

**COURSE SYLLABUS
INTERCULTURAL COMMUNICATION
COM 201**

Spring 2017, Wednesday 18:30 – 21:00

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Room: 2.18

Office hours: 17:30 – 18:30, room 4.02

by appointment



Semester Credits	3	Language of Instruction	English
ECTS	6	Level	Intermediate
Length	15 weeks	Pre-requisites	None
Contact hours	42 hours	Course type	Presentation/discussion

1. Course Description

Intercultural Communication (ICC) is an intermediate course which examines the intersection of language, communication, community and culture. It presents differing perspectives on issues central to ICC and explores cultural and linguistic diversity and contact and language endangerment. It examines the creation of identity, community and culture through language, as well as factors that challenge these constructions, such as gender, status and ethnicity.

2. Student Learning Outcomes

Upon successful completion of COM 210 the student will have:

- comprehended the concepts of communication, culture and language from diverse theoretical perspectives;
- studied their interconnection and application in various linguistic cultures;
- analyzed key readings on ICC;
- understood the implications effects of language contact;
- explored, questioned and compared communicative strategies and language rituals across cultures;
- assessed factors complicating intercultural communication; i.e., ethnicity, privilege, equality, social inclusion and exclusion, migration and globalization;
- collected and evaluated data in order to explore issues and topics in ICC first-hand;
- presented a research thesis which examines and explains an ICC issue and proposes a resolution;
- written a research paper.

3. Reading Materials are uploaded in Neo, or available in the library.

4. Teaching Methodology: COM201 is taught as a combination of lecture and seminar. Topics are introduced in class and in readings. Students are guided through research and analysis of these topics in class. Students also independently investigate, collect, analyse and present data on assigned topics.

5. Course Schedule

Readings and assignments will be posted on Neo.

	Lecture Topics and Assignments
Lesson 1 Feb. 15	Course Introduction Introduction to core concepts of ICC: Communication, Language, Culture & Community Language & Communication: Human & Non-human Verbal & Non-verbal communication & Cultural contrasts

	<p>Material for this class (<i>posted on Neo</i>): Rowe, B. & D. Levine "The Nature of Communication" CBS "Personal Space: How Close is Too Close?" https://www.youtube.com/watch?v=frQdjs9UaYA Ricardi, P. "Cross Cultural Communication" https://www.youtube.com/watch?v=YMyofREc5Jk</p> <p>Material for Summary (<i>See assignment on Neo; choose one article</i>) Tannen, D. "Cross-cultural communication" Sperber, D. "How do we communicate?" Matsumoto D. & H. Hwang "Non-verbal Communication"</p> <p>Data Assignment & Presentation: Proxemics / Oculistics. (<i>See assignment on Neo</i>)</p>
<p>Lesson 2 Feb. 22</p>	<p>Language & Communication: Common Ground & Speech Communities Conversational Principles & Maxims and Relevance theory</p> <p>Material for this class (<i>posted on Neo</i>): Bergmann, A., K. Hall & S. Ross "Rules of Conversation" Conversation Maxims & Big Bang https://video.search.yahoo.com/yhs/search?fr=yhs-adk-adk_sbnt&hsimp=yhs-adk_sbnt&hspart=adk&p=h+paul+grice+logic+and+conversation+youtube#id=2&vid=52439ef2bfc45d3cdc80505aefa0c5a9&action=click</p> <p>Material for Summary (<i>See assignment on Neo; choose one article</i>) Grice, P. "Logic and Conversation" Wilson, D & D. Sperber "Relevance Theory" Allott, N. "Relevance Theory"</p> <p>Data Assignment & Presentation: Conversation Analysis. (<i>See assignment on Neo</i>)</p>
<p>Lesson 3 Mar. 1</p>	<p>Data Presentation: Proxemics / Oculistics Language & Culture: Politeness & Face Address terms & Greetings Taboo & Euphemism</p> <p>Material for this class (<i>posted on Neo</i>): Wardaugh, R. "Address terms and politeness"</p> <p>Material for Summary (<i>See assignment on Neo; choose one article</i>) Kim, K. "What is Behind "Face-Saving in Cross-Cultural Communication?" Ogiermann, E. "Politeness and in-directness across cultures: A comparison of English, German, Polish and Russian requests" Goddard C. & A. Wierzbiczka "Cultural Scripts" Cheng, W. "Speech acts, facework and politeness"</p>
<p>Lesson 4 Mar. 8</p>	<p>Data Presentation: Conversational analysis Language, Culture & the Mind: Linguistic Determinism & Relativity Historical and Contrasting Perspectives on ICC: Cross-cultural ICC & Critical ICC</p> <p>Material for this class (<i>posted on Neo</i>): Bergmann, A., K. Hall & S. Ross. "Language and Thought" Wardaugh, R. "Words and Culture".</p> <p>Analysis assignments (<i>See assignments on Neo; choose one</i>):</p> <ol style="list-style-type: none"> 1. Linguistic Determinism: Summary and Comparison 2. Contrasting Perspectives on ICC: Summary and Comparison

<p>Lesson 5 Mar. 15</p>	<p>Language variation: Dialects & standards Dialect continuums Prescriptive & Descriptive approaches Cultural Symbolic Capital</p> <p>Material for this class (<i>posted on Neo</i>): Bergmann, A., K. Hall, & S. Ross, "Language Variation" Speiser, M. "The Eleven Nations of the United States" US Language Attitudes https://www.youtube.com/watch?v=4kW3K3OclnE&feature=related</p> <p>Material for Summary (<i>See assignment on Neo; choose one article</i>) McWhorther, J. "What's a Language Anyway?" Mooney A. & B. Evans "Language, class and symbolic capital"</p> <p>Test 1</p>
<p>Lesson 6 Mar. 22</p>	<p>Inter-Cultural Linguistic Codes: Speech Communities Bilingualism & Multilingualism Code Switching & Mixing Language as a Commodity</p> <p>Material for this class (<i>posted on Neo</i>): Wardaugh, R. "Speech Communities" Fantini, A. "Language: Its Cultural and Intercultural Dimensions" North end Boston https://www.youtube.com/watch?v=Kmmum-eT4hzM Another view, Codeswitching in AAVE https://www.youtube.com/watch?v=RSUMnOVlp1M https://www.youtube.com/watch?v=fhAiTuTI8Vs Detroit Linguistic Profiling John Baugh https://www.youtube.com/watch?v=HJ778_tsqjs The Linguistics of AAVE https://www.youtube.com/watch?v=pkzVOXKXfQk</p> <p>Data Assignment & Presentation: Code Switching / Code-mixing (<i>See assignment on Neo</i>)</p>
<p>Lesson 7 Mar 29</p>	<p>Presentation of Data assignment: Codeswitching / Codemixing Language, Gender and Cross-Cultural variation: Grammatical gender vs. Biological gender Gender as sub-culture Stereotyping, priming & collocations</p> <p>Material for this class (<i>posted on Neo</i>): Mooney A. & B. Evans "Language and gender" Tannen, D. "Ethnic style in male-female conversation"</p> <p>Material for Summary (<i>See assignment on Neo; choose one article</i>) White, K., Crites, S., Taylor, J. & Corral, G. "Wait, what? Assessing stereotype incongruities using the N400 ERP component" Osterhout, L., M. Bersick & J. Mclaughlin "Brain potentials reflect violations of gender stereotypes", Tannen, D. "The Power of Talk"</p>
<p>Lesson 8 Apr. 5</p>	<p>Language, Identity, and Ethnicity Cultural Appropriation</p> <p>Material for this class (<i>posted on Neo</i>): Bergmann, A., K. Hall & S. Ross "Identity" Mooney, A. & B. Evans. "Language and ethnicity" Fairbairn, B. & K. Eccleston "Putting on the Dish: Polari" https://www.youtube.com/watch?v=Y8yEH8TZUsk Bourrelle, J. "How Culture Drives Behaviours" https://www.youtube.com/watch?v=l-Yy6poJ2zs</p>

	<p>Material for Summary (<i>See assignment on Neo</i>) Pillar, I. "Intercultural communication in a multilingual world" Fishman, J. "Language and Ethnicity"</p>
<p>Lesson 9 Apr. 12</p>	<p>Global Language Contact: Lingua franca Pidgins, Creoles Migration effects Globalization</p> <p>Material for this class (<i>posted on Neo</i>): Bergmann, A., K. Hall, & S. Ross "Pidgins, Creoles" Pillar, I. "English the non-language"</p> <p>Material for Summary (<i>See assignment on Neo; choose one article</i>) Pillar, I. "Intercultural communication in a multilingual world" Verschueren, J. "ICC and Challenges of Migration" McWhorther, J. "How immigration changes languages"</p> <p>Data assignment: Pidgins (<i>See assignment on Neo</i>)</p>
<p>Apr. 17-21</p>	<p>MID-TERM BREAK</p>
<p>Lesson 10 Apr. 26</p>	<p>Presentation of Data assignment: Pidgins Language Endangerment & Death Material for this class (<i>posted on Neo</i>): Mooney, A. & B. Evans "Linguistic Imperialism" Crystal, D. "Language death" Gavin, M. "Why cultural diversity matters" https://www.youtube.com/watch?v=48RoRi0ddRU Everett, D. "Endangered languages and lost knowledge" http://longnow.org/seminars/02009/mar/20/endangered-languages-lost-knowledge-and-future/ Material for Summary (<i>See assignment on Neo; choose one article</i>) Bryson, B. "English as a world Language" Bryson, B. "The future of English" Thurman, J. "Can dying Languages be saved" Review</p>
<p>Lesson 11 May 3</p>	<p>Test 2</p>
<p>Lesson 12 May 10</p>	<p>Student Presentations of Research Projects (<i>See assignment on Neo</i>)</p>
<p>Lesson 13 May 17</p>	<p>Student Presentations of Research Projects (<i>See assignment on Neo</i>)</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload	Weight in Final Grade	Student Learning Outcomes
Participation & attendance	45 hours	10%	Students are expected to be present, timely and prepared to contribute positively to ALL discussions.
Assignments and	30 hours	24%	Students are expected to collect, test and

presentation (4 x 5%, 1 x 4%)			analyze data on assigned topics and to present findings in class in a cogent manner, as well as to submit a written report.
Summaries (8 x 2%)	20 hours	16%	Students are expected to identify, understand and summarize main points in assigned readings in a written submission.
Tests (1 x 5%, 1 x 10%)	15 hours	15%	Students are expected to demonstrate comprehension of course material as presented in lectures and readings.
Research presentation	10 hours	10%	Students are expected to research and present an issue relevant to ICC in a cogent oral presentation, and to respond to questioning and feedback.
Research paper	30 hours	25%	Students are expected to write a research paper on an issue relevant to ICC. The paper should demonstrate evidence of original research, critical thought and analysis.

7. Detailed assessment breakdown of the assignments

Assessed area: Attendance and participation	Percentage
Presence, timeliness, and preparedness Active engagement in discussion	50%
Positive, constructive contribution to discussions and presentations, and the application of relevant course concepts	50%

Assessed area: Data assignments	Percentage
Oral presentation (structure, content & relevance, style & clarity)	50%
Written submission (structure, content & relevance, style & clarity and grammatical accuracy)	50%

Assessed area: Reading summaries	Percentage
Written submission (structure, content & relevance, style & clarity and grammatical accuracy)	100%

Assessed area: Test 1 & 2	Percentage
Comprehension and application of course material	100%

Assessed area: Research presentation	Percentage
Organization: clarity and logical development	30%
Content: salient, original, well-researched with evidence of development and critical thinking.	30%
Delivery: language quality, appropriateness, conciseness and clarity	20%
Positive interaction with peers and response to feedback	20%

Assessed area: Research Essay and outline	Percentage
Outline: clarity and logical development	20%
Structure: essay and paragraph organization, unity and cohesion	20%
Content: salient, original, well-researched with evidence of development and critical thinking.	20%
Style: appropriate register, word choice, syntax and conciseness and clarity	20%
Accuracy: spelling, grammar, punctuation, correct citation format and work cited.	20%

8. Written Assignment Format:

All submitted assignments should be typed in Times New Roman 12pt. font and double-spaced. Assignments should have a cover page with a title, class name, student name and number, instructor's name and the date. Pages should be numbered and have one inch margins. Written assignments will be submitted electronically in a single file via TURNITIN. The file name should be the student's last and first name, assignment and class; e.g., Smith.John.Research Paper.COM201.

9. General Requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

- **Electronic Communication and Submission**

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question."

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

- **Attendance**

Attendance is required. The university recommends, as a minimal policy, that students who are absent 35 percent of the course will be failed (or administratively withdrawn from the course if the absences are excused). Students are allowed two unexcused absences. Absences above this number will result in a lowered participation grade of 5% per missed class and may result in failure of the course. Three late arrivals are equal to one missed class.

- **Absence Excuse and Make-up Options**

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if the student submits an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor of the absence in advance.

Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

- **Late work**

Please follow the deadlines. Late submissions will be penalized at the discretion of the instructor and may not be accepted.

- **Electronic devices**

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the exams.

- **Eating is not allowed during classes.**

- **Cheating and disruptive behavior**

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

A student engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior, the student will be expelled from the exam, and the exam will be marked as failed.

- **Plagiarism and Academic Tutoring Center**

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at < <http://go.turnitin.com/paper/plagiarism-spectrum> >) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; to self-plagiarise.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy, the types of plagiarism from 1 through 8 result in a failing grade for the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail a disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: < <http://atc.simplybook.me/>>

Students with Disabilities are asked to contact their lecturer as soon as possible to discuss reasonable accommodation.

- **Grading Scale**

Letter Grade	Percentage	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the
C	73 – 76	

C-	70 - 72	course, but has not succeeded in translating this understanding into consistently creative or original work.
D+	65 - 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 - 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

Approved by: School of Humanities and Social Sciences