



# Communication & Global Competence

## COURSE DETAILS

**Course Code:** COMM 3340

**Instructor:**

**Contact Hours:** 45

**Credits:** 3

**Language of Instruction:** English

**Course Prerequisites:** None

## 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 Outcomes

Through students' participation in this course, they will:

- 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.

## Active Learning

CEA CAPA courses are designed to include a variety of active learning components that will take you out of the classroom and allow you to explore your local, host city.

- Cultural Encounters

## How Grades are Weighted

The final grade is weighted as follows:

Assessment Details	Percentage
Engagement	20%
Self-Assessment Activity	5%
Cultural Encounters	10%
Quizzes	5%
Active Learning Activity Reflection	5%
Midterm Exam	15%
Group Project	20%
Final Group Project / Presentation	20%

### Assessment 1: Engagement - 20%

Engagement in class is expected of all CEA CAPA students. Students are expected to have read and understand the CEA CAPA Engagement Policy and the Class Engagement Rubric that outlines how engagement will be graded.

### Assessment 2: 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.

**Assessment 3: Cultural Encounters – 10%**

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.

**Assessment 4: 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.

**Assessment 5: Active Learning 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.

**Assessment 6: Midterm Exam – 15%**

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.

**Assessment 7: 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.

**Assessment 8: 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.

**Submissions**

All written work should be submitted directly via Turnitin on canvas according to the due dates listed. Please keep a hard copy of all written work. Late papers will be penalized at 3% per day unless prior arrangements have been made with the instructor.

# **COURSE CONTENT**

## **SESSION 1 – Course Introduction**

### **Topics**

- Review Syllabus & Classroom Policies
- What is Culture? What is Communication?

### **Assignments & Activities**

- Course Overview
- Lecture & Discussion

### **Required Readings & Resources**

- Lustig, Koester & Halualani, Chapter 1

## **SESSION 2 – Cultural Differences & Intercultural Competences**

### **Topics**

- Cultural Differences & Intercultural Competences

### **Assignments & Activities**

- Lecture & Discussion
- **Self-Assessment Due**

### **Required Readings & Resources**

- Lustig, Koester & Halualani, Chapter 2

## **SESSION 3 – Host Society & U.S. Society**

### **Topics**

- Host Society & U.S. Society

### **Assignments & Activities**

- Lecture & Discussion

### **Required Readings & Resources**

- Lustig, Koester & Halualani, Chapter 3
- Adichie, Americanah, Chapter 12

## **SESSION 4 – Cultural Taxonomies**

### **Topics**

- Cultural Taxonomies

### **Assignments & Activities**

- Lecture & Discussion
- Quiz #1

### **Required Readings & Resources**

- Lustig, Koester, & Halualani, Chapter 4
- Steers et al, Management Across Cultures (pp. 55-66)

## **SESSION 5 – Communication I**

### **Topics**

- Introduction, verbal, non-verbal, intercultural, and styles

### **Assignments & Activities**

- Lecture & Discussion
- Cultural Encounter Exercise Due

### **Required Readings & Resources**

- Lustig, Koester, & Halualani, Chapter 7
- Steers et al, Management Across Cultures (pp. 55-66)

## **SESSION 6 – Communication II**

### **Topics**

- (Verbal, non-verbal, intercultural, and styles)

### **Assignments & Activities**

- Lecture & Discussion

### **Required Readings & Resources**

- Lustig, Koester, & Halualani, Chapter 8

## **SESSION 7 – Perception, Patterns & Systemic Bias**

### **Topics**

- Perception, Patterns & Systemic Bias

### **Assignments & Activities**

- Lecture & Discussion
- Cultural Encounter Exercise Due

### **Required Readings & Resources**

- Lustig, Koester, & Halualani, Chapter 6

## **SESSION 8 – Midterm Exam**

## **SESSION 9 – Adaptation & Intercultural Conflict**

### **Topics**

- Transformation
- Ethics

### **Assignments & Activities**

- Lecture & Discussion

### **Required Readings & Resources**

- Avruch, “Culture and Conflict Resolution” (pp. 1-6)
- Androus, “Cultural Relativism at Home and Abroad” (pp. 33-41)

## **SESSION 10 – Role of Identity in Communication**

### **Topics**

- Role of Identity in Communication

### **Assignments & Activities**

- Lecture & Discussion
- Cultural Encounter Exercise Due

### **Required Readings & Resources**

- Kim, “The Identity Factor in Intercultural Competence” (pp. 53-65)

## **SESSION 11 – Intercultural Communication in Context**

### **Topics**

- Business, Healthcare, Migration, Tourism

### **Assignments & Activities**

- Lecture & Discussion
- Guest Lecture
- Quiz #2

### **Required Readings & Resources**

- Nukui, “Japanese Intercultural Communication Hindrances in Business Environments” (pp. 163-181)
- Kelly & Denton, “Introducing Intercultural Communication by Introducing Deaf Culture” (pp. 57-64)

## **SESSION 12 – Group Project Presentations**

## **SESSION 13 – Pop Culture & Globalization**

### **Topics**

- Pop Culture & Globalization

### **Assignments & Activities**

- Lecture & Discussion
- **Active Learning Assessment Due**

### **Required Readings & Resources**

- Lustig, Koester & Halualani, Chapter 11
- Jin, “An Analysis of the Korean Wave as Transnational Popular Culture” (pp. 404-422)

## SESSION 14 – Intercultural Communication in Context

### Topics

- Business, Healthcare, Migration, Tourism

### Assignments & Activities

- Lecture & Discussion
- Self-Assessment Activity Due

### Required Readings & Resources

- Lustig, Koester & 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)

## SESSION 15 – Final Exam

## POLICIES

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Academic Conduct

Justice, equity, diversity, and inclusion are core values for CEA CAPA, and we intend that our classrooms and academic cultures be welcoming spaces that are conducive to learning. Conduct in academic contexts that goes against these principles may carry both academic and disciplinary consequences.

Using slurs or expressing views that are racist, misogynistic, homophobic, transphobic, or that target members of a certain class, ethnic, or religious group - or any language that works against the shared creation of welcoming, inclusive academic spaces that are conducive to learning – will not be tolerated by CEA CAPA, and may lead to dismissal from the program with no credit granted.

Students may be given a verbal warning and/or one written warning prior to dismissal depending on the severity of the incident. Home institutions will be notified of the nature of



the disciplinary action, which may lead to additional sanctions or judicial actions on the home campus.

### **Academic Integrity & Artificial Intelligence**

Academic integrity is essential to teaching and learning. All students are expected to approach and complete their coursework with honesty. A breach of academic integrity will result in disciplinary action, a zero for the assignment, and/or failure of the course.

Guidelines for use of artificial intelligence are at the faculty member's discretion and articulated in the term syllabus. Misrepresenting the work of artificial intelligence as your own is considered a violation of academic integrity and will be penalized as such.

## **STUDENT LEARNING & DEVELOPMENT OBJECTIVES**

CEA CAPA has identified Student Learning and Development Objectives (SLDOs) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.