



University of  
New Haven

## *Communication & Global Competence*

### SECTION I: Course Overview

**Course Code:** COM340EZE

**Subject Area(s):** Communications

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

With the rise of global mobility and communication, encounters between people of diverse and multiple cultural identities are increasingly common. Less obvious are the reasons why these encounters can be challenging and, more importantly, the knowledge and skills necessary for overcoming communication barriers that arise from differences in communication styles and patterns. This course is designed to give students the tools needed to be competent global citizen in the interconnected world.

The study of intercultural communication requires not only grappling with broad concepts such as “culture”, “communication”, and “identity”, but also learning how communication styles are patterned within cultural groups. This course thus explores the interaction between culture and communication and introduces students to the knowledge and skills requisite to building intercultural competence. More specifically, this course invites students to analyze and evaluate how their own cultural identity influences communication with others; encourages interaction with the host culture; and prepares students with knowledge and skills to be effective and ethical intercultural communicators.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Describe the influence of culture and cultural identity on values, behavior, and communication style, both in ourselves and others.
- Explain links between local cultural phenomenon (e.g. language, food, interpersonal interactions, and traditions) and relevant intercultural frameworks.
- Analyze contexts where intercultural skills can improve communication, overcome difficulties, and create synergies.
- Apply selected intercultural frameworks to cross-cultural situations.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 1 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Penalty</b>	<b>No Penalty</b>	<b>0.5 Grade Docked</b>	<b>1 Grade Docked</b>	<b>Automatic Failure</b>
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
<b>Grade</b>	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>F</b>

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

### GRADING & ASSESSMENT

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Self-Assessment Activity</b>	<b>5%</b>
<b>Cultural Encounters</b>	<b>15%</b>
<b>Quizzes</b>	<b>5%</b>
<b>AICAP Activity Reflection</b>	<b>5%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Group Project</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

### CLASS PARTICIPATION GRADING RUBRIC

Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Self-Assessment Activity (5%):** This activity is designed to heighten your self-awareness and to encourage you to focus on developing your global competencies while you are studying abroad. At the beginning and end of the semester, you will evaluate yourself with respect to specific competencies. Then, in a 500 word essay, you'll reflect on your results and develop strategies for self-improvement.

**Cultural Encounters (15%):** These are experiential activities (3) designed to engage you with the host culture. Each activity involves concepts from class material and will be tied to components of global competence. You will interact with members of the host culture, then apply course concepts and evaluate the experience through a reflection essay.

**Quizzes (5%):** There will be 2 short (10-minute) tests intended to check your comprehension of homework assignments or other course content that the instructor will use for continuous evaluation of your progress. They will be announced in advance.

**AICAP Activity Reflection (5%):** AICAP activities are designed to help you connect your experience with the course content. AICAP assessment for this course will consist of a short essay (500 words). The instructor will provide clear guidelines in class.

**Midterm Exam (20%):** The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It will consist of multiple choice, short-answer, and essay questions intended to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and your ability to synthesize and apply it to real-life situations.

**Group Project (20%):** The purpose of this group project is for you to investigate a topic that reflects core issues of intercultural communication and global competence, present your findings to the class, and stimulate a class discussion. Students will work collaboratively in groups of 5. It will include both a class presentation and a written paper that summarizes your project and findings. Guidelines will be distributed in class, and the

instructor will assist you in selecting topics, project formats and resources. Topics must be approved in advance by the instructor to ensure they are in accordance with the guidelines.

**Final Exam (20%):** The final exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It will consist of multiple choice, short-answer, and essay questions intended to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and your ability to synthesize and apply it to real-life situations.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment. The following experiential learning activities are recommended for this course:

- Guest Lecture

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase or acquire the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Lustig, Myron, Jolene Koester & Rona Halualani. *Intercultural Competence: Interpersonal Communication Across Cultures* (8th Edition). Hoboken: Pearson, 2018, 303pp.

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Adichie, Chimamanda Ngozi. *Americanah*. United Kingdom, Fourth Estate, 2013. Chapter 12.

Androus, Zachary T. “Cultural Relativism at Home and Abroad: An American Anthropologist Confronts the Genital Modification of Children” in *Circumcision and Human Rights*, George C. Denniston, Frederick Mansfield Hodges, and Marilyn Fayre Milos, eds. Springer, 2009, pp. 33-41.

Avruch, Kevin. “Culture and Conflict Resolution” in *The Palgrave Encyclopedia of Peace and Conflict Studies*, O. Richmond and G. Visoka, eds. Springer, 2019, pp. 1-6.

Jin, Dal Yong. “An Analysis of the Korean Wave as Transnational Popular Culture: North American Youth Engage Through Social Media as TV Becomes Obsolete”. *International Journal of Communication* 12, 2018, pp. 404-422.

Kelly, Stephanie & Zachary Denton. “Introducing Intercultural Communication by Introducing Deaf Culture”. *Carolinas Communication Annual XXXIV*, 2018, pp. 57-64.

Kim, Young Yun. “The Identity Factor in Intercultural Competence” in *The Sage Handbook of Intercultural Competence*, Darla K. Deardorff, ed. Sage Publications, 2009, pp. 53-65.

Nukui, Hiroki. "Japanese Intercultural Communication Hindrances in Business Environment: Case Studies with Polish Counterparts". *Lodz Papers in Pragmatics* 15(2), 2020, pp. 163-181.

Paternotte, Emma, Fedde Scheele, Conny M. Seeleman, Lindsay Bank, Albert J. J. A. Scherpbier, & Sandra van Dulmen. "Intercultural Doctor-Patient Communication in Daily Outpatient Care: Relevant Communication Skills". *Perspectives on Medical Education* 5, 2016, pp. 268-275.

Sharma, Bal Krishna. "Training Workers for Intercultural Communication in Tourism". *Language and Intercultural Communication* 18(4), 2018, pp. 408-423.

Steers, Richard M., C.J. Sánchez-Runde & Luciana Nardon. *Management Across Cultures: Developing Global Competencies*. New York University Press, 2010, pp. 55-66.

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Cai, Deborah A. & Edward L. Fink. "Conflict style differences between individualists and collectivists." *Communication Monographs*, Vol. 69, No. 1, 2002, pp. 67-87.

Croucher, Stephen M., Ann Bruno, Paul McGrath, Caroline Adams, Cassandra McGahan, Angela Suits & Ashleigh Huckins. "Conflict Styles and High–Low Context Cultures: A Cross-Cultural Extension". *Communication Research Reports*, 29:1, 2012, pp. 64-73.

Delman, Carmit. *Burnt Bread and Chutney: Growing Up Between Cultures – A Memoir of an Indian Jewish Girl*. 2002.

Dumetz, Jerome (Ed). *Cross-Cultural Management Textbook*. CreateSpace Independent Publishing Platform, 2012.

Fischler, Claude & Estelle Masson. "France, Europe, the United States: what eating means to us". *Le Mangeur Ocha*, 2008. <https://www.lemangeur-ocha.com/france-europe-the-united-states-what-eating-means-to-us-an-interview-with-claude-fischler-and-estelle-masson-about-the-new-volume-published-by-odile-jacob/>

Gesteland, Richard R. *Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing Across Cultures*. 4th edition. Liber: Copenhagen Business School Press, 2005.

Hall, Edward T. *Beyond Culture*. Anchor Books, 1977.

Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. 2nd Edition. London: Sage Publications, 2001.

Jalal, Band, Andrea Romanelli & Devon E. Hinton. "Cultural Explanations of Sleep Paralysis in Italy: The Pandafeche Attack and Associated Supernatural Beliefs". *Cult Med Psychiatry* 39, 2015, pp. 651–664.

Jandt, Fred E. *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage Publications, 2012.

Lewis, Richard D. & Kai Hammerich. *Fish Can't See Water: How National Culture Can Make or Break Your Corporate Strategy*. John Wiley & Sons, 2013.

Matusitz, Jonathan. "The Role of Intercultural Communication in Cyberterrorism". *Journal of Human Behavior in the Social Environment*. Vol. 24, No. 7, 2014, pp. 775-790.

Rivera, Jennifer W. *Essential Guide to Intercultural Communication*. Boston: Bedford Books, 2009.

Samovar, Larry A, Richard E. Porter & Edwin R. McDaniel. *Intercultural Communication: A Reader*. South Melbourne, Australia: Wadsworth Cengage Learning, 2009.

Tili, Tiffany & Gina Barker. "Communication in Intercultural Marriages: Managing Cultural Differences and Conflicts". *Southern Communication Journal*, Vol. 80, No. 3, 2015, pp. 189-210.

## **ADDITIONAL RESOURCES**

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

**COURSE CALENDAR**  
*Communication & Global Competence*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>Course Introduction:</b> Review Syllabus & Classroom Policies <b>What is Culture? What is Communication?</b>	Course Overview Lecture & Discussion	Lustig, Koester & Halualani, Chapter 1.
2	<b>Cultural Differences &amp; Intercultural Competencies</b>	Lecture & Discussion	Lustig, Koester & Halualani, Chapter 2. <b>*Self-Assessment Due</b>
3	<b>Host Society &amp; U.S. Society</b>	Lecture & Discussion	Lustig, Koester & Halualani, Chapter 3. Adichie, <i>Americanah</i> , Chapter 12.
4	<b>Cultural Taxonomies</b>	Lecture & Discussion	Lustig, Koester, & Halualani, Chapter 4. Steers et al, <i>Management Across Cultures</i> (pp. 55-66) <b>Quiz #1</b>
5	<b>Communication I:</b> Introduction, verbal, non-verbal, intercultural, and styles	Lecture & Discussion	Lustig, Koester & Halualani, Chapter 7. <b>*Cultural Encounter Exercise Due</b>
6	<b>Communication II:</b> (Verbal, non-verbal, intercultural, and styles)	Lecture & Discussion	Lustig, Koester & Halualani, Chapter 8.
7	<b>Perception, Patterns &amp; Systemic Bias</b>	Lecture & Discussion	Lustig, Koester & Halualani, Chapter 6. <b>*Cultural Encounter Exercise Due</b>

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8	<b>MIDTERM EXAM</b>		
9	<b>Adaptation &amp; Intercultural Conflict Transformation Ethics</b>	Lecture & Discussion	Avruch, "Culture and Conflict Resolution" (pp. 1-6) Androus, "Cultural Relativism at Home and Abroad" (pp. 33-41)
10	<b>Role of Identity in Communication</b>	Lecture & Discussion	Kim, "The Identity Factor in Intercultural Competence" (pp. 53-65) <b>*Cultural Encounter Exercise Due</b>
11	<b>Intercultural Communication in Context: Business, Healthcare, Migration, Tourism</b>	Lecture & Discussion Guest Lecture	Nukui, "Japanese Intercultural Communication Hindrances in Business Environments" (pp. 163-181) Kelly & Denton, "Introducing Intercultural Communication by Introducing Deaf Culture" (pp. 57-64) <b>Quiz #2</b>
12	<b>GROUP PROJECT PRESENTATIONS</b>		
13	<b>Pop Culture &amp; Globalization</b>	Lecture & Discussion	Lustig, Koester & Halualani, Chapter 11. Jin, "An Analysis of the Korean Wave as Transnational Popular Culture" (pp. 404-422) <b>*AICAP Assessment Due</b>

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14	<p><b>Intercultural Communication in Context:</b> Business, Health Care, Migration, Tourism</p>	Lecture & Discussion	<p>Lustig, Koester &amp; Halualani, Chapter 12. Sharma, "Training Workers for Intercultural Communication in Tourism" (pp. 408-423) Paternotte et al, "Intercultural Doctor-Patient Communication in Daily Outpatient Care" (pp. 268-275) <b>*Self-Assessment Activity Due</b></p>
15	<p><b>FINAL EXAM</b></p>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)