

Online Syllabus: All course information posted online, including policies, is subject to being changed until the first day of the semester. Check the date at the bottom of the document for currency.

**COMM 263:
FUNDAMENTALS OF COMMUNICATION AND CULTURE**

3 credit hours; Spring 2018
Western Kentucky University, Bowling Green, KY

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* Considering the very different schedules all of you likely have, setting specific office hours will work for some and create difficulties for all others. I want to be able to make time available for you when you need it. Therefore, office hours are by appointment. See the information on how to set up appointments below.

Syllabus Contents:

1. Course Information (e.g., objectives, how to succeed in this course, required materials, assignment/activities overview)
2. Course Policies (e.g., how to contact the instructor, policies on missed exams and late assignments, plagiarism/cheating policies, privacy online)

Course Information

What does the course cover?

Course Description. This course provides an overview of communication patterns as influenced by surrounding culture and how culture is created and sustained through communication. It is designed to prepare students to effectively adapt and succeed in a contemporary world that is becoming more and more culturally diverse.

Within the WKU Colonnade plan, this course fulfills a requirement in the section *Connections: Understanding Individual and Social Responsibility*.

What will I learn in this course?

Course Objectives. Upon successful completion of this course, students will be able to

- name and explain major theories and fundamental concepts of culture and intercultural communication.
- recognize, explain, and provide examples for the scope of cultural influence on their own and others' daily interactions.

- apply major theories and fundamental concepts of culture and intercultural communication to analyze real world issues related to culture and intercultural communication.
- demonstrate sensitivity and respect for cultural differences as well as intercultural communication skills.
- identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.

Colonnade Objectives

Learning Objective 1: Students will demonstrate knowledge of concepts and principles for understanding the challenges and opportunities of intercultural encounter between people from different ethnic/racial, national and co-cultural backgrounds in today's increasingly interdependent world.

Learning Objective 2: Students will examine diverse values that form civically engaged and informed members of society and demonstrate the ability to understand and analyze how culture shapes the development of self and others through various modes of communication and ethos.

Why is this material important?

In our world today, contact with other cultures is not optional. Both within the U.S. and across borders, different groups of people depend on each other more than ever before for the fulfillment of basic needs, such as food, clothes, security, and many others.

Respecting and understanding each other is a pre-requisite for constructive work together. Neither of these come natural. Growing up, we learn our own culture's ways and tend to see these as the natural, logical, right way of thinking or acting. Once one culture is privileged in one's mind by being seen as "natural", others easily appear as deviations from nature – not a good starting point for intercultural communication.

In this course, you will learn to understand culture as a force that influences each and every one of us in more ways than we usually realize. Seeing culture at work in our own lives is a good basis for understanding how culture works in the lives of others, what drives our and others' decision making and behavior, and learning to respect our own and others' ways of life.

Language. This course will be conducted in English and is designed for a North American audience.

Time. All times mentioned will be Central Standard Time.

Who is most likely to succeed in this course?

1. Students who approach the course material with a sincere interest in improving their understanding of culture and its influence on our lives.
2. Students who read and/or listen to instructions carefully, do their best to follow them, ask questions when they do not understand course material or assignments, regularly participate in class discussion, and submit any required material on time.
3. Specifically for an online course, students should

(Minnesota State Colleges and Universities, Academic and Student Affairs, 2011)

- a. be self-directed and motivated

An online course offers you much flexibility in where and when you want to work on the course material. BUT: That also means that you have to be responsible yourself for planning your approach to the course and motivating yourself to get started!

- b. have good basic computer skills

You do not have to be a computer wizard, but you need to be comfortable with some basics, such as creating word files and saving them in various formats, emailing and, very important, the use of various blackboard functions and the internet in general. To avoid problems in the course of the semester, make sure the computer you plan to use is protected by a good antivirus program.

- c. have good time management skills

Have you already set aside the time you will spend on this course? If not, now is the time to do it! You need to reserve three hours (which you would normally spend in the classroom) plus 2-3 hours for each of those hours for the outside class work you would have to do. That makes 9-12 hours per week. An online course may be flexible, but the workload is just as real as in a face-to-face course. Set yourself up for success by planning what time you will use for this course now! Then, make sure you stick to your plan!

- d. be able to read and write well (and ideally like reading!)

An online course naturally requires more reading and writing than a face-to-face course. Therefore, please carefully consider whether you are comfortable (and can be happy) with both before deciding to take this course!

- e. have continual access to a computer with Internet access

This course will require you to be online frequently (i.e., at least every other day). A typical week will look like this: The weekly introductory video and any lecture material become available Monday for you to watch; you have until Thursday to submit a worksheet showing that you watched the videos and did the readings; once you submit the worksheet you can take the weekly quiz; once you took the quiz, you can participate in the discussion of the week. One activity builds on the other, so you will need to be on blackboard frequently in the course of the week!

- f. feel comfortable asking questions when they need help.

This applies to all courses but online courses even more than face-to-face courses. In a face-to-face class, I may see questions in your face and ask whether anything is unclear. In an online class, that is not possible. So, you really need to take the initiative and ask when you need help!

- g. be willing to share their experience with their instructor and fellow students in online discussion.

In an online class, the discussion board is much like our classroom where we can share ideas and experiences. The more people are ready to share, the more exciting the course will be. Plus, participating increases your own motivation and performance in the course!

Requirements

Textbook

Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2013). *Communicating between cultures* (8th ed.). Boston, MA: Wadsworth.

Note: This is not the newest edition, so make sure to get the 8th.

You are also welcome to use an e-book, which tends to be cheaper. However: Students in the past have had difficulty gaining consistent access to their material using e-books. Please only choose an e-book if you are confident that you can handle the technical challenges.



Other Requirements

- At least one email address you check frequently
- At least one telephone number under which you can be reliably reached
- Access to the internet (a high-speed connection is strongly recommended)

Strongly Recommended

- A skype account and a webcam

Course Requirements – Overview

The course grade will be determined by the performance on the following exams and assignments:

Exam #1	75 points		A = 504 and above
Exam #2	100 points		B = 448 – 503.44
Culture Project	120 points		C = 392 – 447.44
Interview Assignment	60 points		D = 336 – 391.44
Worksheets	55 points	[5 each]	F = 335.44 and below
Quizzes	70 points	[5 each; Ch10 x 2: 10]	
Discussion Board Contributions	55 points	[5 each]	
<u>Class Participation</u>	<u>25 points</u>		
Total	560 points		

Purposes of Course Components

The course contains four different kinds of elements. Each of them serves a different purpose but all are meant to come together to create a clear structure in the course for you, build on each other, and give you the best possible chance to learn and succeed in the course.

1. **Material that introduces course content.** Examples for this element are readings and lectures. Some parts of lecture may repeat or summarize readings, others may provide examples to clarify reading material, or add information missing in the textbook.
2. **Material to help you absorb the course content.** In this course, we use worksheets to help you identify the most important information in the readings and lectures. In a face-to-face course you would be taking notes. The worksheets provide you with questions that your notes should be answering to make sure you have captured the most important points and are well prepared for the exams.
3. **Material that assesses your learning.** You will have a quiz every week that covers that week's content. The format of the questions on quizzes provides you with examples for questions you may see on exams. You will take two exams in this course with the option to take a third (see information below).
4. **Material that lets you apply course content to specific questions and issues.** Being able to apply theoretical content to various situations shows best whether you have acquired an in-depth understanding of the material. On a weekly basis, we are using discussion boards to give you the opportunity to reflect on course content from different perspectives and relate it to your own experience.

In the course of the semester, you will also complete two larger assignments, the interview assignment and the culture project, which give you the opportunity to acquire more in-depth knowledge on a topic of your choice. These assignments serve a combination of purposes including acquiring new knowledge, applying course content, and assessment of learning.

Exams - Two exams will be given in this course plus one optional final exam. The optional final exam is cumulative. If you choose to take the optional final exam, that grade will replace your lowest grade from among the first two exams. I strongly recommend not missing either of the first two exams without documentable excuse.

All exams have to be taken at approved proctoring centers. You will have five days to choose from for scheduling each exam. You can use Topnet to schedule an exam on the WKU campus. To get help with scheduling your exam for a different location, go to <http://www.wku.edu/testing>. Instructions for either option are posted on Blackboard. Remember to schedule your exams at least 4 days before you plan on taking the exam! The earlier you schedule, the more likely you are to get the exam time you want.

Exam questions will be taken from the textbook, lecture, and class activities. Students are responsible for material in the chapters assigned even if not discussed in class. Exams 1 and 2 will consist of multiple choice, true/false, short-answer and short-essay questions. The optional final exam will consist mainly of essay questions.

See Course Policies for policies on missing exams.

Culture Project –The purpose of this assignment is to give students the opportunity to explore one culture and one specific topic related to that culture in-depth and learn how concepts and theories learned in class apply to that specific culture. In addition, students will have the opportunity to analyze their own cultural identity in relation to the culture they chose to study. Students will first submit a proposal, receive feedback, and then write a paper to be posted to blackboard. Detailed instructions will be available on blackboard.

Proposal due: Friday, April 13th.

Final Paper due: Friday, May 4th.

Interview Assignment – The purpose of this assignment is to create an opportunity to talk with one person from outside the U.S. in more depth and explore his/her background and experience with life in the U.S. You will conduct an interview and analyze your findings in relation to course content and your own experiences and expectations.

Analysis Paper due: Sunday, March 11th

Discussion: March 19th – 25th

Worksheets – The purpose of having worksheets for each set of readings is to help you stay on track with the course material and make sure you do not miss some of the most important points in the readings. You can fill them out as you read (i.e., completing them should not take you much additional time). Completing them on time is an easy way for you to get credit for fulfilling basic course requirements (i.e., reading). The first worksheet will be graded both on completion and quality of your answers and you will receive feedback. All further worksheets are graded on completion. **Due: each Thursday.**

Quizzes – After submitting your worksheet each week, you will complete a quiz on the material covered in lecture and the textbook. The purpose of these quizzes is to give you an opportunity to check your understanding of the course material. Quizzes will be completed online. Quiz questions for each student will be drawn randomly from a pool of questions, so any two students are unlikely to get the same quiz questions. **Due: each Thursday.**

Discussion Board Participation – You are required to participate in the class discussion each week. The purpose of this assignment is to create opportunities to exchange ideas between classmates, to get help answering questions from classmates or the instructor, and to create a learning community. Unless otherwise specified, **two postings per week** are required: One needs to be submitted before Friday, 11:59pm and one at any time before the end of that week. Posts will be graded both on quantity and quality. If you submit more than the required number of postings in any given week, the best ones will be graded and the remaining ones counted toward participation. Standards for quality postings are included as Appendix to this Syllabus. Please read them carefully!

Course Participation: The purpose of having a separate participation rubric, apart from discussion board participation, is to give credit to students who go above and beyond the

requirements for course participation in participating in discussions, helping answer questions others post, bringing up good questions or ideas of their own, and in general being outstanding “online course citizens”.

About Assignments –

- **All written assignments must conform to APA style (5th or 6th edition).** The following APA manual is available at the Helm-Cravens library.
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [APA]
- **Late Work** - All assignments must be submitted to blackboard on their due date. E-mail submissions will not be accepted for credit unless an assignment is specifically announced as an e-mail assignment. Submitting work late will result in a 10% grade deduction for the assignment per day that the assignment is late. Submitting a corrupted file (i.e., a file that cannot be opened) will be counted as no submission, so check the file you are submitting to make sure it is not corrupted. If I cannot open the file you submitted, I will notify you and the late “clock” will continue to tick until a version I can read is sent.
- All written documents have to be in **Word doc, docx, or rtf** format.

Course Policies

Please note: Before discussing our rules for the course, let me **warmly thank** the many students who are conscientious and courteous while endeavoring to meet course obligations. I **do** notice your efforts. It is you who make teaching a joy. Thank you for being there!

That said, rules are there to make sure **everybody** is on the same page before we embark on this learning experience together. So, please read the sections below carefully and hopefully we can avoid most issues in the course of the semester.

Contacting the Instructor

A Note on Instructor Location: I am currently located in Vienna, Austria. As this is an online course, my location does not matter much, but please note the following: The time difference between Vienna and Bowling Green (CST) is 7 hours before March 11th, 6 hours from then to March 25th, and 7 hours again after that (because of Daylight Saving Time changing at different times in the U.S. and Austria). So, your 6am is my 1pm or 12pm (depending on the time in the semester). My work hours are from approximately 2am CST to 10am CST and from 1pm to 3pm. These times can be extended on a need-basis, but just to give you an idea.

Email: The by far best way to reach me is **email**. I will check my email at least twice a day, Monday through Friday and usually once on Saturdays and Sundays. You can usually expect a response from me within 24 hours Monday through Friday, and on Monday if you email me on

the weekend. If you do not receive a response within that timeframe, I probably did not get your message. In that case, please check your email to make sure it fulfills the requirements below and re-send it.

Required email format: Always include our course name and section number in the subject line plus a brief heading related to the content of your email. For example: “COMM263: Culture project paper question”. I get a lot of emails and scan through them for emails from students. Including an appropriate subject line will ensure that I notice your email.

Within the email, make sure to always include the following: a greeting, a closer, and your name. Including these items is basic courtesy in email exchanges. You will make a much better impression on whoever you email if you include these basic features.

Skype/Webcam: If needed, we can have meetings through skype using either just audio or webcams. Seeing each other can be very helpful especially if we need to discuss more complicated issues. So, if you do not have a webcam yet, please consider getting one. If you would like to set up a skype meeting, please just email me your availability and we can make something work. The best times for skype meetings will be before 10am or after 9pm CST. In emergencies, other times are possible too.

Phone: If skype is not an option for you and you need to talk to me, please let me know and I can organize a telephone connection.

“Attendance” Policy

According to the University Senate, “**Registration in a course obligates the student to be regular and punctual in class attendance.**” In an online course, we do not have regular class meetings, but you are expected to regularly log into the course site, get updates on what is happening in class, and stay on track with readings, listening to lectures, engaging in discussions, and in general fulfilling course requirements. Please know that blackboard keeps a record of your presence in (or absence from) the course site.

Other Student Obligations

- You are responsible for your own learning. It is of no benefit to you if the understandings are in my head and not yours. Therefore, I will happily answer questions, as formulating good questions is part of the learning process, but ultimately the responsibility for acquiring a good understanding of the course material lies with you.
- You are responsible for keeping track of activities and due dates in the course. I will provide reminders early in the semester (and the syllabus has all deadlines listed), but you are expected to organize your own approach to staying on track and making due dates.
- If you have questions, it is your responsibility to ask. I will answer happily, but cannot read your mind to find out that you have a question.
- You are expected to actually be the person you represent yourself to be on all work. If not, this is grounds for failing the course.
- On the first day of the course, you will know when every assignment and exam is due. Look at it now and plan your term! *If you don't like a due date, set your own earlier than the stated one. If your health or life is unpredictable, work ahead of the stated deadlines.*

What happens if bad weather, computer crashes, server outages, or the like interrupts the usual class activities?

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, ice storm, hurricane, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, fax, postal mail, smoke signals). Continue to make reasonable independent efforts toward course completion as per the syllabus. I do watch for news of the places in which my students are so I may be aware of the problem. Contact me sooner, rather than later.

Arrange a back-up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. Please act with all haste to fix your computer within 2-3 days of a problem. It has been my experience that computers which are nonfunctional for longer than that result in significant problems in finishing coursework. I've had people try to use a neighbor's computer. That tends to hurt the relationship with the neighbor since you will be there frequently or sacrifice coursework.

Please avoid viruses by using virus checking software, avoiding e-mails with "humorous" attachments, and avoid using thumb drives or floppies that have been used on public machines. If you don't know the sender, don't open it.

What if there's a power outage while I'm taking an exam?

Your proctor should have a print backup exam that you can take. I try to be more available during exam times and you should try and contact me immediately as well. Sometimes there are things I can do to help. Power outages are less common at Testing Centers which is one reason I prefer to use them.

In case your exam gets interrupted by other circumstances outside your control (e.g., a fire alarm), please have the proctor record how much time you lost. You will either be able to take that time once you can return to your computer or we will find another way to make sure your grade does not suffer.

What about missed exams?

Drive carefully, check your car tires, get medicine at the first signs of ill health, set two alarm clocks but don't miss the exam dates, especially as you schedule them. You have 5 days to get your exam done and you get to schedule it—so you should be able to show-up. If you know that your schedule may be unpredictable, schedule your exam early in the exam week. If for any reason you cannot make that date, you may have the chance to schedule a new time for your exam later that week.

Make-up exams (i.e., exams outside the scheduled exam week) are given only under three circumstances (and only those!) and with appropriate documentation (no exceptions!).

What are those special circumstances?

1. A **personally life-threatening emergency** (includes fever over 100 or being shipped off by military). **Appropriate documentation** of the emergency **is required** in order for

me to assign a grade. The following are not life-threatening emergencies: Your best friend's relative dies; a cold (no fever); a hangover; a trip to Bermuda; a wedding. Life is about making choices. They are not always easy choices. I hope no one has to make these types of choices in this class, but having to make a difficult choice is part of being an adult, it is not a sign of being mistreated. I give you advance notice so you can make necessary arrangements. There are no surprises in this class so you can plan your life from day one. If you are seriously sick, get a note from the MD, save pharmacy receipts if you don't have insurance or think of how else it could be independently documented in a manner your peers would approve.

2. Business accepts as an excuse the **deaths of grandparents, parents (includes step), children, spouse or person for whom you are guardian** with documentation; so I'll follow the same model. You have the opportunity on your Student Information Sheet to list the names of those in your immediate "family" however you define that. **I do need documentation of the death** to keep faith with the other students in the class. Although I am very sympathetic I need a newspaper obituary and funeral home card or confirmation from an established citizen, such as the minister, giving the date and time of the funeral and the relationship to you. The death of non-dependent cousins, aunts, uncles, etc. are not considered acceptable excuses. It would be impossible for me to judge the depth of relationships/trauma across all the students for such relatives. If you become a primary caregiver for a dependent after the term begins, (e.g., a sibling dies and you take on their child) notify me before the week of the exam to add them to your list. Again, some type of documentation is important, e.g., I am primary caregiver to an aunt and two elderly friends and am the only relative of a sister. Those are the people for whom I would have to take emergency leave.

Once upon a time in small communities everyone knew everyone else and could judge the impact of a loss. Today I have students all over the country and thus need separate confirmation to be at peace with the other students. I regret the inconvenience for those truly experiencing such a loss, but I've heard students boasting about using a fake death as an excuse and I've become cautious to fulfill my obligation to other students to provide as level a playing field as possible.

3. The university may approve certain types of absences campus-wide, such as severe weather events.

Grade accommodation. If you meet one of the above conditions, you, I, and the testing center will collaborate to create an opportunity for you to make up your exam.

Academic Honesty – Cheating and Plagiarism Policy

All work should be a reflection of your own efforts. A student who cheats or plagiarizes will earn zero points for that assignment and/or a failing grade for the course, and may be reported to the Office of Judicial Affairs. To avoid any impropriety, protect yourself: In written assignments, (1) provide the names of the authors of all ideas that are not your own, and (2) provide proper citations when you summarize or paraphrase another person's ideas in your own words.

Student work may be checked by plagiarism detection software (such as TurnItIn.com or SafeAssign). I regularly run student papers and other contributions through online search engines. Finding that students have copied part of what should be their own work is a big disappointment for me and creates a lot of trouble for the student. Please save me the disappointment and yourself the trouble by submitting work that is all your own! If in doubt about how to use sources appropriately, please ask!

Intellectual Property.

It is a common misconception that material on the Internet is free. However, even if a copyright notice is absent, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit (author, title, location) and indications (e.g., quotation marks). The plagiarism policy applies on the Internet too.

Privacy Matters.

- The Internet may change or challenge notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy online. **Privacy for every student depends on the actions of each individual student--sharing your password with a friend or spouse is violating the privacy of your classmates. Maintain trust with your classmates, do not share your password.** You may trust your spouse with your life, but your classmates do not know this person.
- Disclosure: The course software I use enables me to know which students have logged in and where in the course site they have visited. The technology support people have access to information posted at the site.
- Course Security: In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to **completely close the browser software** when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

In Internet Explorer: Tools...Internet Options...General...middle section of Temporary Internet Files...Delete Files. It may take a while if no one has done it before.

In Mozilla/Firefox....Edit...Preferences....Advanced....Cache....Clear Cache

- Guard your password and change it regularly.

Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource

Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu.

Please **do not** request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.”

Title IX Statement on Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the

University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

References

Minnesota State Colleges and Universities, Academic and Student Affairs

(2011). Getting started online. Retrieved from

<http://www.vfc.project.mnscu.edu/>

Kuhlenschmidt, S. (2011). Psychological Tests and Measurements – Psy 361: Web Site

Syllabus. Retrieved January 8th, 2007, from

<http://www.wku.edu/~sally.kuhlenschmidt/psy361/p361syl.htm>

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Fundamentals of Communication and Culture (COMM 263)

Tentative Course Schedule

Sabine Chai

Spring 2018

Note: *Readings, Worksheets and Quizzes are always due Thursday of each week.*

Week	Dates	Topics	Readings	Assignments and Due Dates
Week 1	1/22 M to 1/28 S	Syllabus, Blackboard 1. Why study intercultural communication? 2. Ethical approaches to intercultural communication	Ch1, pp. 1-10 and pp. 14-24	Friday: 1. Syllabus Quiz; 2. Blackboard Quiz Thursday-Sunday: Discussion Board Contributions
Week 2	1/29 M to 2/04 S	Defining Communication and Culture	Ch2 Classmate Introductions	Monday: Your introduction posted to Blackboard Thursday: 1. Worksheet 1_1 and 1_2 2. Quiz 1 (lecture + Ch1 and Ch2) 3. Your Student Information Sheet Thursday-Sunday: Discussion Board Contributions (incl. reactions to classmate introductions)
Week 3	2/05 M to 2/11 S	Cultural Value Dimensions	Ch6, read <u>in that order</u> : pp. 172-176; 184-203; 177-184	Thursday: 1. Worksheet 2 2. Quiz 2 (lecture + Ch6) Thursday-Sunday: Discussion Board Contributions

Week	Dates	Topics	Readings	Assignments and Due Dates
Week 4	2/12 M to 2/18 S	Deep Structure Institutions: 1. The Family 2. History	Ch3, pp. 59-72 plus one topic (gender roles, ind./coll., the elderly, or social skills) Ch4, pp. 90-96 plus two additional histories (choose from Russia, China, Japan, India, Mexico, and the Islamic Civilization) Explanation of Interview Assignment	Thursday: 1. Worksheet 3 2. Quiz 3 (lecture + Ch3 and Ch4) Thursday-Sunday: Discussion Board Contributions
Week 5	2/19 M to 2/25 S	Deep Structure Institutions cont.: Worldviews	Ch5, pp. 120-139 plus two additional religions (choose from Judaism, Islam, Hinduism, Buddhism, and Confucianism) Preparation for Interview Assignment	Thursday: 1. Worksheet 4 2. Quiz 4 (lecture + Ch5) Thursday-Sunday: Discussion Board Contributions
Week 6	2/26 M to 3/04 S	Exam 1 open M, 2/27 – F, 3/3		M – F: Exam 1 (Chs 1, 2, 3, 4, 5, 6) <i>[Remember to <u>schedule in advance!</u>]</i>
Week 7	3/05 M to 3/11 S	Ch7: Cultural Identity	Ch7	Thursday: 1. Worksheet 5 2. Quiz 5 (lecture + Ch7) Thursday-Sunday: Discussion Board Contributions Sunday: Interview Analysis Paper Due

Week	Dates	Topics	Readings	Assignments and Due Dates
Week 8	3/12 M to 3/18 S	Spring Break!		<i>Enjoy the Break!</i>
Week 9	3/19 M to 3/25 S	Ch8: Language	Ch8 Discussion of Interview Assignments	Thursday: 1. Worksheet 6 2. Quiz 6 (lecture + Ch8) Tuesday-Sunday: Discussion Board Contributions
Week 10	3/26 M to 4/01 S	Ch9: Nonverbal Communication, Space and Time	Ch9 Explanation of Culture Project	Thursday: 1. Worksheet 7 2. Quiz 7 (lecture + Ch9) Thursday-Sunday: Discussion Board Contributions
Week 11	4/02 M to 4/08 S	Intercultural Transitions		Thursday: 1. Worksheet 8 2. Quiz 8 (lecture) Thursday-Sunday: Discussion Board Contributions
Week 12	4/09 M to 4/15 S	Exam 2 open M, 4/09 – F, 4/13		M-F: Exam 2 (Chs 7, 8, 9, intercultural transitions) <i>[Remember to <u>schedule in advance!</u>]</i> Friday: Culture Project Proposals Due

Week	Dates	Topics	Readings	Assignments and Due Dates
Week 13	4/16 M to 4/22 S	Ch10: The Business Context	Ch10, pp. 308-330	Thursday: 1. Worksheet 9 2. Quiz 9 (lecture + Ch10) Thursday-Sunday: Discussion Board Contributions
Week 14	4/23 M to 4/29 S	Ch10: The Health Care Context	Ch10, pp. 342-357	Thursday: 1. Worksheet 10 2. Quiz 10 (lecture + Ch10) Thursday-Sunday: Discussion Board Contributions
Week 15	4/30 M to 5/06 S	Culture Projects		Friday: 1. Culture Project Papers Due 2. R.S.V.P. deadline for Optional Final Exam
Week 16	5/07 M to 5/11 F	Optional Final Exam open: M, 5/07 – F, 5/11		Final Exam: cumulative, essays Note: This exam is optional! (see section on exams in the syllabus for further explanation) <i>[If you decide to take the exam: Remember to <u>r.s.v.p</u> to your instructor (through Blackboard) and <u>schedule with the testing center in advance!</u>]</i>

Online Syllabus: All course information posted online, including policies, is subject to being changed until the first day of the semester. Check the date at the bottom of the document for currency.

Appendix

Discussion Board Policies and Procedures

As discussed above: The purpose of the discussion board is to create opportunities to exchange ideas between classmates, to get help answering questions from classmates or the instructor, and to create a learning community. Unless otherwise specified, two postings per week are required: One needs to be submitted before Friday, 11:59pm and one at any time before the end of that week. The purpose of requiring one post earlier in the week is to give your classmates the opportunity to respond to your post, which is not possible if posts arrive very late in the week.

Posts will be graded both on quantity and quality. In weeks when, for example, feedback on other students' presentations is needed, more postings will be required, but they will also receive more points. If you submit more than the required number of postings in any given week, the best ones will be graded.

A good posting should:

- be professional and meaningful
- avoid bad language and inappropriate content
- be your own work! If you use another source, use quotation marks and reference your source.
- reflect your understanding of the reading/lecture, i.e., contributions that directly relate the discussion to course concepts and theories are strongly encouraged!
- stimulate deeper discussion

Watercooler-type questions and course content related questions that do not also include a discussion of related issues by you are encouraged but do **not** count toward your required contributions.

For example, "Can somebody please tell me where the instructions for signing up for exams are posted?" is a legitimate watercooler-type question but does not further the discussion of course content. Also, "Can somebody please explain the difference between high and low uncertainty avoidance?" is a useful question (and **please do ask** if material is unclear after you have done the readings and listened to the lecture!), but does not include a specific content contribution by you.

What counts as contribution?

1. Answering other students' content related questions.
2. Asking content related questions that include a discussion of the topic by you.

For example: "According to our textbook, the U.S. is the most individualistic country in the world. In lecture, we heard, though, that individualism is a culture level variable that does not tell

us much about individual people in the U.S. The U.S. population is very diverse and many groups are rather collectivistic. How does it help us to have a culture level evaluation of a country?"

3. Bringing up examples, stories, specific cases, or news items that relate to course content and stimulate in-depth discussion in the forum.

Examples of contributions of varying quality:

Contribution Quality	Example	Explanation
Poor Contribution [0 points]	"I agree with J. Doe"	No explanation; no own discussion of course content
	"This issue is really complicated and needs to be explored further"	No actual content
Fair contributions [0.5-1 points]	"I agree with J. Doe's comment on individualism and how many people in the U.S. are collectivistic. I personally know some collectivistic people."	Refers to course concepts but does not reflect understanding of the concepts.
	"The issue of cultural patterns changing over time seems rather difficult to keep track of. What use is studying patterns if they change?"	Refers to course content but does not include discussion to show understanding.
Good contribution [1.5-2 points]	"I think that the issue of cultural patterns changing over time could make studying culture much more confusing. I read, for example, that since China introduced the One Child Policy, children grow up with a lot more individualistic values. So, how much do we really know about Chinese culture now?"	Refers to course content and brings in interesting example. Does not cite source and could discuss background and implications of example for course content more thoroughly.
Excellent contribution [2.5 points]	J. Doe brought up the issue of culture level variables (like individualism) not allowing	Refers to course content, cites source, clearly show understanding of course

	<p>predictions about individual members of any given culture. According to our textbook, we are indeed “more than our culture” (p. 190), meaning that cultural patterns do not predict the values of each specific member. However, that is not their purpose. Rather, they provide an aggregate measure of a nation that helps us compare nations with each other. So, for example, in an individualistic nation, people are just more likely to value freedom of expression and in collectivistic nations, people are more likely to value harmony and consensus.</p>	<p>concepts and builds on prior contribution to further the discussion.</p>
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