivist view when he IMMIGRATED (p.9) from England. His life's work was to work to change labor laws to better protect the rights of workers. (2) My grandmother grew up on a farm. Though farm life requires a tough, hard-working spirit, it also requires that many hands work together. She and my grandfather met while working on a political campaign and were active in politics their entire lives. (3) My mother grew up in a religious household in which service to others was expected. Her life's work has been as a social worker and she has regularly been involved with volunteer work in her free time. (4) My father has worked as an environmentalist my entire life, trying to influence policy changes that better protect the planet. Growing up in a family with this history, I have a worldview that change is possible, that we each have a voice and the freedom to use it, and that we have not only a right but a responsibility to support our community and our world. This worldview is supported by events in my culture's history. The founders of this country sought to change their circumstances and to establish a country in which freedom and government by the people were core principles. Throughout our country's history, people have worked for CHANGE AND PROGRESS (p.80), and the people who have bravely pushed for change—people like Rosa Parks, Martin Luther King, Susan B. Anthony—have become national heroes. On a personal level, my family is very INDIVIDUALISTIC, “emphasiz[ing] independence and individual autonomy” (p. 68). Self-reliance, self-determination, and following one's own pursuits is what is practiced and advocated. Family is not for support—you pick yourself up by your bootstraps and forge your way. Though my mother grew up as a church-goer, she is no longer and the rest of my family have never been. Reliance on a religion or a faith group contradicts their notion of personal strength. Living in a country in which freedom of religion—and freedom from religion—is part of our country's history and character (p.79), this is possible. Cultural values that I have always treasured are the ideas of justice, fairness, and welcome. Though I know in practice this hasn't been the case for many people in our country, I like the ideal that we are innocent until proven guilty, that our Declaration of Independence says that all men are created equal, and that we want “[the] tired, [the] poor, [the] huddled masses yearning to breathe free” (p.13) to come join us. History has shown time and time again that we don't live up to that ideal—we aren't living up to it even today—but I am thankful that I live in a country that at least considers those ideas and makes attempts to meet them.”

A Good Example of a Student's Comment to a Colleague:

*“There definitely were several historical events that shaped our country and I too believe that our desire for **individualism** was the cause. You picked a great quote from West and Turner, “Individualism involves self-motivation, autonomy, and independent thinking”. Our nation's definition of freedom seems to follow this way of thinking. The key words from that quote can be applied to the historical events that you listed. The settlers demonstrated self-motivation in their desire to practice the religion of their choosing. The abolition of slavery demonstrated the importance of autonomy. You also mentioned some of the groups that spawned from these monumental events. Despite the fact that I do not agree with what these groups stand for, I do understand that they are also practicing **individualism**.”*

Notice that in the first example, the student fulfills the 10 requirements listed above. Similarly, in the second example, the same student fulfills the requirements for what makes a substantive comment.

Here Are Two Examples of What NOT to Do in Your Comments:

“thnx 4 sharing. u r awesome.”

And/Or:

"I totally agree."

Class Participation and Attendance (100 points): This course utilizes the Arts and Humanities policy on attendance. Although this is an online class, students are expected to participate in all chapter discussions, assignments, and group activities online. Participating online is how you 'attend' this class. Students who miss any combination of 4 or more: discussion questions, group activities, exams or assignments will fail the course. See <http://bellevuecollege.edu/ArtsHum/policy.html> for more information. Students can expect to spend between 4 and 7 hours per week online, completing assignments and reading course material. (Note: this estimate of online time does not include time for reading the text.) Students are expected to log onto the course website at least four times per week to complete assignments which may include engaging in discussion with colleagues as well as checking the 'Announcements' and 'Calendar' tools. **Students are expected to accumulate a *minimum* of 40 hours online by the end of the quarter.**

In addition, students will be evaluated on the *quality* and *substance* of their contributions to discussions online. Student contributions should be *constructive, meaningful* and *substantive as well as* demonstrate knowledge on the subject.

Cultural Identity Analysis Journal (300 Points):

Students will write a Cultural Identity paper analyzing and exploring elements of their cultural identity. The paper must be typed, double-spaced in size 12 Times New Roman font (or similar) with 1" (one inch) margins. Detailed instructions for the paper will be made available on the course website. This paper will be submitted online using the Assignments Tool. Papers should be attached to the submission page in a .doc, .docx, .rtf, or .pdf format.

Student Conduct...

The division policy on classroom and on-line conduct applies to this course. Please go to <http://bellevuecollege.edu/ArtsHum/policy.html> for more information.

Academic Dishonesty...

Plagiarism and cheating are serious offenses. The division's policies on plagiarism and cheating are clear. Students caught plagiarizing papers, discussions, or responses will receive an "F" (0 points) for the assignment and will be reported to the Dean of Student Programs and Services. See <http://bellevuecollege.edu/ArtsHum/policy.html> for more information.

Late work and Assignment Completion...

Assignments are due on the designated due dates by the designated time. Late work will not be accepted by the instructor unless prior arrangements have been made (that is, before the due date). In order to receive credit for this course, students must complete all the assignments as well as meet the attendance requirement.

Values Conflict...

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression which might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. To this end, you may find that class requirements may include engaging certain materials, such as books, films, and articles which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing material you consider offensive, you will still be required to meet class requirements in order to earn credit for this class. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions or assignments. Bellevue College upholds an "Affirmation of Inclusion" which states, "Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect." This Affirmation sets forth the expectation that we will all treat one another with respect and dignity regardless of

whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site. These expectations also refer to the courtesy with which you communicate with one another through e-mails and online discussions. Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself.

Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define "disruptive behavior," which often involves such things as inappropriate comments or 'flaming'. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor via e-mail as the judgment of the instructor is the final authority in these matters.

Suggestions Regarding Online Discussions:

Be careful about your tone of voice. In a written discussion a slightly critical comment can seem like a crushing condemnation because readers can't see the facial expressions and body language that tell them how serious you are. On the other hand, it's not a good idea to write "smiley-face" comments all the time. Those kinds of comments don't add anything substantial to the discussion. During online discussions you may certainly disagree and debate, but you are required to demonstrate tolerance and respect at all times in your postings. If you question or disagree with something someone has said, you need to say so *tactfully*. One way to express a disagreement tactfully is to couch your comment as a question: "*Do you think we should consider...?*" Another way is to use tentative language: "*But I wonder if we couldn't look at it from another angle...*"

These kinds of comments invite others to join the discussion and give their ideas. Remember—our purpose is to generate ideas, not to win verbal battles. Part of your success in this class is dependent upon your development of competent skills in dealing with people who are different than you. The difference may be in worldview, beliefs, and/or values. We will respect one another in all of these ways.

Students with disability and/or Special Needs:

If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements, please e-mail me as soon as possible. Students with disabilities who have accommodation needs are required to meet with the Director of Disability Resource Center (B132) to establish their eligibility for accommodation. Disability Resource Center is in B132, and can be reached by phone at 425.564.2498. Students are encouraged to review their accommodation needs with each instructor during the first week of the quarter.

Students who need extra help in college writing should go to the Academic Success Center's Writing Lab located in D204 for assistance.

Students who need access to a computer can utilize computers in the BC Computer Lab located in N250.

On a General Note...

Communication is key! Please e-mail me if you have any concerns or issues.

The following quotes illustrate my teaching philosophy:

If I am walking with two other men, each of them will serve as my teacher. I will pick out the good points of the one and imitate them, and the bad points of the other and correct them in myself. - Confucius

What we have to learn to do, we learn by doing. - Aristotle

The wise teacher does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind. - Kahlil Gibran