CMST280 Intercultural Communication

Sustainability workshop final project

Li Liu

**A. Statement connecting sustainability to my discipline**

The discipline of communication connects to the concept of sustainability in two major ways: one is that how the meaning of sustainability has been historically and socially constructed, negotiated and reflected through mass media. This inquiry points at the historical significance and political agenda behind the public debate associated with sustainability and we teach students how to critically analyze corresponding media news frames and languages.

In the area of intercultural communication in particular, the concept of sustainability is relevant as well in terms of how different (national) cultures relate to the natural world on the world view continuum of either mastery or adaptive, in that some cultures view the natural world as subject that can be controlled, while some other cultures view natural world as the environment and resources that human race share with other life forms. This idea concerns with different world view associated with sustainability and we encourage students to challenges some of their fundamental notions of how the world is structured.

**B. Teaching Portfolio**

1. *Mapping course learning outcomes to sustainability Outcomes*

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| --- | --- | --- |
| **CMST 280 course learning outcomes** | **Sustainability Outcomes** | **Note** |
| Explain how environmental factors affect and make cultures different | Explain how environmental factors affect and make cultures different | In this class we discuss various types of worldview continuum. Each one of them is more or less related to the "People, Profit and Planet" sustainability framework and classroom discussion eventually would always seek for a solution in the real world when sustainability is concerned. We aim to use the worldview continuum to inform discussion, and use the discussion to guide decision-making process. |
| Apply various models of cultural values to intercultural interactions. | -Synthesize and communicate an understanding of social, economic, and environmental systems  in the context of sustainability |

2. Teaching strategies

I primarily rely on cultural simulation and experiential learning to achieve the said learning outcomes. I plan to embed sustainability theme to three class sessions when we deliver the following worldview continuums:

-mastery / adaptive (towards natural world)

-polychronic / monochromic (on time orientation)

-egalitarian / hierarchical (on social structure)

For each of the class sessions, I combine lecture (20%), case presentation (10%), case analysis/discussion (30%), instructor summary (20%) and individual reflection (20%). The case presentation and case analysis/discussion usually presents a cultural situation that’s foreign to students. They are required to use the said world view continuum to adopt alternative way of thinking to explore and examine a possible solution to a sustainability-challenged issue. They will use the People, Planet and Profit triangle to evaluate their solution.

**All three class sessions will produce in-class writing assignment. At this point these writing assignments are all ungraded assignments and no specific rubrics have been developed yet. I will collect student feedbacks to see if I want to increase the weight and develop this series of classes into a graded major assignment.**

**3. Teaching plans**

**Topic of the day: World view: adaptive/mastery**

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| --- | --- | --- |
| **CMST 280 course learning outcomes** | **Sustainability Outcomes** | **Note** |
| Explain how environmental factors affect and make cultures different | Explain how environmental factors affect and make cultures different | The word view continuum of adaptive / mastery towards the natural world is directly linked to the Sustainability theme and will be the first pair of worldview I introduced underneath this theme. |
| Apply various models of cultural values to intercultural interactions. | -Synthesize and communicate an understanding of social, economic, and environmental systems  in the context of sustainability  -Apply various models of cultural values to intercultural interactions. |

**Reading (one week before class)**: Carbaugh, D. (1999). *"Just Listen": "Listening" and Landscape among the Blackfeet*, Western Journal of Communication, 63(3), pp. 250-270.

**discussion forum question (due one day before class)**: This ethnographic narrative explores "listening" as a cultural form of communication. Based on your reading, please responding to the following:

- To whom the Blackfeet people are communicating with by "just listen"?

- What are the environmental factors, such as where, when and how, are specifically relevant to a meaningful "listening" process in this cultural context?

- We are going to talk about the world view continuum of either adapting to or master the natural world. Do you think this reading is relevant to the continuum? and why?

- Where you'd put your own cultural world view onto the same world view continuum?

**class (50 min):**

**lecture & discussion (20%)**going over definition of the world view continuum of mastery/adaptive to the natural world. encourage a class level discussion on the reading and discussion had prior to class.

**quotes shared after the discussion:**

George Cornell, a professor at Michigan State University (who is also Ojibwe), supports the view of the Indian “perception of the environment that generalizations about Native American philosophy / spirituality are also on firm footing when discussing the earth. Native peoples almost universally view the earth as a feminine figure. The relationship of Native peoples to the earth, their Mother, is a sacred bond with the creation. Native peoples viewed many of the products of the natural environment as gifts from the Creator. Man, in the Native American conception of the world, was not created to “lord” over other beings, but rather to cooperate and share the bounty of the earth with the other elements of the creation. This explains why usually member of general First Nation cultural community would be deeply invested in the earth, committed to it both in his consciousness and in his instinct. In him the sense of place is paramount. Only in reference to the earth can he persist in his true identity”.

**example (10%)**: Yunnan Yuanyang Rice Terrace Field (images) --> adaptive world view doesn't mean to live with minimal change to the natural environment, but rather change in a way that helps human being better adapt to the natural world; better yet, the Yuanyang Rice Terrace Field has be recognized as a UNESCO World Heritage in 2011. So this is a good example where the "human" and the "profit", two other important elements within the sustainability framework can be recognized as well.

**Group discussion (40%):** divide the class into two sides based on their choice. let them prepare the following questions and then have a small debate:

Side A: when it comes to sustainability, a controlling world view is more likely to facilitate the balance among people, planet and profit?

Side B: When it comes to sustainability, an adaptive world view is more likely to facilitate the balance among people, planet and profit?

**Tie up discussion (15%)**

**Reflection writing (15%):**imagine that you are member of the Blackfeet community. Local government proposed to build highway that will direct go through the mountain area where your community traditionally perform the "listening" cultural ritual. Please write one paragraph, using the framework of sustainability, to persuade the local government to drop this plan.

**Topic of the day: Monochronic / Polychronic**

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| **CMST 280 course learning outcomes** | **Sustainability Outcomes** | **Note** |
| Explain how environmental factors affect and make cultures different | Explain how environmental factors affect and make cultures different | The word view continuum of monochronic / polychronic refers to one important aspect of the environment. For instance, this pair describes whether the culture generally prefers relational harmony or prompt task completion. Learners are sometimes astonished how some of the environmental related dispute, like freshwater management or waste management may be intimately related to time orientations in different cultures. This paired continuum is directly linked to the Sustainability theme and ties back to the triangle of People, Planet and Profit in a good way. |
| Apply various models of cultural values to intercultural interactions. | -Synthesize and communicate an understanding of social, economic, and environmental systems  in the context of sustainability  -Apply various models of cultural values to intercultural interactions. |

**Lecture & discussion (20%)**going over definition of the world view continuum of Monochromic / Polychromic

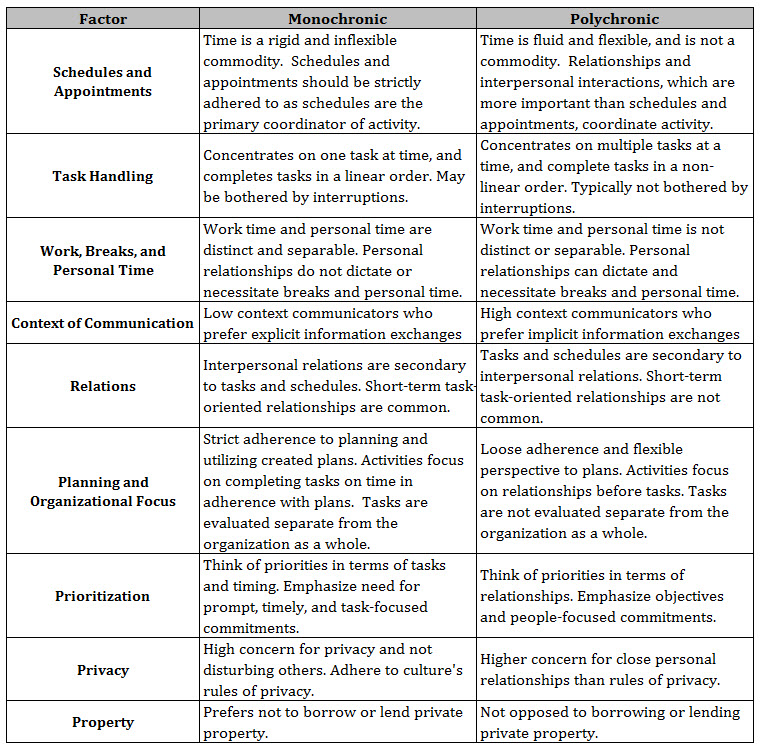
**Polychronic**

* Individuals in polychronic cultures tend to perform multiple activities simultaneously (address two or more tasks during the same time period)
* Polychronic people handle interruptions and changes to plans and schedules easily, as these are characteristic of their culture
* Detailed plans and schedules, especially those imposed by others, are less preferable to making plans and meeting deadlines in a manner that is conducive to the culture’s value structure
* Human interaction is valued over schedules, deadlines, and objectives, which more closely resemble ideal outcomes than hard requirements for completing tasks
* Scheduling and being on time is less important in Polychronic cultures, which often leads to meetings starting and ending later than scheduled
* Cultures commonly described as polychronic include: First Nation tribes in North America, Latin American, African, Southern European, Arabic, and Southeast Asian.

**Monochromic**

* Perceptions of time in polychronic cultures are centered in the cultural understanding that time is not more than the units used to measure it (minutes, hours; etc.), and is a commodity that can be organized, saved, spent, and economized
* Individuals in monochronic cultures tend to focus on and perform only one activity at a time; the current task an individual is working on must be complete before moving onto the next
* Views organizational goals and the evaluation of those goals in a task-centric manner focusing on the efficiency of an individual opposed to the group
* Detailed plans, schedules, task lists, and agendas are the preferred tools for maximizing the efficiency of a project and ensuring all necessary details are addressed
* Monochronic cultures are not as relationship driven as their polychronic counterparts, and monochronic cultures frequently engage in business transactions without having a previously established relationship
* Meetings in monochronic cultures are expected to start and end within a preset-fixed schedule, and follow the meeting’s predetermined agenda closely
* Cultures commonly described as monochronic include: North American and Northern European

If we have time, we have a mini-map activity using the following table to further understand the differences and similarities between the two orientations.

[](http://viaconflict.com/wp-content/uploads/2013/09/monochronic_polychronic.jpg)

**Small group discussion (30%)**

Students work in small groups, using the table of monochronic / polychronic to come up with a communication plan.

**Tie back discussion as a class (20%)**

Sharing communication plans back to the class.

Modification of fresh water flow is one of the three major human activities threatening freshwater systems. The other two are invasive species introductions and excessive nutrient inputs (Sustainable World, Chapter one, p. 6).

The case being analyzed here is a communication crisis between Dutch agriculture engineer and local Yunnan tulip farmers. The Dutch engineers insisted that when rain water was not sufficient to support the growth of tulip bulbs, irrigation needs to be introduced. Local farmers insisted that tulip bulbs needs to follow the natural cause and the tulip bulbs need to wait for rain water only. They might grow slower but this is fine.

Issues seems at stake:

* + Local circulation of fresh water flow
  + Introducing foreign species
  + Profit related to harvesting of tulip bulbs, etc.

Instructor relates to the “people, planet and profit” triangle and points out how the world view of polychromic / monochromic is related to each one of the three key element in a given situation like this. As a group, come up with a blurb if you were to run a meeting between the two groups to negotiate a solution. Things to consider:

* + Do you want to acknowledge the possible differences along the said world view continuum?
  + Do you want to take either side and persuade the other side, or do you want to seek a middle ground?

**Reflection writing (20%)**

Explaining your own take on the worldview continuum of polychromic / monochromic when it comes to the sustainability triangle. Pick one of the key element, write about the strength and challenge when it comes to your own orientation.

**Topic of the day: Egalitarian/hierarchy**

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| --- | --- | --- |
| **CMST 280 course learning outcomes** | **Sustainability Outcomes** | **Note** |
| Explain how environmental factors affect and make cultures different | Explain how environmental factors affect and make cultures different | The world view continuum of egalitarian / hierarchy is linked to the People, Planet and Profit triangle from an economic perspective. It introduced possibility to further question the validity and impact when introducing a new economic system to local community. Through case studies situated within local cultural community, we seek answers to the following questions: what has been the disruptions? What has been the benefit? How to evaluate and project the long-term impact? |
| Apply various models of cultural values to intercultural interactions. | -Synthesize and communicate an understanding of social, economic, and environmental systems  in the context of sustainability  -Apply various models of cultural values to intercultural interactions. |

**Lecture (20%):** going over the worldview continuum of egalitarian/hierarchy

In egalitarian societies it is assumed that each person is of the same worth and value as any other, whereas in hierarchical societies the assumption is that there is natural and proper differentiation across people. The egalitarian perspective assumes that every person is just as important as every other person. The hierarchical perspective sees every person as important to the extent that they complement each other’s roles, and a person’s position of authority determines the person’s relative worth.

What does this worldview has anything to do with sustainability? When local cultural community participate into global capitalistic system, some of the key local cultural beliefs can be severely challenged. What would happen when an originally egalitarian society is introduced to an individualistic and consumerist oriented global culture? Study of today’s case essentially begs for answers to the following questions:

* Do social structures have to be hierarchical, individualist, consumerist, and masculinist to be successful?
* How do we examine the impact to a local community using the “people, planet and profit” triangle?

This is the American ideal, and anyone with a narrow view of the world and human nature might believe that it is the only model for human organizations. However, this is not the case. Feminist historians argue that pre-historical societies were egalitarian and peaceful. History is the period of time that encompasses the last 5,000 years and pre-history is all time preceding this present era. When one has this information, the necessity of hierarchy in societies and its membership in "human nature" are easily contested.

Americans like equity, but only in reference to some imagined starting point. Americans at times cheer for the underdog, but in the end what they truly love is a winner, and they are quick to assign start status to those who succeed.

**The case (20%)** LEGATO land-use intensity and ecological engineering rice based production systems

<http://www.youtube.com/watch?v=vNdRo1P7aGI>

this five-minute video presents a case where an agricultural system that used to be sustainable, and has been recognized as world cultural heritage by the UNESCO, can be very vulnerable when exposed to highly commercialized tourism because of the attention it gained, and may not consequentially maintain its sustainability any more. The film proposed “ecologically-minded tourism” as one solution to re-establish balance among “people, profit and planet” in farming community.

**Group case analysis (30%)**

In your group, discuss the following:

1. What are the characteristics of a global consumer culture? Do they match more with notion of egalitarian or hierarchical ideal?
2. What are the characteristics of a local traditional agricultural society? Do they match more with notion of egalitarian or hierarchical ideal?

**Tie back the discussion (20%)**

1. When the two ideal collide with each other, what kind of impact may occur to the “people, planet and profit”?

**Reflection writing (10%)**

In view of the egalitarian/hierarchy world view distinction, do you think the “ecological-minded tourism” sound applicable in both local and global context? What kind of concerns you may have with that?

*Copy of the course syllabus for CMST 280, Intercultural Communication, is attached here. I have highlighted two course-specific learning outcomes that are linked to Sustainability learning outcomes in yellow.*

# CMST 280 Intercultural Communication Syllabus

# Winter 2014 /5 cr.



Instructor: Li Liu, PhD

E-mail: Li.liu@BellevueCollege.edu

Office: R230P

Office phone: (425)546 2646

Office hour: Daily 9:00-10:00am

(by appointment)

Class time & location:

Daily 11:30-12:20am / L210



Division Statements

The Arts & Humanities Division develops curriculum and delivers instruction that stimulates intellectual and imaginative curiosity; critical and creative thinking; and varied means of expression among all learners seeking to develop the critical habits of mind necessary for personal, civic, and cultural life and work in a civil, democratic society. We cultivate inclusive learning environments that engage diverse traditions, ideas, expression, practices and values of human beings.

## Course Information

Course Outcomes

After the completion this course, learner will be able to:

* Explain how environmental factors affect and make cultures different.
* Explain how cultural variables influence intercultural competency in communication.
* Explain why appropriateness and effectiveness are critical in constructing messages in intercultural contexts.
* Explain how individualism and collectivism affect the communication in intercultural communication contexts.
* Apply various models of cultural values to intercultural interactions.
* Define ethnocentrism and social comparison. Demonstrate your competence in applying the concepts across cultures.
* Identify and analyze one’s own cultural identity.

How Outcomes will be met

**Course Description:**

Students identify the effects of culture on communication in the global context, by investigating underlying values, rules, and worldviews of different international cultures. They explore culture-specific verbal and nonverbal communication patterns, and conflict negotiation strategies. Students learn key issues of cultural influence on communication interaction in specific settings within the global context, such as business and education, and will practice and create communication strategies for intercultural communication competence.

**Course Content, Topics and Themes:**

Cultural Identity Negotiation in Local and Global Context

Verbal and Nonverbal Communication in Local and Global Context

International Communication Patterns

Managing Intercultural Conflict

Role of Face and Facework in Intercultural Communication

Mindful Intercultural Communication in the Global Context

Active Listening in Local and Global Context

Intercultural Adaptation in Global Travel

Ethical Intercultural Communication

Grading

**Grading Distribution (total: 200 pt)**

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Grade value | Item | Grade value |
| Quarter film | 30 | quiz | 30\*2=60 |
| Story board | 10 | participation | 30 |
| “Look, listen and learn” | 30 | Movie analysis paper | 40 |

**Grading schedule**

Points earned will be calculated against 200, which are total points possible in this class. We then relate the percentage yielded to this grading schedule in order to produce the decimal point that you’ve earned in this class.

For instance, if you have earned 180 out of 200, your percentage will be 90%. 90% corresponds to 3.5 on the grading schedule. Hence, 3.5 will be your decimal point.

Whatever extra credit point you earn throughout the quarter will be summed up and calculated against the same 200. That is to say, whether you’ve earned extra credit or not, the base for calculation will remain 200.

We are not able to know for sure the decimal point until the very end. But this grading schedule may offer you some insight of how you can progress throughout the quarter.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Percent | decimal | Letter grade | percent | decimal | Letter grade |
| 95-100 | 4.0 | A | 77 | 2.2 | C+ |
| 94 | 3.9 | A | 76 | 2.1 | C |
| 93 | 3.8 | A- | 75 | 2.0 | C |
| 92 | 3.7 | A- | 74 | 1.9 | C |
| 91 | 3.6 | A- | 73 | 1.8 | C- |
| 90 | 3.5 | A- | 72 | 1.7 | C- |
| 89 | 3.4 | B+ | 71 | 1.6 | C- |
| 88 | 3.3 | B+ | 70 | 1.5 | C- |
| 87 | 3.2 | B+ | 69 | 1.4 | D+ |
| 86 | 3.1 | B | 68 | 1.3 | D+ |
| 85 | 3.0 | B | 67 | 1.2 | D+ |
| 84 | 2.9 | B | 66 | 1.1 | D |
| 83 | 2.8 | B- | 65 | 1.0 | D |
| 82 | 2.7 | B- | 64 | 0.9 | D |
| 81 | 2.6 | B- | 63 | 0.8 | D- |
| 80 | 2.5 | B | 62 | 0.8 | D- |
| 79 | 2.4 | C+ | 61 | 0.7 | D- |
| 78 | 2.3 | C+ | 60 | 0.6 | D- |
|  |  |  | 59&BELOW | 0.0 | F |

### Letter grading system

Bellevue College utilizes a consistent, published letter grading system to reflect the student’s achievements.  For students who do not wish to take a course for a letter grade, an optional pass/fail grading system is available, as is the option to audit a course.

The student is responsible for initiating the removal of an incomplete grade or for correcting a grade he or she believes is incorrect.

Students who have received a “D” or “F” in a course have the right, under certain circumstances, to repeat the course.

#### “A” Grades Indicate “Outstanding” Achievement

A     4.0 points per credit hour  
A-    3.7 points per credit hour

*The “A” Student:*

* demonstrates consistent mastery of learning outcomes for the course;
* demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
* completes work assignments that consistently exceed requirement and that interpret and apply objectives in new, unique, or creative ways;
* demonstrates consistent leadership in class participation activities.

#### “B” Grades Indicate “High” Achievement

B+   3.3 points per credit hour  
B     3.0 points per credit hour  
B-    2.7 points per credit hour

*The “B” Student:*

* demonstrates a high level of competence in learning outcomes for the course;
* demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
* completes work assignments that consistently meet most requirements;
* contributes regularly to class participation activities.

#### “C” Grades Indicate “Satisfactory” Achievement

C+   2.3 points per credit hour  
C      2.0 points per credit hour  
C-     1.7 points per credit hour

*The “C” Student:*

* demonstrates a satisfactory level of competence in learning outcomes for the course;
* demonstrates competent ability to interpret, integrate, and apply learning outcomes within the context of the course;
* completes work assignments that satisfy minimum requirements for the course;
* satisfies minimum requirements for class participation activities.

#### “D” Grades Indicate “Poor” Achievement

D+   1.3 points per credit hour  
D      1.0 point per credit hour

*The “D” Student:*

* demonstrates minimum competence in some learning outcomes for the course;
* completes work assignments that usually meet minimum requirements;
* contributes inconsistently or infrequently to class participation activities.

#### “F” Grades Indicate “Unsatisfactory” Achievement

F     0 points per credit hour

*The “F” Student:*

* cannot demonstrate competence in many or fundamental outcomes for the course;
* submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work;
* does not satisfy minimum requirements for attendance or contribution to class activities. Students should be aware that the instructor determines whether the class will be evaluated using the “F” grade.

For a full list of explanation on letter grading system, include but not limit to “P”, “CR/NC”, “HW”, “W”, “N”, “Y” and “I” grade, please refer to the following link: <http://www.bellevuecollege.edu/policies/3/3000_Grading.asp>.

**Exams**

Each of the two exams contains 20 multiple choice questions. Before each exam, we will have review sessions to answer any questions you may have. Practice quizzes will be distributed beforehand.

**Evaluation rubric**

Evaluation rubrics for other assignments are to be distributed beforehand to help you better prepare the assignment.

**Participation grade**

Participation grade is summary of your intellectual involvement throughout the quarter. It is calculated based on your general attendance, quality of in-class reflection writing, as well as contribution to class and group discussion. To calculate your participation grade, the instructor will keep notes on your performance in class, track your in-class reflection writing and group project. Participation rubric will be distributed to further explain the process. To make up for missed in-class writing, please refer to late work policy in this syllabus.

**Submission of Assignments**

According to the academic code of student conduct, students are responsible for collecting any missed assignments, handouts or other materials due to an absence (WAC 132Z-115-090). If you are absent please contact me regarding material you missed. Please do this 1) during office hours, 2) before/after class or 3) via e-mail. Do not use class time to ask about the material that you missed. This is discourteous to other students.

* If you are absent on a day that we view a film please find out what the title is (check the syllabus, ask a classmate, or ask me) and arrange a review session on your own.
* It is imperative that you attend class on presentation days (even if you are not presenting). Every speaker needs an audience! Absences on presentation dates will result in a letter grade reduction of your assigned grade for each absence. Missing your assigned presentation dates will result in a 0 (zero) on that assignment.

Please note: Students must maintain backup copies of all submitted works.

**Late Work**

Each student desires to do his/her best on all assignments but circumstances arise that may cause conflicts in your personal schedule of events. However, as responsible learners you are expected to plan well in advance and be prepared for the unexpected. If you believe you have a legitimate, verifiable emergency that prevents you from completing an assignment on time, send me an email BEFORE it is due and let me know 1) what the emergency is, 2) how you will verify it, and 3) your plan for submitting the late assignment. I will consider the legitimacy of your request. Keep in mind that intentionally making false claims or statements regarding late papers, projects or attendance is a violation of the academic code of conduct (WAC-132-115-090).

Legitimate, verifiable emergencies include:

* + Serious health problems involving a doctor’s care (and documentation)
  + Death of a loved one

They DO NOT include:

* Computer and/or Internet problems
* A busy work schedule
* A heavy course load
* Not feeling well
* Vacation
* Confused by the assignment expectations

Please note: Late assignments will be assessed 5% grade reduction for each calendar day that the assignment is late. However, assignments will not be accepted or graded after the 6th calendar day of the assigned due date and students will receive a grade of 0 on that assignment.

Books and Materials Required

Required Texts:

Hall, Bradford (2004). *Among Cultures: The Challenge of Communication,* 2nd Edition, Cengage.

Materials Needed:

* Access to a course textbook
* Access to a computer
* A Current Student Account/Email
* A bluebook for in-class writing assignment

## Classroom Learning Atmosphere

Instructor’s Expectation

###### My Approach to Teaching and Learning:

Students must take responsibility for their learning. Education is not a commodity that can be purchased simply by paying for the right to sit in a classroom. Education is the result of meaningful learning, which involves applying information to real-world situations. Students must be actively engaged and present in the learning process for meaningful learning to occur.

My role is help facilitate the learning process and to provide you with learning opportunities. Your role is to come to class prepared to fully take advantage of those learning opportunities. I value your feedback and will check in with you throughout the quarter to assess how your learning experience is going. However, you must also take responsibility for assessing your learning experience and for providing me with feedback when things are not working for you.

The quality of our learning environment is dependent on all of us. This is not “my classroom”, but “our classroom”. Together we will establish what kind of learning environment we wish to create and adapt it as we see fit.

Some of what you will learn in this course may initially seem like "common sense." However, some of what you will learn might be shocking, surprising, or even make you angry. I hope you will be open to examining the information presented in class.

Given the nature of the topics in this course, you can expect that there may be discussions and/or presentations on controversial or sensitive topics. These discussions/presentations may make you uncomfortable. Please trust that this is part of the learning process. If the discussions/presentations make you uncomfortable, please let me know (either in class or privately). We will work together to provide a safe and respectful environment in which all students can express their ideas.

###### Creating a Respectful Learning Community

###### Each class is unique and develops its own culture and personality. However, in order for learning to occur, there are certain basic conditions that must exist. Each participant in the learning community (instructor and student) has rights and responsibilities. The most important right/responsibility we have in this class is to create a respectful and safe environment. The following guidelines will help us in that process:

* **Arrive on time**. When you arrive late you miss important announcements and disrupt the learning process for everyone. I realize that life events may occasionally prevent you from arriving to class on time. However, chronic lateness is a sign of disrespect and will affect your grade, and you forfeit your opportunity to earn extra credit points. If you must arrive late please try to be considerate of others when you enter the classroom.
* **Plan to stay the entire class period**. Arriving late and/or leaving early is disrespectful to the class. Please do not schedule other appointments or commitments during class time. If you must leave early on occasion, you should inform me in advance via email. Frequent trips outside of the classroom or frequent early departures from class will impact your grade and you forfeit your opportunity to earn extra credit points.
* **Please turn OFF all cellular/digital devices** (cell phones, pagers, 2-ways, PDA’s, MP3’s, etc.). These devices will not be used during class, as they are a disruption. Also, please do not send or check text messages during class times. By doing so, you will be asked to leave the class and will be counted absence for that class period.
* There will be zero tolerance for disruptive or disrespectful behaviors/comments in this class. Inappropriate/disruptive classroom behaviors are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to:
* talking out of turn or monopolize class discussions
* arriving late or leaving early without a valid reason
* having side conversations
* allowing cell phones/pagers to ring
* inappropriate behavior toward the instructor or classmates

Behaviors like this are distractions to instructors and other students. They also prevent you to fully focus on course content. Such behavior will be documented and will affect your participation grade. What does it mean to be respectful in this class then?

* + Listen attentively when others are speaking.
  + Do not monopolize class discussions. Think about your contributions before speaking. Make sure they are relevant and concise.
  + Raise your hand and do not talk over others.
  + Do not engage in side conversations when others are talking.
  + It is appropriate to express disagreement with the ideas presented by the instructor and/or your classmates. However, please do so in a respectful way. Be aware of your tone and body language when you do so.
  + Avoid use of profanity or other degrading remarks (both in-class and online)
  + Do not check text messages, emails or work on laptop on issues irrelevant to course topics during class time

If disruptive or disrespectful behaviors occur we will follow a three step process: 1) instructor will speak to the student privately, 2) student and instructor will meet with the Dean of Student Learning, 3) student will be asked to leave the learning community. 4)The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College.

Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: <http://bellevuecollege.edu/policies/2/2050_Student_Code.asp>

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Student Code

**Ownership**

The work that you turn in under your name is expected to be your original work, written for this course, and to the specification of the assignment. Although you are encouraged to seek feedback on your writing from others, your work must be demonstrably and essentially your own. Save drafts, outlines, and other preliminary steps toward your finished work, just in case a question of ownership arises.

Students are expected to be familiar with the Student Rights and Responsibilities, Guidelines for Student Conduct, and Disciplinary Action Procedures provided by the Office of Student Life and printed in the student handbook. Students who violate rules of academic misconduct and dishonesty are subject to disciplinary sanctions, including suspension and dismissal.

Academic misconduct and dishonesty includes, but is not limited to: Cheating, Fabrication, Facilitation, and Plagiarism.

**Cheating means**

* Giving or receiving unauthorized assistance (helping other students do their assignments, taking their exams, or allowing other students to help you with your assignments or exams);
* Intentionally using or attempting to use unauthorized materials or information (copying from another student, using a “cheat sheet” during an exam, sending or receiving text messages during an exam, accessing the Internet for answers, etc.).

**Fabrication means**

* Creating false information or data and presenting it as fact (making things up);
* Filling in “gaps” with made-up information.

**Facilitation means**

* Intentionally or unintentionally helping or attempting to help another student cheat, fabricate, plagiarize, or otherwise violate any part of the Guidelines for Student Conduct;
* Failing to stop a known violation of the Guidelines.

**Plagiarism means**

* Intentionally or unintentionally using another person's original words, ideas, or research (including the words/ideas of faculty or students) in any academic assignment without explicitly identifying that person within your work.

**Ways to Avoid Plagiarism:**

* Do your *own*work. Do not rely on the Internet or other sources for your ideas or responses.
* Start your assignments early! Waiting until the last minute makes cheating/plagiarism too tempting.
* Do not copy and paste information off the Internet or from any other electronic or printed source. This form of plagiarism is also a violation of copyright laws.
* Do not copy and paste information posted by other students on Canvas discussion forum or use someone else’s information as a source for your own postings. Remember, do your *own* work!
* When writing an essay, document and cite all information borrowed from your sources, even when the information is paraphrased (restated in your own words) and not a direct quote. Citing direct quotes alone is *not*sufficient!
* When paraphrasing borrowed information, use your own words, and cite each occurrence at the point in the essay where it is used (in-text citation).
* Do not fail to give credit to the source; the author deserves credit.

Information about Bellevue College's copyright guidelines can be found at: <http://bellevuecollege.edu/lmc/links/copyright.html>

A good resource for avoiding Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

1. If you have ANY questions about how to complete your assignments or sufficiently document your sources, ask your instructor, not your friends. Students are often wrong!

## Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *My*BC. To create your account, go to: <https://bellevuecollege.edu/sam> .

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website.](http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx)

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110.   .    .  Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

Public Safety

The Bellevue College (BC) Public Safety Department’s well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week.  Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Final Exam Schedule

March 24th , Monday, 11:30-1:20pm

For additional details, please refer to <http://bellevuecollege.edu/classes/exams>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

* Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
* College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

## Course Calendar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| week | Date | Topic | Assignments | Reading |
| Week one | Jan 6th | Course Overview |  |  |
| Jan 7th | Simulation: culture and communication |  |  |
| Jan 8th | Simulation: system and symbol |  |  |
| Jan 9th | Diversity perspectives in intercultural comm. |  | Ch. 1 |
| Jan 10th | Outsourced (2006) |  |  |
| Week two | Jan 13th | Outsourced (2006) |  |  |
| Jan 14th | Worldviews: High context/Low context |  | Ch. 2 |
| Jan 15th | Worldviews: Polychronic/monochronic |  |  |
| Jan 16th | Worldviews: Mastery/adaptive |  |  |
| Jan 17th | Worldviews: Egalitarian/Hierarchical |  |  |
| Week three | Jan 20th | *Martin Luther King Jr. Day* |  |  |
| Jan 21st | Values and norms  Simulation: UNESCO research project |  |  |
| Jan 22nd | Etic/Emic; The SPEAKING framework |  | Ch. 3 |
| Jan 23rd | Invited talk: Phil Borges (D126-P) |  |  |
| Jan 24th | Teaching function of narrative  Textual narrative |  |  |
| Week four | Jan 27th | Audio narrative |  |  |
| Jan 28th | Visual narrative |  |  |
| Jan 29th | “the danger of a Single story” |  |  |
| Jan 30th | Discussion: “look, listen and learn” |  |  |
| Jan 31st | Quarter project: story board |  |  |
| Week five | Feb 3rd | Identity | Story board | Ch. 4 |
| Feb 4th | Social identity theory |  |  |
| Feb 5th | ethnocentrism |  |  |
| Feb 6th | *Professional Devel. Day* |  |  |
| Feb 7th | Discussion: movie examples |  |  |
| Week six | Feb 10th | Exam I review | Look Listen and Learn |  |
| Feb 11th | Exam I |  |  |
| Feb 12th | Verbal communication: contextual framework |  | Ch. 5 |
| Feb 13th | Verbal Communication: quality and quantity |  |  |
| Feb 14th | Verbal Communication: Language and thought |  |  |
| Week seven | Feb 17th | *Professional Devel. Day* |  |  |
| Feb 18th | Movie analysis draft workshop  (bring draft manuscript to class) |  |  |
| Feb 19th | Non-verbal communication: form |  | Ch. 6 |
| Feb 20th | Non-verbal communication: environment |  |  |
| Feb 21st | intercultural listening | First draft |  |
| Week eight | Feb 24th | Stereotype: definition |  | Ch. 7 |
| Feb 25th | Prejudice: rationalizing narratives |  |  |
| Feb 26th | Prejudice: function |  |  |
| Feb 27th | Intercultural conflict: definition |  | Ch. 8 |
| Feb 28th | Intercultural conflict: appropriate conditions |  |  |
| Week nine | March 3rd | Quarter project: first review |  |  |
| March 4th | *College Issue Day* |  |  |
| March 5th | Intercultural travel |  | Ch. 9 |
| March 6th | Intercultural travel for your interviewee |  |  |
| March 7th | Popular culture: definition |  | Ch. 10 |
| Week ten | March 10th | Popular culture: artifact |  |  |
| March 11th | Popular culture: critical perspective |  |  |
| March 12th | “Mickey Mouse Monopoly”: Otherness |  |  |
| March 13th | “Mickey Mouse Monopoly”: Gender |  |  |
| March 14th | “Mickey Mouse Monopoly”: what we can do |  |  |
| Week eleven | March 17th | Ethics and culture | Final version | Ch. 11 |
| March 18th | Video analysis: ethnics and culture |  |  |
| March 19th | Quarter project: second review and reflection |  |  |
| March 20th | Exam II review |  |  |
| March 21st | Exam II |  |  |
| final | March 24th | Monday, 11:30-1:20pm  Presentation |  |  |

Expansion

**Appendix I**

**Movie Analysis Paper**

To complete this paper, you need to watch the movie, Outsource (2006) and play an active role in classroom discussion focusing on different communication scenes in the movie.

Specifically, you are expected to select **one** paired distinction / concept /theory from the following list:

* Individualism/Collectivism
* Egalitarian/Hierarchy
* High context/Low context
* Polychronic/Monochronic

In your paper, you need to complete the following tasks:

**1). Research**

Conduct a mini-research over your chosen paired distinction / concept /theory.

* How does the book define/discuss that paired distinction / concept /theory? Do you agree with the way it is being addressed? Why or why not?
* Expend your reading BEYOND the textbook;
* Use academic database within library to locate ONE peer-reviewed academic journal research article relevant to the concept you’ve chosen;
* Explain to me: why do you think this piece of article is relevant to your discussion? (e.g. if you choose to discuss culture and language, since we talked about how culture influences the formation, development and actual use of language, your article might be related to just one or all three aspects of it, in a particular cultural context).
* Compare and contrast between the textbook discussion and the academic article you’ve found: how they are different? How they are similar? In other words, did they use similar examples? Did they resonate with one another? Did they come up with similar conclusions? Or quite the opposite? What you can see through such differences and similarities, or what do the differences or similarities tell you about your chosen paired distinction / concept /theory?
* In this paper, you are REQUIRED to either quote or paraphrase from **both** the textbook and the academic journal research article you’ve found**, following APA style**. See me if you don’t know what is APA style or how to find guidelines for APA citation style.

**2) Analysis**

Relate your discussion over the concept to the movie, Outsource (2006);

* Choose at least THREE examples pertaining to your chosen paired distinction / concept /theory;
* Provide detailed narration of your examples with communication details: who were involved? What has been verbally said and/or non-verbally enacted? How did individuals involved in the scene interpret or react to such communication cues? How would you interpret the meaning conveyed on the scene?
* Discuss how the examples reflect the conclusion in the textbook and academic resource you mentioned. Does the textbook discussion resonate with your movie examples? Why or why not? In which way? Does the academic research you quoted resonate with your movie examples? Why or why not? In which way? Please remember to always situate your discussion within the context of the Movie, Outsourced (2006).

**3) Reflection**

To sum up, share what you’ve learned regarding your chosen communication concept.

You are expected to exhibit your learning on the following TWO levels:

* On awareness level: how does the process of watching the movie, discussing in class and writing up this paper change or reinforce your awareness of the significance of your chosen concept/topic?
* On communication skill level: what kind of communication skill you’ve sharpened or developed through the learning experience? Specifically, what you plan to do in future?

If you want to use resources at campus writing lab to construct this paper, you may use to details of both “Analytical Essay” and “Compare/Contrast Essay” as your side reference, located underneath “Essays and Guides” within the writing lab (<http://www.bellevuecollege.edu/asc/writing/essays-guides/default.asp> )

**First draft (10 pt)**

First draft is due on the draft workshop day. Please bring your draft and make sure you have come up with enough details to receive adequate peer review. In other words, try your best to bring with you your first draft that’s almost ready for submission as the final version, so that we can provide you with well-grounded, specific advices and that you may expect revision work after the draft workshop as minor as possible. On the other hand, if you bring in your first draft that still needs major structural change, you might still need to spend time revising your draft in order to improve the final version’s quality.

**Final version (30 pt)**

The paper is expected to be a 6-8 pages double spaced paper. Please use Time New Roman font 12, and leave one inch page margin. Please include your name, student ID number and course name at the upper left corner of the paper. Please include a **title** of your paper.

The final version is to be submitted on-line vie Canvas.

**APPENDIX II**

**The Interview and the Film**

This project offers you opportunity to interview someone coming from a different (national) culture. You will work in a team of four to conduct the interview. During this interview, you will invite your interviewee to talk about his/her experience moving from their home culture to the US and how they’ve settled down here. Your question may include the following:

1) Do you still remember your first day here? What had been exciting and what had been unexpected?

2) What are the similarities or differences that exist between your home culture and here in the US? For instance and just to get the conversation started, how about the food, school, or any other aspect of life?

3) What would be a typical day back in your home country and how would you compare it to a typical day you have here?

4) Would you primarily see yourself as a \_\_\_\_\_\_\_\_ in the US or an American citizen with \_\_\_\_\_\_\_\_\_cultural heritage?

5) Let’s go back to the days when you made decision to move over to the US. What had been the motivations for you to move? Would you make similar decision again? Or would you rather not? How would you imagine your life back in your home country if you hadn’t moved?

To be successful in an interview like this, that is, to generate as meaningful responses as possible, you want to bear in mind the hazards and benefits of learning intercultural communication and achieve a balanced overview of both similarities as well as differences when you conduct your interview.

Not every culture values elaboration during communication. To encourage details, skillful interviewers usually follow up with the original question, add additional details, or facilitate with one’s own perspective to get the conversation going.

To make sure everybody get a chance to ask the question and record the film, please coordinate on the group level so different roles may rotate among group members. That is to say, everyone should have a chance to ask a question, follow up with a question, taking pictures and/or generating vodeo footage.

Ideally, after the interview, you have generated footage with total length ranges from 20-40 minutes, or 15-30 digital pictures either taken on site or shared by the interviewee.

You’re learning experience will be documented and reflected through completion of the following assignments:

**The story board**

We will complete the story board as a group in class when we finish with the interview. During the class session reserved for quarter project, we will create a story board as a group. This story board may still subject to revision after the session but it is a milestone to be reached at before the future editing takes place.

You’re learning experience will be documented and reflected through completion of the following assignments:

**“Look, listen and learn”**

To complete this assignment, you need to participate in the interview, take notes of anything that you think may be related to your interviewee’s world view as introduced in our textbook.

For instance, it could be a special comment made; it could be how the home is decorated or office space arranged, if you are invited to his/her home or office for this interview. It is vital to note down any details, verbal or non-verbal, to put down in writing later. If you are not sure whether some of the details stand for deeper cultural meanings, it is a good idea to ask during the interview and put down the answers for later reference.

When you return from the interview, please describe one example, primarily non-verbal in nature, that you think bears cultural meaning to your interviewee and may help reveal his/her world view. This example constitutes to the “Look” part of your journal.

Explain in detail what that world view continuum is and why you think the specific detail reveals it.

The other example is primarily verbal in nature, that you think bears cultural meaning to your interviewee and may help reveal his/her world view. This example constitute to the “Listen” part of your journal.

Explain in detail what that world view continuum is and why you think the specific detail reveals it.

Finally, reflect your own culture, your daily life and you world view. Ask yourself: do I differ from my interviewee in the before mentioned two examples, or am I quite similar to him/her in those regards? Or a little bit of both?

“Look, Listen and Learn” is expected to be 500-700 words, typed in Time New Roman in font 12 with one-inch margin. Single spaced.

If you want to use resources at campus writing lab to construct this assignment, you may use to details of “the compare/contrast essay” as your side reference when you compare and contrast the world view/value/norm, located underneath “Essays and Guides” within the writing lab (<http://www.bellevuecollege.edu/asc/writing/essays-guides/default.asp> )

“Look, Listen and Learn” is to be turned in vie Canvas.

**The Film**

To complete the film, you as a group may select either one of the following options:

1) Digital picture collage with on-site story tellers

To follow this option, the group will present a range of selected digital pictures relating to the interviewee’s cultural experience to the class. Pictures are shared in a logical sequential way to construct clear narrative of the interviewee’s cultural experience. Each group member will take turn to explain the picture to the audience with the expectation that different parts connects naturally to each other. After narration of the interviewee’s story, each group member will take turns to share their reflection to the class. Narration of story is expected to be 8-10 minutes, while total length for group member reflection is expected to be approximately 4 minutes. Each group should plan to spend total of 12-14 minutes.

2) Digital film

The film is expected to be 7 minutes in length, with a 4-5 minute session dedicated to the interviewee’s life story narrative and 2-3 minute reflection session where each group member share their learning experience in front of the camera. If you select this option, there’s no need for extensive oral presentation on your presentation day.

No matter which option you end up choosing, we use the same rubric to assess your presentation of your interviewee’s cultural story.

**APPENDIX IV**

**Group peer evaluation form**

You only have to turn in this form once, on your presentation day. Please put down your name as the evaluator. Please put down your group members’ names in the “name” column. For each category, communication, creativity and dedication, rate from 0 to 5, with 0 being none and 5 being outstanding. You have the opportunity to produce qualitative feedbacks, if you so desire, in the column marked as “notes”. After I generate all group members’ evaluation rating, I will average those and enter the corresponding participation grade for you using the class participation rubric.

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *name* | *Communication*  (How fast does he/she return calls, emails, etc.?) | *Creativity*  (Does she/he always come up with new ideas? How feasible are those new ideas?) | *Dedication*  (To which extent you think the group may count on this individual to solve a problem or help the group to reach at a decision?) | *Notes*  (Any other thing you have to say?) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |