

COURSE OUTLINE

New York City College of Technology
Humanities Department

TITLE: Intercultural Communication

COURSE CODE: COM 2402, Hybrid

COURSE PREREQUISITE: ENG 1101 OR corequisite of ENG 1101CO or ENG 1101ML

PATHWAYS: Individual and Society

Writing Intensive (WI)

COURSE DESCRIPTION: This course explores intercultural communication theory and research within social, organizational, and interpersonal contexts. Topics include similarities and differences in values, language, perceptions of time and space, social systems, interethnic and inter-group communication, identity, and adaptation. Students will take part in class discussions, activities, reading, written assignments, field research, and oral presentations.

The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students are expected to turn on cameras and microphones at their instructor's request.

RECOMMENDED/TYPICAL/REQUIRED TEXTBOOK (S) and/or MATERIALS*

Textbooks differ from course to course.

Shawn T. Wahl and Juliann C. Scholl, ***Communication and Culture in Your Life***,

Kendall Hunt Publishing, 2014. ISBN: 978-1-4652-4689-9

Digital purchase through Kendall Hunt at https://www.kendallhunt.com/wahl_scholl/

SAMPLE SEQUENCE OF TOPICS AND TIME ALLOCATIONS*

<u>Week 1</u>	Review of Syllabus
<u>Week 2</u>	Culture and its Character (1)
<u>Week 3</u>	Culture and its Character (2)
<u>Week 4</u>	Frontline's, A Class Divided
<u>Week 5</u>	Conducting Qualitative Research
<u>Week 6</u>	Co-Cultures and Identity
<u>Week 7</u>	Language, Culture, and Social Interaction/Midterm Review
<u>Week 8</u>	Midterm: Chapters 1-10
<u>Week 9</u>	Nonverbal Communication
<u>Week 10</u>	Film week: <i>Hotel Rwanda</i>
<u>Week 11</u>	Cultural Adaptation
<u>Week 12</u>	Traveling Abroad
<u>Week 13</u>	Intercultural Project
<u>Week 14</u>	Us Verses Them Group Presentations
<u>Week 15</u>	Final Projects Due

Hybrid and fully online courses require that you:

Have access to a computer
Have continuous broadband Internet access
Have access to internet browsers: Mozilla, Netscape or Internet Explorer.

(Internet Explorer works best with BlackBoard 9.1.

AOL users should maximize the Internet Explorer browser and minimize AOL)

Have the ability/permission to install plug-ins or software (e.g., Adobe Reader or Flash) if necessary

Have the ability to download and save files and documents to a computer

Have the ability to open Microsoft files and documents (.doc, .ppt, .xls, etc.)

*Blackboard Mobile is available, but I strongly recommend using a computer for submitting posts or uploading papers. Cell phones and tablets are not reliable. Always save your work!

In order to pass this course, you must:

Set up CAMPUS email and BLACKBOARD before the second week of class.

Check your CAMPUS email and BLACKBOARD everyday during the semester.

Demonstrate basic Blackboard and email user skills.

Attend Blackboard or Email workshops if necessary

Contact Tech Support for Blackboard or Email issues 718-260-5601

Only use City Tech Email or Blackboard to communicating with the professor or 2402 classmates.

Personal emails are not accepted, but easily linked to your campus account. See Tech Support.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
1. Demonstrate the ability to work in groups, and negotiate communication styles in order to complete a group project.	1. Cultural activity assignment.
2. Demonstrate ethical speaking as they approach fellow classmates with different cultural sensitivities	2. In-class discussions, group work, collecting first-hand data.
3. Develop and apply investigative, interview techniques designed to contribute to successful intercultural communication.	3. The intercultural project involves learning how to conduct ethnographic research.
4. Evaluate cultural myths, ethnocentrism, and stereotypes that surround intercultural communication.	4. Readings, film response, and class discussions and the intercultural project.
5. Demonstrate effective oral communication skills.	5. Two oral briefings and in-class oral activities.

GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

PATHWAYS LEARNING OUTCOMES: INDIVIDUAL AND SOCIETY	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of sources and points of view.	1. Annotated bibliography assignment and Research project.
2. Evaluate evidence and arguments critically or analytically.	2. Response papers and film paper and Research project

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3. The final paper and 2 oral presentations.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.	4. 4 (one to two pages) written response papers. Examinations Final paper assignment is cumulative of semester's work.
5. Articulate and assess ethical views and their underlying premises.	5. "Us versus Them" cultural activity. 2. NY Times activity
6. Articulate ethical uses of data and other information resources to respond to problems and questions.	6. Collecting and storing first-hand data. Learning IRB standards.

STUDENTS IN WRITING INTENSIVE COURSES SHALL:

- Develop and articulate content knowledge and critical thinking in the discipline through frequent practices of informal and formal writing.
- Demonstrate knowledge/understanding of audience expectations, ethics, and conventions appropriate to written communication in both online and face-to-face class.
- Demonstrate the ability to write at least 15 pages through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

Informal writing assignments in this class consist of in-class writing (brainstorming, cue cards, group work, minor drafting, peer feedback) and out-of-class writing (weekly blackboard forums, response posts, 5 prepared class discussion questions, two outlines for brief oral presentations.)

Formal writing assignments in this class consist of research papers, essays, and formal presentation outlines. All formal written assignments are to be neatly typed—12 Font, double space, one-inch margins, stapled. All writing assignments will conform to this format. Deviations from the assigned criteria will adversely affect your grade.

SCOPE OF ASSIGNMENTS and other course requirements*

1. **Written Assignments:** Four (one to two pages) written homework assignments, two one-page speaking outlines, and one (4-5 pages) guided film response paper.
2. **Oral communication:** Oral interpretation, impromptu, and extemporaneous speaking. These assignments will take the form of 2-5 minute presentations.
3. **Midterm examination:** essay questions based on in-class discussions and selected readings regarding the issues, theories, and concepts of the intercultural communication field.
4. **Two oral briefings** about the intercultural project. Students will discuss the issues and concerns generated by their independent research. These assignments will take the form of a 3-4, and 5-6 minute informative presentation and will require 3 oral citations, 1 visual aid, and a one-page speaking outline.
5. **"Us versus Them" cultural group activity.**
6. **The Intercultural Project** provides students with the opportunity to incorporate what they learned about people from different cultures out in the field into a final paper.
7. **Participation:** Homework, time management, attendance, in-class discussions, activities, and speaking exercises.

METHOD OF GRADING – elements and weight of factors determining the students’ grade*

Written Assignments	20%
Midterm Examination	20%
Final Project/Presentation	30%
Oral Exercises	20%
<u>Participation</u>	10%
Total	100%

Recommended Attendance and Curriculum Standards

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences, but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class. In addition, reasonable attendance ensures that you 1) have adequate time in class to reach your General Education learning goals and 2) successfully complete assignment requirements set by the Communication Curriculum. See the student handbook for details.

Understanding Plagiarism: The New York City College of Technology Academic Integrity Policy states, “Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook).

The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

****Blackboard assignments must be paraphrased into your own language and properly cited. All major writing assignments and exams will be run through Safe Assign or Turnitin on Blackboard.**

Writing Center (located in the basement level of the Atrium): The Writing Center offers free interactive tutorial services for students who need help with writing, grammar, organization, APA/MLA, etc.

Writing Across the Curriculum (WAC) Student Resources:

<https://openlab.citytech.cuny.edu/writingacrossthecurriculum/student-resources/>

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center's website at <http://www.citytech.cuny.edu/accessibility/> for more information.

Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

Humanities Department Commitment to Student Diversity: The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

School of Arts and Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Communication Discipline-Specific Policies & Guidelines for Generative Artificial Intelligence (GenAI)

Analytical and critical thinking skills are part of the learning outcomes of this course and the Communication discipline; therefore, all written and oral assignments must be prepared by the student. The instructor may allow for the limited use of generative artificial intelligence (GenAI). Students will learn both when and how these tools may be used, and when and how to provide attribution. Generative AI can produce inaccurate or biased information, based on limited knowledge or citing fake references, and resulting in copyright and confidentiality infringement. Therefore, you will be held accountable for work that includes

- Incorrect, fake, and fabricated sources, or information misattributed to sources
- AI-generated work presented as original work (including essays, research papers, speech outlines, discussion boards, PowerPoints, etc.)
- Any AI generated text copied/pasted without attribution.
- Assessments, quizzes, and exams completed using AI
- AI generated imagery or multimedia without acknowledgement and citation of AI platform as creator
- AI-generated misinformation, including incorrect, biased, misinformed, or misleading claims

Any use of generative AI tools as described above will be treated as academic dishonesty and/or plagiarism and will be reported to the College Academic Integrity Committee. While understanding *how* and *when* to use generative AI tools may be emerging as a professional job skill, ethics still matter and being careful not to spread misinformation is foremost. Developing strong ethics and a sense of responsibility in this area will prepare you for graduation and a

competitive workplace. If you allow AI to think for you, then you may not be able to do the kind of thinking that leads to success.

Attached course outline written by: Denise Scannell

Date: June 1, 2012

Reviewed/Revised by: Ann Delilkan

Date: June 10, 2012

Revised by: Christopher Swift (2013 minor modifications)

Date: October 12, 2015

Revised by: Denise Scannell

Date: December 7, 2018