



ICS 205 Intercultural Communication

Fall 2009

Instructor: Emma Emgård

Class Schedules:

Wednesdays & Fridays 9:45-11:00

Classroom: TBA

Instructor Information

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Course Description:

In this course we will deal with foundational principles for communication between people from different cultures. You will learn to be aware of the influence of thinking processes, worldviews, verbal and non-verbal behaviors.

What we think about communication has consequences for how we communicate. Regardless of whether we relocate to a different nation and speak to people we meet there or if we speak with a co-worker in our hometown, we have probably crossed some cultural border. Therefore, everyone needs to be aware of the principles involved in cross-cultural communication.

After completing the course, you should be able to:

- explain the importance of cross-cultural communication
- explain basic components of cross-cultural communication
- explain the importance of cross-cultural communication to change, transformation and conversion
- identify personal traits in your perception of reality and explain how these traits affect communication
- evaluate different means and models of communication
- suggest how to apply principles of cross-cultural communication in daily life

Textbooks

There are no text books in the class, but you will do a lot of reading. You will read a number of chapters in all the recommended reading section. All the books and magazines will be available in the library, in addition to articles available on the internet and moodle postings. <http://moodle.ambrose.edu>

Required Reading.

Achebe, Chinua. Things Fall Apart. Oxford, Heinemann Educational Publisher, 1958.

Choose two of the following: Note that only two people in the class can read the same books.

Fadiman, Anne. The Spirit Catches You and You Fall Down. New York, Farrar, Straus and Giroux, 1997.

Fonseca, Isabel. Bury me Standing. New York, Random House, 1995.

Hosseini, Khaled. The Kite Runner. Anchor Canada, 2003.

Hosseini, Khaled. A Thousand Splendid Suns. London, Penguin Books, 2007.

Kidder, Tracy. Mountains Beyond Mountains. New York, Random House, 2004

Hirsi Ali, Ayaan. Infidel. New York, Free Press, 2007.

Nafisi, Azar. Reading Lolita in Teheran. NEW YORK, Random House, 2003.

McCall Smith Alexander. The No. 1 Ladies' Detective Agency. Ancor, 2003.
http://www.amazon.com/Alexander-McCall-Smith/e/B001BOPZXG/ref=ntt_athr_dp_pel_1

Mortenson, Greg and David Oliver Relin. Three Cups of Tea. London, Penguin Books, 2006.

Recommended Reading (You are required to read at least one chapter in each of the following books)

Cooper, Pamela, J., Carolyn Calloway-Thomas, and Cheri J. Simonds. Intercultural Communication: A Text with Readings. New York, Pearson, 2007.

Dresser, Norine. Multicultural Manners. NEW YORK, John Wiley's, 1996.

Gudykunst, William B. Bridging Differences. Thousand Oaks, Sage, 2004.

Gudykunst, William B. and Yun Kim Young. Communicating with Strangers. New York, McGraw-Hill, 2003.

Hofstede, Geert. Culture's Consequences: Comparing Values, Behaviors, institutions and Organizations Across Nations. Thousand Oaks, Sage, 2001.

Hofstede, Geert, and Gert Jan Hofstede. Cultures and Organizations: Software of the Mind. New York, McGraw-Hill, 2005.

Lingenfelter, Sherwood G. and Marvin K. Mayyers. Ministering Cross-Culturally. Grand Rapids, Baker, 2003.

Oetzel, John G. Intercultural Communication: A Layered Approach. New York, Vango Books, 2009.

Shaw, R. Daniel, and Charles E. Van Engen. Communicating God’s Word in a Complex World. Oxford, Rowman and Littlefield, 2003.

Ting Toomey, Stella and John G. Oetzel. Managing Intercultural Conflict Effectively. Thousand Oaks, Sage, 2001.

***TENTATIVE* Course Schedule**

	<i>Topic</i>
September	
9	Overview
11	Overview continued
16	Things Fall Apart—discussion and Anxiety and Uncertainty
18	Value dimensions and com.
23	High and Low context com
25	Individualistic vs. Collectivistic
30	No class – community day
October	
2	Power
7	Nurture vs. Achievement
9	Communicating to Muslims in Asia—guest speakers Ron & Lois
14	Crises vs. non-crises / Uncertainty avoidance
16	Socio-cultural influences on com.
21	Psycho-cultural influences on com.
23	Environmental influences on com.
28	Verbal and non-verbal com. I
30	Verbal and non-verbal com. II
November	
4	Verbal and non-verbal com. III
6	Midterm
11	No class—Remembrance Day
13	Verbal and non-verbal com. IV
18	Conflict and negotiating face I
20	Conflict and negotiating face II
25	Conflict and negotiating face III
27	Conflict and negotiating face IV
December	
2	Class presentations
4	Class presentations
9	Wrap-up

Course Requirements

All written assignments must be submitted via the moodle system at the latest by midnight. Submissions 1 minute past midnight are one day late. You may need to print a copy showing you have submitted the document.

You must title the submissions as follows: Name of assignment as listed below, first name, last name initial,

So, for the second book review I would submit a document saved as: Book Review 2, John S. Failure to label your submissions this way will lead to 3% deduction of course grade—each time!

1. Book Analysis

You will read and report on three novels from the list above. The books are available on the reserve shelf in the library.

- Analysis on *Things Fall Apart*:
 - You will participate in a class discussion about how we communicate the gospel, and you will write a one page (single space) report analyzing the book from a missiological communication point of view.
- Analysis on the second and third novel:
 - You will write a four page paper about what you have learned about communication from these two cultures. You must always show how you have gained your insights and what difference it will make in your own communication. Your paper must include extensive comparison and analysis of communication in the two novels.
 - Note, you cannot use a book you have already read, or one where you have seen the movie.

2. Midterm

The exam will cover readings and lectures and focus on the concepts covered in class and how they apply in cross-cultural relationships.

3. Racism and Ethnocentrism Reflection

- You will write a three page personal but well researched reflection paper about racism. You will interact with the movie *Crash*, your own experience and readings. You will do a few hours of internet/newspaper research about incidents in Calgary, as well as reading three articles about racism in general. You will end with a conclusion about where you see yourself and what, if anything needs to change in your own life and attitudes. There is no specific format for the paper, but you must include a references cited page.

4. Research Paper

You will write a eight-to-ten page paper. Choose one of the following topics: shame, silence, saving face, or conflict resolution. You will research how your issue is dealt with in your own culture and compare that to other cultures, and research what the Bible teaches. You will include insights from all the books and articles you have read, and from the lectures I expect you to spend about 20 hours in research not including the actual writing. You will also do a ten minute presentation in class. You will

present to the class before the paper is due, thus you may incorporate ideas you hear from your fellow students' presentations.

- Write up: (Use MLA format—from EN 110)
 - Begin with an introduction where you share why you chose your topic. Remember, an interesting opening will get the reader excited and more likely to give you a good grade!
 - In the main body of the paper you analyze the topic. You should integrate insight from at least ten sources in addition to books and articles read for the class—five books, three articles and two additional sources. Note that Wikipedia is not an acceptable source, and that simply quoting what a source says does not qualify as analysis.
 - In the conclusion you do not add any new information, just bring the information together and give the reader a “So what?” of what you discovered from this research.
 - You will include a Title Page a References Cited page, and an Appendix—all on separate pages. (For a sample of Title Page see the end of this syllabus). In the appendix you will state how you have used your time. List how much time you have spend finding resources and how you went about finding them, time for reading each one of your different sources, and state number of pages read, and the amount of time you spend writing.
- Presentation
 - Why did you choose the topic and what are your major insights? Think of this as ten minutes teaching to a group that has some awareness of intercultural communications. Note, you have ten minutes and only ten minutes, if your teaching aids are not working, that is still part of your ten minutes.
- Grading:
 - Paper: you will be graded on quality of information, flow of the paper, depth of analysis, the apparent self discovery, and English grammar and spelling, as well as insight from the text books. If it seems that you have not learned something significant that will lead to behavior and/or attitudinal change you probably will not receive higher than just a passable grade.
 - For the presentation you will be graded on content, flow, creativity and use of time. The presentation will count for 5% and the paper for 35%.

Due dates and Percentage of Grade

Please note:

- 1) you must complete ALL the assignments in order to get a passing grade
- 2) The due dates do not always coincide with a day of lecture

	Due date	% of grade
Active Participation	na	5
Book Reviews		20
Achebe 2 nd and 3 rd book	September 22 November 18	
Midterm	November 6	25
Racism & Ethnocentrism reflection	December 2	10
Research Paper	December 9	40
Total		100%

Grading:

<u>Letter Grade</u>	<u>Description</u>	
A+		95%
A	Excellent	90-94%
A-		85-90%
B+		80-84%
B	Good	76-79%
B-		72-75 %
C+		68-71%
C	Satisfactory	64-67%
C-		60-63%
D+		56-59%
D	Minimal Pass	50-55%
F	Failure	below 50

Important Notes

- ◆ Academic Dishonesty
 - ***Ambrose is committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating.*** It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty—see the current Catalogue.
 - A plagiarized paper will receive an F, and be reported to the Dean’s office. You will automatically fail the class.
 - A paper where you have referenced a direct quote as a paraphrase will receive an F but with a possibly of rewriting the paper. Your final grade for the class will be at the most a B-. Plagiarism will be reported to the Dean’s office.
- ◆ Late Policy
 - Any written assignment that is not submitted on time will receive a penalty of 10% for the first day and then 3% for each of the following 10 days (including holidays). After that the paper will receive 0 points, unless otherwise stated in the syllabi. (This penalty relates to any assignment.)
- ◆ Important Dates
 - The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty Friday September 18, 2009
 - The last day to voluntarily withdraw from a course or change to audit without academic penalty Friday November 13, 2009.
 - Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”
 - Personal Information Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu

Students are advised to retain this syllabus for their records.

**CATCHY BUT INFORMATIVE
TITLE OF THE PAPER**

By
Duktig Elev

Email
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In Partial Fulfillment of the Requirements for
Intercultural Compunction ICS 205
Dr. Emma Emgård
December 5, 2009