

## Course Information

**Semester & Year:** Spring 2022

**Course ID & Section #:** COMM 8 – V2660

**Instructor's name:** Professor Lisa Sayles

**Day/Time:** Asynchronous Online (No specific day or time)

**Location:** Fully Online

**Number of units:** 3

## Instructor Contact Information

**Office location:** Online

**Office hours:** Wednesdays 12:00 – 1:00 PM on Zoom. This office hour is available to all of my courses. If this day/time does not work for your schedule and/or you would like a private meeting please email for an appointment.

**Phone number:** 707-476-4313 (not available during COVID-19 pandemic)

**Email address:** [lisa-sayles@redwoods.edu](mailto:lisa-sayles@redwoods.edu) and Canvas Inbox

## Required Materials

**Textbook:** This course uses free, open-source textbooks and web resources for the equivalent of the primary textbook. No textbook needs to be purchased.

Grothe, T. (2020). [Exploring Intercultural Communication](#). LibreTexts: Licensed by CC BY-NC-SA 3.0.

**Other requirements:** High-speed internet, relatively modern computer, and **webcam** or another device that creates **video with audio**.

## Catalog Description

Introduction to intercultural communication in domestic and/or global contexts. Influence of cultures, languages, and social patterns on the interaction of members within a group and with members of different ethnic and cultural groups. Appreciation and comparison of communication of diverse groups within the larger context of American culture.

## Course Student Learning Outcomes

1. Compare and contrast similarities and differences in the communication strategies of cultures, co-cultures and ethnic groups in various contexts.
2. Explain how cultural dynamics (perceptions, core values, and world views) influence verbal and nonverbal communication.
3. Recognize effective intercultural competencies and common barriers to competence, such as stereotyping, prejudice, and ethnocentrism.

## Student Commitment

The class will require at least as much time as you dedicate to a traditional face-to-face class. California defines college semester credit hours in Carnegie units which is a one to two ratios between in-class time and homework. For example, a typical 3 credit hour class during a regular academic term will require an additional 6 hours of homework for a total of about 9 hours per week. If you are taking a total of 12 credits, you can expect to spend 36 hours a week on your college classes, which is why 12 credits are considered full-time. I strongly suggest that you **create a schedule that considers the total required hours** per week for your courses and other major responsibilities. You will need to carefully engage with online lectures and lessons, read textbook chapters, participate in online discussions, complete weekly quizzes, write

application papers, and create video assignments. Conscientiousness, attention to detail, and skills in reading and writing are critical for success.

## Instructor Commitment & Regular Effective Contact

I access this class on Canvas regularly and initiate online contact with students using weekly announcements, lectures and lesson materials, a Q & A forum, discussion forum comments, feedback on assignments, by email, and/or the video conference tool. I facilitate the discussion forums and read every discussion forum post; although these are your discussions so much of the content of the discussion should take place between students. I dedicate as much or more time to this class compared to a traditional, face-to-face class.

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments usually cannot be accommodated. Students who discover access issues with this class should contact the instructor.

## Technology skills

Students should be able to navigate the course learning management system (course website) and external websites, open and download files, use a word processor such as Google Docs, Microsoft Word (.docx) or similar compatible software, create presentation slides using Google Slides, PowerPoint or similar software, record and upload video files, and be able to convert files to rich text format (.rtf) or portable document format (.pdf) and submit files to the class website. It is the student's responsibility to meet the technological demands of the course, but there are online support and technical support resources available to support you.

## Technology requirements

- **Computer** – A reasonably current computer is needed for this class. A mobile device with the Canvas App can be used for some functions, but you should not rely on a mobile device to complete all of the course requirements. **A computer is required** to successfully complete this course.
- **Other hardware** - A webcam or other device that creates videos and audio is required in order to participate fully in all of the course activities or assessments.
- **Internet Access** - A reliable, high-speed broadband connection is needed for this course. Have a back-up plan for internet access, like a coffee shop or library.

## Canvas & CR Technology support

As an instructor, I am available to assist you with course content and assignments, but my role does not include technical support. However, you should let me know if you are having technical difficulties that affect your participation in the course so that I know how to best support you, and if needed work out a short-term accommodation.

Before contacting Technical Support you might visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [Technical Support](#) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

- [Canvas Help for students](#)
- [Canvas online orientation workshop](#)

## Software

- **Canvas** - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. To get to the class you will need to log in to: <https://redwoods.instructure.com>. Your login name will be your first initial, last name, last three digits of your student I.D number (sgarcis567), your password is your eight-digit date of birth (06031996). Once you have logged in select "COMM 7 – V2660."
- **Canvas App** - If you have a smartphone or a tablet there is a free Canvas app through the Apple store or an app available at this link for [Android devices](#). However, DO NOT rely on a mobile device and the Canvas App to complete all the course requirements.
- **Microsoft Word compatible software** - In this course, you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free [Office 365 license](#) (includes Word, Excel, PowerPoint, and more) with a valid CR email. There are also other free software options available such as [Google Docs](#) or [LibreOffice](#) (If you use Pages for Mac, you will need to export your files to Word or PDF formats).
- **Adobe Acrobat Reader** – Adobe Acrobat Reader – A free [Adobe Acrobat PDF Reader](#) is available which will allow you to open and read PDF files.
- **Zoom Account** – Zoom video conferencing will be used to conduct office hours. Click here to sign up for a [Free Basic Zoom Account](#). Your free account comes with excellent [online support](#), including 24/7 free live chat help.
- **SoftChalk** – Some of the lesson content will be accessed via a tool called SoftChalk which you will access in Canvas, our learning management platform. See the [Student Guide to SoftChalk Lessons](#) under the heading "Get Started Guides" for more information.
- **Canvas Studio** – [Canvas studio](#) is a media tool that allows students and instructors to upload, create, edit, manage, share and discuss audio and video files. We will use this tool for some class discussions, the toolbox application assignment and the final Deep Dive Presentation assignment.
  - Canvas Studio uses a video and screen recording tool called Screencast-O-Matic which makes it easy to record both yourself and slides (or anything on your desktop) at the same time.
  - Note: You will need to give security permissions on your device for Studio to access the webcam and record the screen for Canvas Studio to work.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

## Proctored Exams

No proctored exams will be required in this course.

## Evaluation & Grading Policy

Your work is assessed according to how well it meets class outcomes and objectives, fulfills requirements, meets assignment rubrics, and reflects the academic skills expected of college students. Canvas has a feature called **"What If" Grades** that allows students to see how future assignment grades will impact their overall course grade. Please feel free to consult with me about your grades. Review the assignment and the grading rubric in order to clearly explain any concerns. Please plan to schedule adequate time to ensure that you are able to complete all assignments. It is your

responsibility to track grades in Canvas and check in to make sure that you understand why you have achieved a certain grade and what steps you can take to maintain or improve your grade, and I am here to support you as needed.

The following percentage system will be used to determine the final course grade:

<b>Assignment/ Assessment</b>	<b>Points</b>	<b>% of Grade</b>
<b>Orientation Activities</b>	<b>22</b>	<b>5%</b>
Intro/Participation discussion	10	
Mindsets & Intercultural video discussion	10	
Culture group Ranking	2	
<b>Quizzes</b>		<b>25%</b>
Reading Quizzes (drop 1) (9 @10)	90	(15%)
Class lesson quizzes & Activities (drop 1) (9 @10)	90	(10%)
<b>Class Discussions</b> (drop 1) (3 @ 14)	<b>42</b>	<b>15%</b>
<b>Culture Group Research Discussion Assignment</b>	<b>95</b>	<b>20%</b>
Culture Group Research Discussions (drop 1) (4 @ 20)	80	
Culture primary post Turnitin checks (drop 1) (4 @ 5)	15	
<b>Culture Research Group Video Presentations (Studio)</b>	<b>90</b>	<b>15%</b>
Individual video presentation w/ discussion prompts	75	
Presentation slides	15	
<b>Culture Presentation Host &amp; Audience Discussion</b>	<b>48</b>	<b>10%</b>
<b>Intercultural Reflection Paper</b>	<b>40</b>	<b>10%</b>

**Total: 517 = 100%**

### Grading Scale

A	=	93% - 100%
A-	=	90% - 92%
B+	=	87% - 89%
B	=	83% - 86%
B-	=	80% - 82%
C+	=	77% - 79%
C	=	70% - 76%
D	=	60% - 69%
F	=	< 59

## Student feedback policy

Students can expect assignment feedback and scores posted to the grade book within 10 days after the late submission deadline for assignments. If feedback and scores are not posted to the grade book tool within 10 days after the this deadline, I will notify students about when they can expect the scores or feedback to be posted.

## Late Policy

Submitting all assignments on time according to the due dates listed in the syllabus schedule and Modules on Canvas will best support your learning and keep you from falling behind in the class. However, some allowances for late submissions have been built into the course to allow increased flexibility for those that need it.

- The first attempts on reading and lesson quizzes are due on the due dates in the schedule. All remaining attempts may be used to improve your grade without a late penalty until the Sunday prior to finals week (don't worry about subsequent attempts showing up late in Canvas).
- Discussions will remain open for late submissions 48 hours after the Sunday discussion reply due dates and you will not be penalized for submitting your reply posts or late Turnitin submissions during this 48 hour period. Once the discussions close and the class moves on there will not be an opportunity to submit time-sensitive and peer-dependent assignments such as discussion posts, presentation discussions. etc.
- The reflection paper is due Monday of finals week. Twenty-four-hour late submissions will be accepted without penalty until Tuesday at 11:59 pm.

- The final culture presentation is due Friday before finals week. Late presentations are due Sunday. You will not be penalized for late submissions between Friday and Sunday, but no late video presentation submissions will be accepted after Sunday 4/24. The class starts viewing and responding to presentations on Monday 4/25.
- **I do not accept any work other than finals week-related work beyond the Sunday prior to finals week.**
- The only exception to the late work policy is a major medical emergency or traumatic life event. You will need to scan and email verification, such as a copy of the doctor's note.

## Communication With Instructor

Email is usually the best way to get a hold of me. Please use Canvas email for personal student-teacher communication. To access the email system in Canvas, click on the “Inbox” link on the left dark grey bar to bring up your Canvas email. Clicking on the person icon in the “To:” address bar will allow you to choose the course, student or teacher, and then the person that you would like to email. Click on COMM 8, teacher, and choose my name, Lisa Sayles. Type a message in the message area and click send to send your message. I will access the class website regularly and respond to posted questions and email messages within 48 hours (and usually much sooner) during regular business days. If you do not hear back from me before this time frame, please initiate contact again.

There are other ways to communicate with me in our course, including announcements, a general Q & A discussion area, assignment comments, video conferences, and phone (if desired). You are welcome to reply with a comment or add questions on announcements. General questions (analogous to raising a hand in class) should be posted in the “Q & A” discussion forum. There is a link available to the Q & A at the end of each module.

Once we are back on campus you will be able to reach me on my office phone at 707-476-4313, or stop by my office in the Humanities building, room 108K, if you find yourself near the Eureka campus (not during the pandemic). In the meantime, please feel free to set up a time to communicate through Zoom, a video conference tool. Please keep in mind that I am primarily available Monday – Friday, so plan accordingly.

CR has an instant messaging service in Canvas called Pronto. I do not consistently use Pronto in all courses so please email me if you don't get a timely response to your Pronto message.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)

- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Intercultural Communication Course Schedule

*The course officially begins on 1/15/22. Our class will typically begin Mondays and end Sundays.*

WK	Date	Topics & Flow	Tasks & Assignments
1	Jan 17-23	<b>COMM 8 Orientation &amp; Prep</b> <u>By Tues:</u> Read orientation info & syllabus <u>By Wed:</u> Introduction/attendance 1st post <u>By Thurs:</u> Submit culture topic rankings and Mindsets and IC discussion 1st post <u>By Sun:</u> Intro & mindsets reply posts	Read syllabus & orientation module Intro/attendance post & reply posts Submit Culture Group topic selections Submit mindsets & IC video post (Studio)
2	Jan 24-30	<b>Intro to Intercultural Communication</b> <u>By Tues -</u> Read text chapter 1 - quiz 1 <u>By Wed:</u> Complete lesson(s) & primary post <u>By Sun:</u> Two reply posts, lesson quizzes, 2/lesson <i>review culture discussion #1 assignment</i>	Read text chapter 1 Reading <b>Quiz 1:</b> CH 1 Complete lesson & lesson quiz Class <b>discussion #1</b> <i>Start research for culture discussion #1</i>
3	Jan 31-Feb 6	<b>Intercultural Communication Competence</b> <u>By Tues:</u> Read text chapter 10 - quiz 2 <u>By Wed:</u> Complete Lesson & primary post in discussion and Turnitin check area <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read CH 10 Intercultural Competence</b> Reading <b>Quiz 2</b> CH 10 Culture research <b>discussion #1</b> Culture primary <b>post #1</b> Turnitin check Complete lesson & lesson quiz
4	Feb 7-13	<b>Cultural Value Patterns</b> <u>By Tues:</u> Read text chapter 2 - quiz 3 <u>By Wed:</u> Complete lesson <u>By Sun:</u> Lesson quiz	<b>Read CH 2 Cultural Essentials &amp; Roots</b> Reading <b>Quiz 3</b> CH 2 Complete lesson & lesson quiz Optional peer discussion <i>Start research for culture discussion #2</i>
5	Feb 14-20	<b>Cultural &amp; Ethnic Identities</b> <u>By Tues:</u> Read text CH 3 - quiz #4 <u>By Wed:</u> Complete lesson & primary post <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read CH 3 Identity in IC</b> Reading <b>Quiz 4</b> CH 3 Class <b>discussion #2</b> Complete lesson & lesson quiz



<b>6</b>	Feb 21-27	<b>Perception, Bias &amp; Barriers</b> <u>By Tues:</u> Read text CH 7 - quiz #5 <u>By Wed:</u> Complete Lesson & primary post to discussion & Turnitin check area <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read</b> CH 7 Barriers to IC Reading <b>Quiz 5</b> CH 7 Culture research <b>discussion #2</b> Culture primary post #2 Turnitin check Complete lesson & lesson quiz
<b>7</b>	Feb 28- Mar 6	<b>Verbal Communication &amp; Culture</b> <u>By Tues:</u> Read text CH 4 - quiz #6 <u>By Wed:</u> Complete lesson & primary post <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read</b> 4 Verbal Processes Reading <b>Quiz 6</b> CH 4 Class <b>discussion #3</b> Complete lesson & lesson quiz <i>Start research for culture discussion #3</i>
<b>8</b>	Mar 7-13	<b>Nonverbal Communication &amp; Culture</b> <u>By Tues:</u> Read text CH 5 - quiz #7 <u>By Wed:</u> Lesson & Primary Post to discussion & Turnitin check area <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read</b> CH 5 Nonverbal Reading <b>Quiz 7</b> CH 5 Culture research <b>discussion #3</b> Culture primary post #3 Turnitin check Complete lesson & lesson quiz
<b>March 14 - 19</b>		<b>Spring Break</b>	<b>No School</b>
<b>9</b>	Mar 21-27	<b>Culture Shock</b> <u>By Tues:</u> Read text CH 6 - quiz #8 <u>By Wed:</u> Complete Lesson & primary post <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read</b> CH 6 Culture Shock Processes Reading <b>Quiz 8</b> CH 6 & lesson Quiz Complete lesson & lesson quiz Optional peer discussion <i>Start research for culture discussion #4</i>
<b>10</b>	Mar 28- Apr 3	<b>Intercultural Relationships</b> <u>By Tues:</u> Read text CH 9 - quiz #9 <u>By Wed:</u> Complete Lesson & primary post <u>By Sun:</u> Two reply posts & lesson quiz	<b>Read</b> CH 9 Intercultural Relationships Reading <b>Quiz 9</b> CH 9 & lesson Quiz Complete lesson & lesson quiz Culture research <b>discussion #4</b> Culture primary post #4 Turnitin check
<b>11</b>	Apr 4-10	<b>Culture &amp; Conflict</b> <u>By Tues:</u> Read text CH 8 - quiz #10 <u>By Wed:</u> Discussion primary post <u>By Sun:</u> Two reply posts	<b>Read</b> CH 8 Intercultural Conflict Reading <b>Quiz 10</b> CH 8 Class <b>discussion #4</b>
<b>12</b>	Apr 11-17	<b>Culture &amp; Conflict Continued</b> <u>By Wed:</u> Complete Lesson & primary post to discussion & Turnitin check area <u>By Sun:</u> Two reply posts & lesson quiz	Complete lesson & lesson quiz Culture research <b>discussion #5</b> <i>Read culture presentation assignment</i> <i>Organize presentation topic with group</i>
<b>13</b>	Apr 18-24	<b>Create &amp; Submit Culture Presentation</b> <u>Mon-Thurs:</u> Create culture presentation <u>By Fri:</u> Submit video presentation <u>By Sun:</u> Deadline for late presentations	<i>Review earlier culture discussion posts</i> Create individual presentation w/slides Slides w/ discussion questions due Culture video presentation w/slides due
<b>14</b>	Apr 25- May 1	<b>Culture Group Presentations 1 &amp; 2</b> <u>Mon-Wed:</u> View presentations <u>By Wed:</u> Submit primary posts <u>By Sun:</u> Submit reply posts	Culture group presentations 1 & 2 Presentation host & audience posts

<b>15</b>	May 2-8	<b>Culture Group Presentations 3 &amp; 4</b> <u>Mon-Wed</u> : View presentations <u>By Wed</u> : Submit primary posts <u>By Sun</u> : Submit reply posts	Culture group presentations 3 & 4 Presentation host & audience posts
<b>16</b>	May 9-13	<b>Finals Week</b> <u>By Mon</u> : Submit IC Reflection Paper <u>By Wed</u> : Submit Good-bye Post	IC Reflection paper due Say goodbye to class

**Note:** *The above schedule and due dates are subject to change in the event of extenuating circumstances*

## Admissions deadlines & enrollment policies

### Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

## Intercultural Communication General Information & Course Policies

*"If you speak to a man in a language he understands, you speak to his head. If you speak to a man in his own language, you speak to his heart."*  
~Nelson Mandela

This course serves as an introduction to intercultural communication. The main goal of this course is to give you an understanding of the theories, research, and concepts underlying the study of intercultural communication. Through this formal study of communication, you will be encouraged to connect the conceptual material covered in class to your lived communication experiences.



Students will examine the impact of culture on communication and analyze patterns of communication, which affect the ability to establish clear understanding and effective interpersonal relationships in order to improve communication across cultural boundaries. Topics addressed include cultural characteristics, perception, ethics, verbal and nonverbal behavior, identity, intercultural relationships, conflict, media and immigration.

## Textbook & Requirements

**Textbook:** This course uses free, open-source textbooks and web resources for the equivalent of the primary textbook. No textbook needs to be purchased. Chapter readings are available in the modules in Canvas.

Grothe, T. (2020). [Exploring Intercultural Communication](#). LibreTexts: Licensed by CC BY-NC-SA 3.0.

**CR Library Access:** Students will need access to the CR Library databases and should make sure that login credentials are current.

**Other requirements:** 3 X 5 or 4 X 6 notecards, high-speed internet, relatively modern computer, and **webcam** or another device that creates **video with audio**.

## Communication Guidelines

Effective communication is essentially about showing respect for both yourself and the other person. This class requires that students demonstrate mutual respect in their interactions. During the study of intercultural communication, issues may arise that are sometimes difficult and/or controversial. As an academic community, we share a mutual responsibility to create and maintain a supportive classroom environment where students feel safe to speak up and apply new communication skills. This means that each student's ideas, feelings, identities, and questions are valued. It is okay not to agree with everything that is said in the class, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own and that you will ground your interactions in the course content and make every effort to engage in competent and effective communication. Please make sure you watch the "Netiquette" video in the introduction module so that you are clear on my expectations regarding your online communication.

## Online Office Hours

I will be available for face-to-face video conference sessions using Zoom during office hours. I am happy to set up other times to talk with you on the phone or using the Zoom conference tool if these days and times don't work for you. If you would like to speak on the phone, please email me to set up a day and time.

## Confirm your presence in the online classroom

Log in to the website and submit a video post to the "Student Introduction & Participation" discussion forum **no later than 11:59 pm on Wednesday, 1/19/22** to confirm your presence in the online classroom and introduce yourself to the class. Doing so will confirm your enrollment in the course and avoid your being dropped as a "no show."

## Online Participation

The Canvas modules contain all of the activities and assessments for the course. This is where everything in the class is organized, so at the beginning of every week, you should access each new topic module, read the topic introduction, objectives, and to-do list page, and start working on the activities for the week. The items in the module are organized by topic and are generally presented in the order that you should engage with them, although there may be times when you will work on activities within a module simultaneously.

Plan to use and access the Canvas email system for the duration of this course. It is critically important that you check your email account regularly (ideally daily) while taking online classes. You can set up Canvas to copy your CR or personal email accounts. To find out more about setting up your Canvas email account see the [Canvas Guide on Adding Contact Methods for Students](#). In addition, you should plan to access our course and participate in the online environment in Canvas several times per week. Online participation is critical to your success in this class.

**Note:** I drop “inactive” students due to non-participation.

## Participation/Drop/Withdrawal

During the regular academic term, student-initiated withdrawal may occur through the second week of class with nothing recorded on the student transcripts and from week 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10<sup>th</sup> week of class. Participation means that you are actively completing assignments, not just logging in to Canvas. Non-participation for two weeks of assignments may result in involuntary withdrawal. No course withdrawal is allowed after the 10<sup>th</sup> week of class.

## Reading

Reading should be completed by the date on which it is listed on the schedule in the syllabus. Lessons and activities are based upon the expectation that you have done the reading are familiar with the material.

## Written Work

Most of the writing in this course falls under the category of report writing rather than essay writing. This is the kind of writing that most individuals will use in professional contexts. This is because you will essentially be applying concepts and be reporting to or informing me or other students about your applications. See [What is the difference between a report and essay](#) and/or [The difference between an essay and report](#) for a short comparison between the two forms of writing. Generally, you will use sub-headings or respond to the prompt in your papers.

All papers should be typed, one and a half or double-spaced; Times New Roman or Arial; 12-point font; 1” margins and formatted using APA style guidelines. All written work requiring sources outside the text must be cited properly using in-text and end-of-text citations. The CR library site offers citation resources and there are resource librarians who will answer questions in person, by phone, or by email. The [Purdue Online Writing Lab](#) is also an excellent resource. Please be sure to **carefully edit all papers** for spelling, grammar, punctuation, and organization. Mechanical aspects of writing will be taken into account for grading purposes. Online tutoring is available via the NetTutor link in Canvas.

## Plagiarism

Do not copy lesson or lecture notes, information from the textbook, other students’ work, or cut and paste from a website or other source and claim it as your own. I encourage you to make use of resources and academic quality materials in order to learn from others, but your contributions in the discussion forum, the activities, assignments, and exams **must be your own work and clearly identify the work of others**. If you incorporate the work of others into your writing, **you need to cite and credit the work of others**. Students that plagiarize information will at a minimum receive a failing grade on the plagiarized assignment, will be turned in to the dean and will be at risk of failing the course. I will consider a first incident of plagiarism a learning opportunity, but any incident(s) after that will be reported to the Chief Student Services Officer and the Humanities division dean.

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Language/content disclaimer:

During this class I may show film clips, play music and/or make use of textual materials that contain profanity, violence, and/or sexual content. These materials will be used to offer practical application of concepts, theories or ideas discussed in class. In addition, the instructor may occasionally use profanity.

**Note:** *I reserve the right to establish additional policies, as I deem necessary to provide you with the best learning environment possible.*

# Intercultural Communication Assignments

*"Sometimes the greatest adventure is simply a conversation."*

*~ Amadeus Wolfe*

## Assignments

Assignments and grades are part of the teaching and learning process. All major assignments are designed to help you integrate knowledge gained from this course. The assignments are important not only for learning assessment to take place, but also to reinforce long-term retention and understanding of human communication processes and skills. Note: intercultural communication assignments do not necessitate that you disclose deeply personal information about yourself. Disclose at your comfort level. You may draw from any communication relationships (work, friendships, etc.), or interactions that you feel comfortable using for the application process.

## Orientation Unit Activities

The orientation unit activities will give you an opportunity to get oriented to the course, technology, your instructor, and peers. This includes the introduction discussion, mindsets video discussion, and culture group ranking.

## Class Discussions

This class includes both large class and small group discussions. The large class discussion forum is based on a lesson/chapter-related prompt or case study. The small group discussions take place around the culture research topics. You will receive up to a maximum of 14 points for primary posts and replies to other students' posts. Outside sources are not required for class discussion, however, **if you do reference work outside of the text you must cite that material.** You will access the discussions through modules on the class website. See more details in the discussion assignment. The lowest discussion score will be dropped.

## **Suggested, but Optional Peer Only Discussions**

You will have the opportunity to engage in suggested, but optional peer-only discussions. Prompts for possible discussion are provided, but you are welcome to use these discussions in whatever way best meets your needs. Some students use this space as a study group or to organize peer editing/feedback and others discuss the reading(s) and lesson(s) or their thoughts and experiences in the class. The peer discussion areas are not graded and will not be monitored by the instructor. Students who are not interested in participating are not obligated to do so.

## **Online Class Lessons**

Online class lessons will be delivered primarily in the form of audio or video lectures, text-based pages with videos, images, PowerPoint slides, etc. It is expected that you will have read the assigned text chapter prior to the lesson. Most lessons will be delivered using a program called SoftChalk which will include embedded quizzes and activities that are included in the quiz/exam grading category.

There are 10 points worth of quiz questions and/or activities embedded into each of the SoftChalk class lessons. I will use your best 9 quiz scores for the grade. Be sure to answer all of the lesson quiz questions and **click “Finish”** at the end of the lesson to submit your quiz score. If you don’t click Finish, then your lesson attempt will be incomplete and will not be calculated for your grade. After clicking Finish, you should see the score screen. You can click Score Receipt to email yourself a receipt with your score or print a certificate with your score. See the information page titled “Class Lessons and Lesson Quizzes” in the COMM 8 Resources module. If you take your first attempt on the lesson quiz by the due date in the schedule it will be considered on time and you can continue using attempts until the Sunday prior to finals week. You have unlimited attempts available for each lesson quiz.

## **Chapter Reading Quizzes**

There will be 10 quizzes on the chapter textbook readings. Each chapter will have a quiz consisting of 10 timed multiple-choice, true-false, or matching items based on the week’s readings from the textbook. I will use the best 9 out of 10 quiz scores for your quiz grade. The chapter readings and at least one quiz attempt should be completed by Tuesday of each week as the balance of the activities build on this content. You will have 4 quiz attempts available, although please note that each new attempt will consist of a different set of questions from the test bank. As long as you take the quiz once by the first due date, you will be able to continue using any remaining attempts until the end of the term and these later attempts will not be considered late (ignore that the system says they are late). Your highest score will be used for the quiz grade. Students will have 15 minutes to complete each quiz. While technically an open-book quiz, you will not have time to search and find all of the answers in the textbook. Each quiz will be worth 10 points.

## **Intercultural Reflection Paper**

Use the Staircase Model of Intercultural Communication Competence and either Sorrell’s Intercultural Praxis or Livermore’s Intercultural Intelligence to assess your level of intercultural communication competency and your thoughts about increasing your competency in the future. Your self-assessment should include a reflection on your interactions with others in the course, and your engagement with and application of course content. This paper is a processing tool, and the grade is based on the depth of reflection and connection to concepts in the text and class, and not for where you are on the staircase. This paper is meant to assist with processing and personalizing course content, so please be candid (not necessary to BS the teacher). The reflection paper is a minimum of one page and a maximum of two pages (see paper assignment details in Canvas).

## **Culture Group Research Discussions & Presentations**

Students will engage in the kind of research that helps prepare individuals for intercultural boundary-crossing. Students will be assigned to a culture group at the beginning of the term (based on interest level). Students will apply course concepts to their assigned culture by doing research on the culture, specific to the culture group research discussion

prompts. Group members will share what they have learned with each other and the instructor in culture group discussions. The emphasis is on accurate information and academic quality sources. All primary research discussion posts will require source citations. At the end of the term, culture groups will organize presentations about the culture that they have researched for the class. Grades for research and presentations will be assigned on an individual basis.

## Culture Research Group Discussions

The goal of the culture research discussions is for students to learn about the culture and communicate and report back what they have learned to group members and instructor (and eventually the rest of the class). You will need to use clear, concise writing that addresses the discussion prompts. The primary post research should be saved for later reference and also submitted for a Turnit.com check.

- **Primary Culture Research Posts**

- **Culture group discussion #1** - This research will focus on geography and historical context as part of the embedded societal system in which communication takes place and which informs cultural values.
  - First, learn about and describe the culture's geographical features. Use direction cues and visual language to help the reader visualize your description of the country's geography. Include an image of a map.
    - *Learning tip* - As you learn about the country's geography, think about how geography may have factored into the history and development of the culture.
  - Next, research key historical events that have shaped the culture/country and create a timeline of key events by date(s) and summarize the importance of each date or time frame (this will require clear and concise writing).
    - *Learning tip* - As you learn about the geography and history of the culture, try to imagine or anticipate what might be important to people in this culture (values) and/or what communication norms might have evolved given the culture's geographical and historical context.
- **Culture group discussion #2** - This research will focus on the cultural value patterns associated with the culture.
  - Research and clearly identify the general cultural value patterns discussed in your readings and lesson (Identity, power, uncertainty, sex roles, value, meaning destiny, and time) that are associated with this culture. Give **examples** of each.
    - *Learning tip* – Think about how the culture's values are similar or different than the values associated with the U.S.
- **Culture group discussion #3** - This week you will research the religion(s) assigned to your culture/country. See the detailed assignment.
  - How many people belong to this religion worldwide and in the culture specifically?
  - What are the core assumptions and beliefs, notions about or guidelines associated with practicing the religion and living life and about death or the afterlife, sacred writings, and major rituals or significant events? What would a believer of this religion need to believe and do to be considered a believer?
  - Note any other major religions; however, you focus primarily on the assigned religion.
    - *Learning tip* - As you learn about this religion, think about the cultural values discussed in your last research discussion. Which value patterns do you see reflected in the religion?

- **Culture group discussion #4** - Apply the concepts in the chapters on Verbal and Nonverbal Communication to the culture that you are researching.
  - What is/are the primary language(s) spoken? What language(s) is used in the government, taught in schools, spoken in homes, etc.
  - Which communication styles are evident in this culture (LCC/HCC?) Provide an example.
  - What nonverbal behaviors are specific and/or unique to the culture?
  - How would a visitor or sojourner to this country need to communicate, both verbally and nonverbally, to be considered competent and interact effectively with others in this cultural context?
    - *Learning tip - As you learn about the communication norms in this culture, think about what adaptations you would need to make personally in order to communicate effectively with others in this culture.*
- **Culture group discussion #5** - This final research discussion will focus on contemporary and/or ethical issues associated with this culture.
  - Which groups have the most power in this culture? In other words, what constitutes the majority, dominant or normative groups (this might include ethnic, class, religion, sexual orientation, gender, etc.)? Which groups of people or individuals have less power or are considered a minority, subgroup, or co-culture? Explain.
    - *Learning tip – Think about how these classifications are similar or different to those in the U.S.*
  - Identify & summarize two to three contemporary problems, social, and/or ethical issues that the culture/country is facing or has confronted in the recent past. Describe any human rights issues or violations.
    - *Learning tip – Think about how these problems or issues compare with those in the U.S.*
  - Identify the information about the culture that stood out to you from all of your research this term. Which of the research discussion topics are you most interested in discussing in your final presentation?
    - *Presentation tip – Discuss, organize and decide on your presentation topics in this last discussion.*
- **Research Requirements**
  - **Sources** - A **minimum of four sources** are required for each primary research discussion post (not counting the textbook or images). At least one predetermined source will usually be required for each topic. Include both a reference page (bibliography) and parenthetical, in-text citations that connect the information in the body of your writing to references in your reference page. Use the APA style guide. Don't worry if the citation formatting is not fully preserved when copied into the discussion forum.
  - The **primary research discussion post** is due in the culture group peer feedback area by Wednesday at 11:59 pm as indicated on the course schedule.
- **Culture Research Reply Posts** – You will reply to two other group members' primary posts by Sunday at 11:59 pm. If there is a situation where there is not a primary post to respond to please post a note in the discussion area to that effect and you will not be marked down for a missing response post.



## Culture Research Primary Post Turnitin Submission.

The content of the culture research for your primary post (1st post) will be both posted in the discussion forum and be uploaded to an additional assignment area where it will be automatically checked for plagiarism via Turnitin. The Turnitin report will give you information about how well you are citing your sources (giving credit to the authors) and you should use this information to improve the quality of subsequent research posts. You will NOT submit the file directly to Turnitin. The assignment is set up to do this automatically for you when you upload the file (Word or PDF. See detailed instructions in each assignment area.

## Culture Group Presentation

At the end of the term, the culture research group members will coordinate to teach the class what they have learned about the culture over the term. Each culture group should discuss and decide which of the culture research primary discussion post content will be transformed into individual group member presentations so that all or most of the topics are covered in the group's overall presentation. While all of the culture group presentations will be hosted by culture group topic, each group member will be graded individually on their presentations. Each group has its own presentation discussion area where presentations will be posted, and the class will engage with the presentation in the form of a discussion. The presentations will be created using video with a minimum of three slides and include three discussion questions/prompts for the class to answer in the presentation discussion. See assignment details in Canvas.

## Culture Presentation Discussions - Hosting and Participating

Hosts and Participants will have different responsibilities during the culture presentation discussion as follows:

### ☐ Host Responsibilities

- **Respond to class posts about your presentation** - You are responsible for including three discussion question prompts in your slides and video based upon your presentation. The class will then answer those questions. When you are the presentation discussion host, you will be responsible for reading through the posts that respond to your presentation and answer your discussion questions and for **answering students' questions, providing further information/elaboration**, and offering encouragement.

### ☐ Participant Responsibilities

- **Answer presenter's discussion questions** – Each group will have approximately 6 group members who will be presenting in each group area. When you are a participant (not a presenter hosting the discussion), you will submit a first **post** that will respond thoughtfully to a **minimum of two** of each of the presenter's discussion prompts. Your responses should be specific to the content of the presentation and should focus on making connections with text and lesson concepts and/or applying concepts.
- **Respond to another student's post** - You will also post a **minimum of one response post** to another student's first post (select a post that doesn't have a response yet) **for each group member's presentation discussion**. Try to make connections between the presentation topic and the material from the textbook and/or an example from your group or life experiences.

# Additional Institutional Resources

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

## Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.

- c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
- a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)