Sample Course Syllabus

Course Name and Number: COM 114: Intercultural Communication

Meeting Times and Locations:

Semester and Year:

Instructor:

Office Location:
Office Hours:
Phone Number:
Email Address:

Department Secretary: Barbara Bliss, (201) 447-7143

COURSE DESCRIPTION
This course provides the student with practical information regarding the problems present in communicating with people of other cultures. It also explores cross-cultural differences in the communication process in order to learn how to communicate effectively with one another across cultural boundaries. 3 lectures, 3 credits

STUDENT LEARNING OBJECTIVES
As a result of meeting the requirements of this course, students will be able to:

• Search, identify, and evaluate course-related information collected from Internet sources and electronic databases to find appropriate material to prepare oral and written assignments.
• Explain the significance of culture and its impact on communication perspectives and relationships within society.
• Compare the influences that various cultures have on family, social roles, gender and religion and how those influences affect interpersonal and group communication processes.
• Analyze the implications of culture and its impact on communication within the academic, health and business professions, as it applies to professional and personal roles.
• Reflect orally and in writing on their own identity and heritage and reflect upon identity typologies from their own cultural perspective.
• Demonstrate critical thinking skills and sound approaches to obtaining and evaluating information and conducting research about cultural issues within society through written papers and oral assignments.

COURSE ASSIGNMENTS
Students will be evaluated on various written and oral assignments throughout the semester. These assignments will enable students to analyze culture within society, apply terms and concepts from the classroom to real life situations, understand the importance of culture in various professions and help them to reflect on their heritage/culture. In order to fulfill the learning objectives and course requirements, students must complete at least:

  o ONE Written Paper that requires students to analyze a cultural issue and conduct research.
  o ONE Oral Presentation focusing on heritage and/or cultural identity.
  o ONE Group Project that requires students to interact with one another and demonstrate a skill that was learned throughout the semester.
  o ASSESSMENTS (EXAMS) that evaluate students' knowledge of material learned throughout the semester.
SUGGESTED/OPTIONAL ASSIGNMENTS AND DESCRIPTIONS

1. **Who am I Poem & Intercultural Quilt:** Students will prepare a short poem highlighting qualities about themselves. This assignment provides an opportunity for students to discover their own identity by increasing self awareness and self-reflection and it’s also a chance for students to find similarities & differences among the class. Students will use that poem to design their “patch” to be part of our classroom quilt. All paper patches will be put together to form our own cultural paper quilt.

2. **Religion Group Presentations:** Students will be placed in groups to study and research one of the six major worldviews. Each group will create a small presentation for the class teaching us about the religion. Presentations will include information on the history of religion, where it’s practiced, misconceptions and additional information. Groups will work together to complete an outline and power point presentation.

3. **Heritage Report:** This assignment is designed to give students an opportunity to learn more about themselves by analyzing their own cultural identity. In addition, students will learn more about their heritage/ancestry by talking with members of their family. Students will write a 3 page paper defining identity and examining their own cultural typologies as described in the textbook.

4. **Film Analysis & Film Paper:** For this assignment, students will work in pairs and choose a movie which will act as the basis for a film critique paper and a presentation to the class. Each student will choose a scene from the movie to review analyzing intercultural communication and concepts. Together students will show their scenes to the class and complete a presentation. Individually, each student will write a paper analyzing their particular scene and explaining all of the intercultural issues evident in that movie and scene.

5. **In the News Values Paper:** This assignment requires students to pick a news articles and connect it to intercultural values we’ve discussed in class. Students will write a 4 page paper explaining the news article, the values evident and the intercultural issues or concepts present. Students will be required to conduct outside research and connect that information to the news article.

6. **International Food Day:** Students will bring in a food item of their choice. The item should represent their culture/identity. Students will explain the item to the class and write a 1-2 page reaction paper about the item. Then students will eat!!

7. **Reaction Paper:** Students will attend an event on campus that is related to culture and write a brief 2 page reaction paper. This paper should describe the event, define culture and relate the event back to any intercultural concept/idea that was discussed during the course of the semester. *(This may be used as extra credit)*

8. **Exams:** There should two exams throughout the semester. Exam formats should include multiple choice, fill-in, matching, true and false, short answer and essay. Exams are not cumulative. Exam One will cover Chapters 1-6 and Exam Two will cover Chapter 7-11

**REQUIRED TEXT**


**GRADING POLICY**

All instructors need to include a specific grading policy explaining points earned for each assignment, as well as the calculation for final grades. This policy should also include specific information regarding missed assignments and point deductions for any late assignments.

Below are two grading examples; one based on a 500 point system and the second based on assignment percentages.
Assignments and Grading | Points
--- | ---
Intercultural Poem & Quilt | 20
Religion Group Presentation | 50
Heritage Reports | 50
Film Analysis Paper | 50
Film Analysis Presentation | 50
“In the News” Values Paper | 50
International Food Day | 20
Reaction Paper | 20
Midterm Exam | 80
Final Exam | 80
Class Participation | 30
Total Points | 500

| Assignments and Grading | % of final grade |
--- | ---
Intercultural Poem & Quilt | 5%
Religion Group Presentation | 10%
Heritage Report | 10%
Midterm Exam | 15%
Film Analysis Paper | 10%
Film Analysis Presentation | 10%
“In the News” Values Paper | 10%
International Food Day | 5%
Final Exam | 15%
Class participation | 10%
100%

Numeric Point Value | Final Letter Grade
--- | ---
450 – 500 | A
430 – 449 | B+
400 – 429 | B
385 – 399 | C+
350 – 375 | C
300 – 349 | D
0 – 299 | F

ACADEMIC DISHONESTY (Quoted from the BCC Handbook)
Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. The College recognizes the following general categories of violations of academic integrity whenever a student does one or more of the following: uses unauthorized assistance in any academic work, copies from another student’s exam, gives unauthorized assistance to another student, fabricates data in support of an academic assignment, inappropriately or unethically uses technological means to gain academic advantage, commits plagiarism.

ATTENDANCE/LATENESS POLICY
All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**Instructors must include a specific policy regarding the deduction of points or grading penalties for attendance and lateness.**

CIVILITY/CLASSROOM CONDUCT
Instructors should also include a statement on civility or classroom conduct. This policy should include information regarding cell phone usage, use of language in the classroom, respect for peers, missing assignments, and classroom participation.
STUDENT AND FACULTY SUPPORT SERVICES
The Henry and Edith Cerullo Learning Assistance Center
The Tutoring Center, English Language Resource Center, and Writing Center are collectively known as the Henry and Edith Cerullo Learning Assistance Center. The Cerullo Learning Assistance Center is located in the Pitkin Education Center, Room L-125; the telephone number is 201-447-7489.

THE TUTORIAL CENTER- The Tutoring Center, staffed with peer and professional tutors, offers free individual and group tutoring, supplemental instruction, and online tutoring for subjects offered at the College.

THE ENGLISH LANGUAGE RESOURCE CENTER is located in Ender Hall, Room 126, provides help to students whose native language is not English

WRITING CENTER-The Writing Center, located in the Learning Assistance Center L-125, is designed to help students improve their writing. Individualized tutorials in all facets of the writing process including the development of ideas, organization, editing, and proofreading are available to all students enrolled in college-level courses.

ONLINE WRITING LAB (OWL) -The Bergen Online Writing Lab (OWL) is a Web site designed to help students with all aspects of the writing process. It contains links to sites about how to generate ideas for writing, organize written ideas, write resumes and cover letters, do research papers, write papers for various college subjects, and edit and proofread papers. It can be accessed at http://www.bergen.edu/OWL

SYDNEY SILVERMAN LIBRARY
The Sidney Silverman Library, an important resource for information, study, and intellectual enrichment, is an integral part of the College’s educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use. The Library entrance is located on the 2nd level of the Pitkin Education Center. The library is open seven days a week during the fall and spring semesters, and weekdays during the summer.

AMERICANS WITH DISABILITIES ACT:
Students who require accommodations by the American with Disabilities Act (ADA) can request support services from the Office of Specialized Services of Bergen Community College, 201-612-5270 or http://www.bergen.edu/pages/676.asp

Americans with Disabilities Act & Section 504 Grievance Procedures
Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA).students’ functions are generally directed toward the Office of Student Life. See page 58 in the college catalog for further details.

WEB ADVISOR
All BCC students enrolled in credit courses are entitled to a WebAdvisor account. With WebAdvisor, you may register online, check your schedule, room assignments, GPA, and find out what courses you need to take. To find out more about WebAdvisor or to sign up online, visit <http://go.bergen.edu>! While there, please make sure you give us your preferred email address. You'll find directions how to do this at <http://go.bergen.edu/email>.
Sample Course Calendar

Day 1:  *Introduction and Course Objectives*
Review Syllabus & Course Outline
Class activities: Getting to know one another
*Homework:* Read Chapter 1

Day 2:  *Communication and Culture*
Defining communication and culture/subcultures
Class activity: What is your culture?
*Homework:* Prepare Patch & Who am I Poem

Day 3:  *Intercultural Quilt Day*
Class activity: Putting together our “Intercultural Paper Quilt” and sharing poems
*Homework:* Read chapter 2

Day 4:  *Family and Culture*
How family affects culture
Cultural variants in family interaction
Class Activity: Film Clips of family situations
*Homework:* Read Chapter 3

Day 5:  *Religion and Culture*
Importance of religions & worldviews
Religious difference & similarities
Expectations of Life & Death

Day 6:  *Religion continued*
Rites and Rituals
*Homework:* Prepare for Religion Presentations

Day 7:  *Religion Group Presentations*
Groups will present religious worldviews to class
*Homework:* Read Chapter 4

Day 8:  *Culture & the Individual*
Cultural Typologies
Identity & Multiculturalism
Class Activity: Identity Pizza Pie
*Homework:* Read Chapter 5 & complete values assessment

Day 9:  *Alternative Views of Reality*
Perceptions & Cultures
U.S Patterns & Diverse patterns
*Homework:* Complete Heritage Reports

Day 10:  *Heritage Reports*
Students present their heritage findings to the class
*Homework:* Read chapter 6
Day 11:  
*Language and Culture*  
Words and Meanings  
Conversation and verbal rules  
Class Activity: what do these words mean?

Day 12:  
*Midterm Review*  
Review for midterm Exam (Chapters 1-6)  
Homework: Study hard for midterm!!

Day 13:  
*MIDTERM EXAM*  
Good luck!!

Day 14:  
*Nonverbal Communication*  
Guidelines & limitations  
Types of Nonverbal comm.  
Class Activity: Nonverbal scenarios  
**Homework:** Read Chapter 7

Day 15  
*Nonverbal Communication. continued*  
Functions of nonverbal comm.  
Class Activity: Greetings/ Dating scenarios

Day 16  
*Intercultural Comm. in the workplace*  
Business greetings & protocol  
Gift giving, appearance, decision making  
Management styles

Day 17:  
*Intercultural comm. in workplace cont.*  
Conflict mgmt & negotiation.  
Greetings & status relationships  
Class activity: workplace case studies  
**Homework:** Read Chapter 8

Day 18:  
*Culture & Educational Settings*  
Culture & learning  
Modal personality  
Cognition & motivational styles  
Challenges of Multicultural education  
**Homework:** Read Chapter 10

Day 19:  
*Culture & Healthcare*  
Two Worldviews& belief systems  
Mechanistic vs. Non-mechanistic  
Class activity: Healthcare scenarios  
**Homework:** Read Chapter 11

Day 20:  
*Gendered Comm. & Ageism*  
Stereotypes and attitudes towards co-cultures  
Class Activity: Gender & communication  
**Homework:** Complete film paper and presentation
Day 21-23:  *Film Analysis Presentations*
Students will present film clips to class
Student questions & feedback

Day 24:  *Intercultural Comm. & the Media*
Media, Ethics, Culture
How is culture defined by media?
Class Activity: Media headlines/magazines

Day 25:  *Improving Intercultural Communication*
Ethnocentrism & Adaptation
Prejudices and biases
Culture Shock
Class Activity: Definitions worksheet in groups
Homework: Complete the Final Paper (Values-in the news)

Day 26:  *In the News Day*
Students will discuss their news articles with the class
In the News Values Papers will be handed in today
Homework: Complete Food Day Paper

Day 27:  *International Food Day*
Students will bring in food from their culture and we’ll eat!!! 😊

Day 28:  *Final Review*
In-class review for final exam (Chapters 7-11)
Misc. Activities
Homework: Study hard for Final!

*FINAL EXAM*
TBA  Student Evaluations