In the past most human beings were born, lived and died within a clearly defined geographical area. Seldom did they come in contact with people of other ethnic or cultural backgrounds. Such a world no longer exists. Now all five and a half billion of us are interconnected. Changes in information systems, travel, global conflicts, international business and immigration patterns have created a world that links the actions of one culture to those of another. Whether for profit, pleasure or survival, most scholars now agree that [Marshall] McLuhan’s “Global Village” is now upon us. This course attempts to introduce you to the people in that village so that you may find this new community less confusing and frustrating.

Larry Samovar
On successful completion of Speech 128, Intercultural Communication, students will be able to:

A. Demonstrate understanding of the relationship between culture and communication;
B. Demonstrate an understanding of the difference among the definitions of the terms “culture,” “ethnicity,” “nationality,” and “race”;
C. Recognize individual and cultural differences and demonstrate knowledge of these differences;
D. Work in small groups to present information to others;
E. Present an effective 5-7 minute individual oral and/or written presentation on a specific intercultural topic (i.e., an Intercultural Interview, an Intercultural Metaphor describing the cultural diversity in the U.S, an oral history or an oral presentation describing the food of another culture.);
F. Explain the role of cultural patterns, verbal codes, and nonverbal codes in the development of intercultural, interpersonal relationships;
G. Describe obstacles to competent intercultural communication.

**CONTRACT**

The grade you earn in this class will depend on the amount of work **YOU** choose to do as well as the quality of that work. Following is a list of activities, each of which will earn you a certain number of points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>325 + points</td>
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<tr>
<td>B</td>
<td>290 - 324 points</td>
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<tr>
<td>C</td>
<td>255 - 289 points</td>
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<tr>
<td>D</td>
<td>200 - 254 points</td>
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</tbody>
</table>

Here are the activities that will earn you the above mentioned points:

25 points - **ATTENDANCE ***EXTRA CREDIT***

Everyone will start the class with 25 points. You are entitled to two absences or two late arrivals or two early departures (or any combination of the above totaling two - whichever combination of absence/s, early departure/s or late arrival/s occurs first) **without penalty**. Beyond this, each absent class meeting will cost you 10 points; this being based on the assumption that you must be present to learn and practice the skills introduced in this course. Arriving late or leaving early will cost you 5 points.
80 points - **QUZZES**

There will be eight (8) brief 10 point each (maximum) quizzes designed to check and encourage you to read all assigned chapters of the assigned textbook. The purpose of these quizzes is to make sure that you read the assigned pages with some care. Quizzes will be announced in advance. I will give no "pop" or surprise quizzes. There will be NO make-up quizzes. All quizzes will be based on material from the textbook and will be True-False and Multiple Choice (10 questions). You will not need a “blue book” or "scantron" for these quizzes.

50 points - **THREE VIEWS**

The body of this paper should be a minimum of 6 pages in length, PLUS an introduction page and a conclusion page. This paper should also have a “works cited” page for a minimum total of 9 pages. It should be typewritten or computer-printed, double spaced, proofread and **your own work**. The paper should follow the MLA format for a research paper. This is a paper only and you will not have to make an oral class presentation of this material.

In the Lustig, Koester text, Mary Catherine Bateson explains how she tries to prevent her students from falling into the “Us and them” trap:

*I try to encourage students always to think in terms of three cultures, their own, and at least two others-not one other, because they could too easily reduce true human diversity to a single dimension of difference, us and them...*

Your assignment is to choose one aspect of culture (clothing, music, marriage rituals, use of personal space, death rituals, use of time, status of women, individuality, group work, etc.) and find three separate views of this characteristic as compared and contrasted from the views of three separate cultures (your own and two separate cultures or three cultures not including your own-this is your choice). You may gather information through library research, attending cultural events, interviewing individuals, documentaries, novels or using your own cultural experiences. But you must use at least two different kinds of sources (e.g., library references, interviews, personal experience, novels, and documentaries). **Please include a list of the sources you used** (this is the “works cited” page) and **please number all pages**. I encourage you to clear your paper topic with me before you begin. **You may do this assignment only once.** If choosing to do this assignment, you may hand it in at any time during the semester up to the beginning of class on the due date announced in class. Please see online student samples of this assignment.
30 points - **CULTURAL METAPHORS**

After the second week of class you should be familiar with the four metaphors that explain cultural diversity in the United States. As explained early in the semester, while each metaphor has some positive qualities about it, none is flawless in portraying cultural diversity as it exists in the U.S.

This assignment challenges you to create your own metaphor of U.S. cultural diversity. How can you accurately illustrate U.S. society and its many cultural groups? What metaphor captures this diversity most succinctly? Consider the advantages and disadvantages identified in each of the metaphors presented in Chapter One. Compare and/or contrast your metaphor with one, two or all four of the metaphors discussed in class.

You may choose any number of creative methods of expression to present or explain your metaphor. You may choose to write a paper of a minimum of two pages and then explain the cultural metaphor to the class or you may choose to paint or draw a picture and explain it to the class, or construct a three-dimensional model and explain it to the class, or write a poem or story and read it to the class, or compose and perform a song or perform a skit. The presentation should be between 5-7 minutes in length. You may do this assignment only once. Please see online student sample (video) of this assignment.

40 points - **GROUP PRESENTATIONS**

All members of a group receive the same number of points: up to a maximum of 40 points. Groups consisting of 3 or 4 students will teach concepts from individual chapters of *Intercultural Competence*. Emphasis is on responsible creativity and effective communication of concepts introduced in a chapter, not lecturing on the entire chapter or parts of the chapter itself. Presentations should be between 25-30 minutes long. You may consider role-playing, a short skit, or the use of videotape or the combination thereof. You may be part of a group only ONCE unless so noted by me when asking for the group’s formation. Please see online student sample (video) of this assignment.
Six typed or computer-printed reaction papers worth up to ten points (maximum) each may be created about particular class meetings. A satisfactory reaction paper must meet the following requirements:

1. It is clearly marked with the date of the class to which it refers.
2. It mentions the topic covered in class and explains the exercise or discussion used to demonstrate that topic.
3. It refers (if possible) to additional information about that topic found in the text or in other related readings.
4. It relates the topic covered in class to the student’s own personal experience or experiences.
5. It evaluates the exercise or topic covered in class. It addresses such questions such as, "Did the exercise clearly demonstrate the topic?", "Does the exercise or discussion raise further questions for me?"
6. It is handed in at the beginning of the following class period.
7. Although numerous topics may be discussed in class, only ONE reaction paper per class session will be accepted at the beginning of the following class session.

Please see online student sample of this assignment.

Again, I am interested in what YOU honestly experienced, not what you may think I want to read or hear.

Interview someone from a culture other than your own. Compare and contrast at least five or six important points we should know when communicating with a person from your selected culture. Use a "reporting" style to provide the class the information gathered from the interview (i.e. "the person I interviewed stated that in her opinion..."). This information should be typewritten or computer-printed and be at least two-three pages long. An oral presentation of the information gained from the intercultural interview will be required AS WELL. This oral presentation must be at least five minutes in length but no more than seven minutes. You must do the paper and the presentation to receive credit for this assignment. You may do this assignment only once. The paper is due at the beginning of class on the day of the presentation and must be submitted to me prior to your giving the presentation that class. If the paper is not submitted as stated above, this will result in "0" points for this assignment. Please see online student sample of this assignment.
You may elect to take a comprehensive final examination covering material covered in this course throughout the semester. The 30 questions (worth two points each) will be both True-False and Multiple Choice. You will have up to 30 minutes to take this examination. This examination will be given only on the date listed in the Schedule of Classes (in our normally assigned classroom, at the time listed in the Schedule of Classes). Please bring a green scantron and a number #2 pencil with you. The exam will be primarily based on questions taken from your previous quizzes, although material presented in the book and covered in class may be on the exam as well.

Please review the separate Extra Credit Video Critique handout for specific directions for this possible assignment. By reviewing a videotape from the selected list and then following the specific directions a student may receive up to thirty points maximum for this assignment. If choosing to do this extra-credit assignment, the last date upon which to submit it is the beginning of class on the due date announced in class. You may do this assignment only once and only on films from the list. Please see online student samples of this assignment.

PLEASE BE SURE TO INCLUDE YOUR NAME ON ALL ASSIGNMENTS. ALSO BE SURE TO STAPLE ALL WORK AND PLEASE SAVE ALL GRADED ASSIGNMENTS. ALL WORK MUST BE TYPED OR COMPUTER PRINTED; OTHERWISE IT WILL NOT BE ACCEPTED.

Assignments due at the “beginning of class” are due the first ten minutes of class. LATE WORK WILL NOT BE ACCEPTED.