

INTR 561  
Intercultural Communication  
Wednesday, 2:15-5:30, BGC 255

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## **Intercultural Communication Course Syllabus**

### **I. Overview**

#### **A. Catalog Description**

Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory, with selected areas of personal application.

#### **B. Department Mission Statement and Course Competencies (Student Outcomes)**

Our mission is to develop professionals skilled in the theory and practice of missions for committed service in a dynamically changing world. Therefore we are committed to developing effective cross-cultural professionals who are:

- 1) Competent communicators of Christ
  - A2. Can speak from the Scriptures with authority and cultural sensitivity about the person and work of Jesus Christ and the necessity for all persons having a relationship with him.
  - A4. Are effective in developing appropriate cross-cultural relationships.
  - A5. Can understand and mentor believers from other cultures in Christian growth.
  - A6. Have strong communication skills for relational ministry.
- 2) Skillful in facilitating intercultural understanding
  - B2. Understand theological foundations and are able to relate them appropriately in decision-making.
  - B4. Understand cultural dynamics and the role they play in decision-making.
  - B5. Know how to work together with a team in intercultural situations.
- 3) Effective servants
  - C4. Demonstrate a disciplined, vital spiritual life as the basis for incarnational ministry.

#### **C. Additional Student Outcomes**

By the end of the course, you will have:

1. Described how your own culture affects you as an intercultural communicator.
2. Applied the principles of intercultural communication to your context.
3. Articulated an understanding of elements that are necessary for effective intercultural communication, including world view, individualism and

collectivism, power distance, gender roles, locus of control, contexting, time as culture, interpersonal relationships, intercultural competence and adaptation, and responding to conflict.

4. Demonstrated knowledge of the strategies and skills integral to crossing cultures.

## II. Expectations

- A. Class attendance at all sessions and participation are expected. Assignments submitted for Intercultural Communication are to be developed specifically for this course and may not have been submitted for another course.
- B. Late assignments will receive one grade reduction, i.e. A to A-, B+ to B, etc. Simply write "Late Assignment" under your name on any assignment turned in late. Exceptions to the policy include serious illness, a death in the family, or other events of an emergency nature requiring that you be absent from campus.
- C. Plagiarism, or the use of information without crediting the source, will result in a grade of 0 for that particular assignment.
- D. The final examination will be given during the last two class sessions on December 10 (Part I) and 17 (Part II). Requests for exceptions must be in writing.

## III. Texts

Required materials for the course include:

Campbell, E. H. (2003). Course Handouts.

Chen, G. M. & Starosta, W. (1998). *Foundations of Intercultural Communication*. Boston: Allyn and Bacon.

Hall, E. T. (1983). *The Dance of Life: The Other Dimension of Time*. New York: Anchor/Doubleday.

Moreau, A. S. *Intercultural Communication: Course Notes*. Used with permission of the author.

Storti, C. (1999). *Figuring Foreigners Out: A Practical Guide*. Yarmouth, ME: Intercultural Press.

## IV. Assignments

- A. Reading Report (5%)
 

Readings are to be completed prior to the class for which they are assigned. Full credit is given for everything read on time and 50% credit for material read late.
- B. Simulation and Case Study Reflection Papers (10% each x 2 = 20%)
 


Reflections on the simulations and case studies should be recorded in a journal (loose-leaf, electronic, spiral notebook, or index cards) within 48 hours of completing the simulation or case study in class. Two 500-750

word papers are required that summarize the most important lessons you learned from the case studies and simulations, and how they could help you to become a more effective intercultural communicator.


Reflection Paper #1 including reflections on course handouts (H on the syllabus) and from the following case studies and simulations: #25 Nemon's Death, Win As Much As You Can, and Lump Sum.

Reflection Paper #2 including reflections on course handouts (H on the syllabus) and from CS #48 The Authority Dilemma, Barnga, Helping Hands, and What's New?


- C. Case Study Worksheets (5% each x 4 = 20 %)  
 CS #25 Nemon's Death, CS #48 The Authority Dilemma, CS #7 The Law of Liberty vs. The Law of Love, and CS #58 Trouble With Servants. The Case Study Worksheets are to be completed in preparation for class. Additions made during group discussions in class should be made in a different color of ink than the pre-class work.

- D. Integration Paper (25%)   
 An integration paper of 1500 words on an intercultural studies problem, issue, or topic of professional concern/interest is due. The paper should identify the importance of the topic you select, use eight or more references outside of required class texts to address the topic, and discuss how course concepts apply. An exercise to assist you in identifying your topic will be done in class. Use APA style requirements.

OR

ChatRoomLIVE Partner (25%)   
 As an alternative, you may participate as a friendship partner to an international student in the ChatRoomLIVE program on campus in Blanchard Hall. You would then submit a 1,000 word paper (as above) analyzing the experience in the light of course concepts. Only class notes and texts would need to be cited for this paper. The ministry commitment would be 2+ hours each of 7 Saturday afternoons. You must attend one Saturday afternoon cross-cultural training session, either. This option will be further explained in class.


OR

ChatRoomLIVE Teaching Session (25%)   
 You may (individually or with a small group of others in the class) prepare handouts and/or teach briefly in the ChatRoomLIVE "American Culture" classroom session. You then submit a 500 word analysis of the experience, in light of course content, plus your teaching materials. Possible topics for presentations and samples of previous student's materials will be presented in class.

### E. Final Exam (30%)

The final examination is in two parts. You will address a case study individually. The case study form used for earlier exercises will not be provided. You may use an unmarked Bible.

There will also be a series of short-answer questions that cover content from the readings and class discussions. These questions will be distributed in class so you can prepare in advance.

Nb: The portfolio icon  indicates that an assignment should be put in your student portfolio.

## V. Grading Scale

Grade	Range	Description
A	96-100	Outstanding: Mastery of theory and penetrating insights in real-life context. Outstanding research, thinking, and communication.
A-	92-95	Superior: Understanding the theory and its application in real-life content. Superior research, thinking, and communication.
B+	88-91	Very good: Research, thinking, and communication are very good. General understanding of theory and application in real-life context.
B	84-87	Satisfactory: Research, thinking, and communication are satisfactory. Understanding of theory and applicability but work could be stronger.
B-	80-83	Acceptable but average at best: Research, thinking, and communication are acceptable. Appear to grasp theory and have made a start in showing its applicability.
C+	76-79	Acceptable but definitely below average: Research, thinking and communication are barely acceptable.
C	75 or below	Not acceptable: The work is not appropriate for this class.

## VI. Schedule

H = Handout in "Course Handout" packet

### Week 1

Topic:

Course Overview

Culture and World View

In-Class Exercise:

Personal Profile of Intercultural Experiences and Interests

Culture and World View Video Exercise (H)

Gospel and Culture Statements (H)

Permanent or Temporary?

Week 2

## Topic:

Individualism/Collectivism

## In-Class Exercise:

Win As Much As You Can Simulation

Learning To Do Journal Entries

Learning to Do Case Studies – Case Study Guide (H)

Case Study Worksheets (H)

Case Study Worksheet Evaluation (H)

Material for Nemon's Death Case Study (due September 10)

Definitions from Hall and Hofstede (H)

Japan: The Electronic Tribe (Video) (H)

## Reading:

Chen and Starosta, Introduction to Intercultural Communication, Ch. 1, pp. 3-19

Chen and Starosta, Communication and Culture, Ch. 2, pp. 20-31

Chen and Starosta, Cultural Perception and Values, Ch. 3, pp. 32-57

Moreau, Introduction to Intercultural Communication, pp. 1-2

Moreau, A Model of Communication, pp. 3-15

Moreau, Defining the Self: Individualism and Collectivism, pp. 33-42

Moreau, World View, pp. 68-75

Moreau, Case Study of a Cultural Map, pp. 76-78

Moreau, Windows to the Heart and Values, pp. 100-116

Storti, What Is Culture? Building Blocks of Culture, pp. 1-52

Week 3

Topic: Power Distance and Social Structures

## In-Class Exercise:

Lump Sum Simulation

Power Distance in the Palace of King Xerxes (H)

Television Commercials and Power Distance (H)

## Reading:

Moreau, Power Distance, pp. 43-46

Moreau, Social Structures, pp. 47-54

Storti, Culture in the Workplace, Ch. 4, pp. 127-151

## Assignment:

CS #25 Nemon's Death due

Week 4

## Topic:

Gender and Gender Role Separation

In-Class Exercise:

Men Women and the Sex Differences (H)  
Gender Related Commercials (H)

Reading:

Moreau, Gender Role Separation, pp. 65-67

Assignment:

Reflection Paper #1due

Week 5

Topic: Locus of Control

In-Class Exercise:

Case Study #48 The Authority Dilemma

Reading:

Storti, Locus of Control, pp. 66-85

Assignment:

CS #48 The Authority Dilemma due

Week 6

Topic:

Contexting and Extraverbal Communication, Part I  
Communicating Clearly: The Importance of Learning a Heart Language,  
Dr. Lonna Dickerson

In-Class Exercise:

High Context Humor (H)  
Extraverbal Communication (H)  
Integration Paper Planning Exercise  
Barnaga Simulation  
Chinese Americans: Living in Two Cultures (Video)

Reading:

Hall, Foreword, Introduction, Chs. 1-4, pp. 1-77  
Moreau, Contexting and Extraverbal Communication, pp. 16-29  
Moreau, Encoding the Message, pp. 30-32  
Storti, Styles of Communication, Ch. 3, pp. 87-126

Week 7

Topic:

Contexting and Extraverbal Communication, Part II

In-Class Exercise:  
Pushing Hands (Video Segment)

Reading:  
Chen and Starosta, *Nonverbal Communication and Culture*, Ch. 5, pp. 82-107

### Week 8

Topic:  
Worldview and Time  
Intercultural Competency  
Intercultural Issues Leading to Conflict: Canon Andrew White

In-Class Exercise:  
Helping Hands Simulation  
Kinds of Time

Reading:  
Chen and Starosta, Ch. 11, pp. 239-257  
Hall, Chs. 5-11, pp. 78-205  
Moreau, *Time in Cultural Perspective*, pp. 55-64  
Moreau, *Intercultural Competency*, pp. 79-92  
Storti, *Concept of Time*, pp. 53-65

### Week 9

Topic:  
Cross-Cultural Relationships

In-Class Exercise:  
What's New? A Simulation on Community Dynamics

Reading:  
Chen and Starosta, *Intercultural Relationship Development*, Ch. 6, pp. 111-139  
Moreau, *Cross-Cultural Relationships*, pp. 117-122  
Storti, *The Cross-Cultural Perspective*, 153-161

### Week 10

Topic:  
Cultural Adaptation

In-Class Exercise:  
Model of Adjustment (H)  
Traits for Effectiveness (H)  
Cold Water (Video) (Two Handouts)

Reading:

Chen and Starosta, Intercultural Adaptation, Ch. 8, pp. 163-181  
Moreau, Cultural Adaptation, pp. 93-99

Assignment:  
Reflection Paper #2 due

### Week 11

Topic:  
Decision-Making

In-Class Exercise:  
Case Study # 7 The Law of Liberty vs. The Law of Love

Reading:  
Moreau, Decision-Making, pp. 138-142

Assignment:  
CS # 7 The Law of Liberty vs. The Law of Love due

### Week 12

Topic:  
Understanding Conflict and Culture

In-Class Exercise:  
Case Study #58 Trouble With Servants  
Your Conflict Style (H)

Reading:  
Chen and Starosta, Intercultural Conflict Management, Ch. 7, pp. 140-162  
Moreau, Conflict and Culture, pp. 149-158

Assignment:  
CS #58 Trouble With Servants due

### Week 13

Topic:  
Multiculturalism

In-Class Exercise:  
The Los Angeles Riots, Sa-I-Gu (Video Segment)

Reading:  
Chen and Starosta, Cultural Diversity and Multiculturalism, Ch. 19, pp. 211-238  
Chen and Starosta, Listening Between Co-Cultures, Ch. 9, pp. 182-108

### Week 14

Thanksgiving Vacation

Week 15

Topic:

Implications for Communicating the Gospel Message  
Ethical Issues in Intercultural Communication

Reading:

Chen and Starosta, Ethical Issues and the Future, Ch. 13, pp. 283-306  
Moreau, Discipleship in Cross-Cultural Context, pp. 123-128  
Moreau, Communicating Christ in the Intercultural Setting, pp. 129-137

Assignment:

Integration Paper due by December 5 at 5:00 p.m. in my faculty mailbox

Week 16

Topic:

Final Examination, Part I

Assignment:

Reading Report due

Week 17

Topic:

Final Examination, Part II

