WRLD 302 - Communicating Across Cultures - Fall, 2017 - Section 2

Instructor

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Course Description

"Communicating Across Cultures" is designed to help meet the challenges of living in a world in which, increasingly, you will be asked to interact with people who may not be like you in fundamental ways. Its primary goal is to provide you with the knowledge and skills that will help you interact successfully with people from cultures other than your own and in contexts/environments that are unfamiliar. That includes learning about languages and how they relate to cultures, how they differ, and how they are supplemented through non-verbal means. The course will introduce standard approaches and methods for analyzing differences among cultures, developed by scholars of communication. We will also examine theories and practices in intercultural communication from the perspectives of critical thinking (using evidence-based analysis to evaluate assertions/ideas and media), ethics (how we deal with cultural practices at odds with our own values), and technology use (role of the Internet) – all crucial to responsible global citizenship in today's world. Ultimately, the course should provide a means to move beyond superficial, stereotyped assessments of different cultures and their representatives.

Required Textbook: An e-textbook written by the instructor, *Language and Culture in Context* (2017), will be used in place of a commercial textbook. The chapters are built into the online tutorials and will also be available (for free) in PDF and e-book formats.

Course Topics and Goals/Outcomes
By completing this course, the most committed and successful students will acquire the <u>knowledge</u>, <u>skills</u>, and <u>motivation</u> to...
FOCUS 1: CULTURE - cultural rules and roles, identity construction, demographic changes and trends
❖ ***Understand the nature of cultural traditions***
  – perceive patterns in cultural traditions/values in behavior and communication but be alert to over-simplifications
  – appreciate the complexity in the construction of cultural identities and the role of ideologies and positions of power
  – increase knowledge in cultural geography, world history, global demographics, major religions/worldviews
❖ ***Look at people as individuals***
  – be aware of cultural patterns and taxonomies but not use them as a guide in individual interactions (avoiding labels)
  – learn how personal identities are constructed and how they can change (multiple sources, including online personas)
  – understand the roles of gender, race, families, groups, historical events in constructing cultural & personal identities
FOCUS 2: COMMUNITY - social identity, group characteristics & roles, ethnocentrism, ethics in intercultural exchanges, media
❖ ***Unlearn certainty***
  – respect inherited values/traditions but understand origins of received wisdom and be open to change & other views
  – strive in dealing with new ideas and situations to use evidence-based critical thinking
  – understand that being certain is not always an indicator of being in possession of a truth (echo chambers in media)
❖ ***Embrace difference***
  – recognize how difficult it is to accept fundamental differences in appearances, behaviors, values (power of in-groups)
  – accept that the first step in this goal is to understand ones own cultural/personal identity and origins of ones values
  – understand/appreciate cultures and traditions different from ones own & from the cultural mainstream (minorities)
❖ ***Champion social justice***
  – accept the right of all human communities to cultural self-determination and basic human rights (global mindedness)
  – come to support cultural sustainability and the importance of preserving cultures & languages; explore role of media
  – understand the perspectives of marginalized groups, migrant communities, indigenous peoples
FOCUS 3: COMMUNICATION - verbal and non-verbal communication, language learning
❖ ***Become informed communicators***
  – learn the fundamentals of linguistics => what is language, how languages work, variations in use, world language families
  – understand communication styles across cultures and individuals, and how communications are shaped by new media
  – learn about non-verbal communication across cultures and its connection to spoken language
❖ ***Become informed language learners***
  – gain insight into language acquisition - what linguists know, what works in general, what might work for you
  – understand the role that technology plays today: social media, language learning tools and services
  – learn how to keep what you've learned (language maintenance) & how to add more (memory techniques, polyglots)
FOCUS 4: CONTEXT - intercultural communication in practice
❖ ***Understand the dynamics of intercultural interactions in different contexts, specifically in...***
  – <u>environments</u>: how they effect communication, including computer-mediated communication
  – <u>conflicts</u> between cultures and individuals: causes and resolution (concept of 'face')
  – <u>relationships</u> between representatives from different cultures (friendship, dating, marriage)
  – <u>professions</u> (business, health care, education, tourism)
  – travel, work, and study <u>abroad</u> (adaptation, culture shock)

Hybrid Format

The course is being taught in a hybrid or blended format, meaning that a substantial part of the course will be conducted on-line. Most weeks we will meet face-to-face once (Thursdays). In-person class sessions will be used primarily for discussion (sometimes to introduce conversation topics, other times to extend discussions begun on-line) and for student reports. Assignment submission, chapter tutorials/lectures, and discussion forums will be done on-line.

University policies and deadlines (e.g., withdrawal deadline, safety information, disability support services information, honor policy) as well as course materials are available in Blackboard. You are expected to check Blackboard regularly for announcements. You should also be checking your VCU email regularly, as I will use that as a preferred method of communication.

As this is a partly online course, it is essential that you have reliable internet access, interest in maximizing learning in an online format, and ability to learn new technology as needed for course assignments, For help with technology problems, you can follow the links from the "Downloads & Help" tab in Blackboard or contact the VCU Technology Services Help Desk. If you have problems with your computer, you can use one of the computer labs on campus, including the VCU World Studies Language Learning Center (Hibbs Hall, room 424), which is well equipped for multimedia. If you complete work early, there will be time for you to troubleshoot any tech problems that may occur without missing a deadline. Technological problems are not valid excuses for turning in work late.

Assignments

You will see a weekly schedule in Blackboard with due dates for assignments throughout the week. Assignments will normally be submitted through Blackboard and will be available for a limited time, normally for **1 week only** past due date.

PRESENTED CONTENT - readings, videos, tutorials
- The starting point for each week's work is to work your way through the online tutorials that accompany each unit. The tutorials contain the reading for the unit as well as on-line lectures and other resources. The tutorials also include self-correcting exercises that you should complete. They are designed to help you retain the most important content from the readings and lectures. For each chapter there will also be supplemental readings (available as PDFs in Bb), to extend and update content from the tutorials - these will often be the basis of topics in the discussion forums. Short digital videos (usually in MP4 format) will also be used to illustrate some topics.
- There will be a take home final exam. See final section of this syllabus for more information and sample questions.

DISCUSSED CONTENT - presentations, class discussions
- Regular attendance and in-class participation are required. There will be regular in-class discussions, activities, and exercises - all students are expected to participate. One absence for an emergency is permitted with no penalty. Each additional absence will result in a five-point deduction from this portion of the course grade. Being late to class three times will count as one absence.
- Each student will do an individual and a group presentation. The individual presentation will be a personal "culture collage" highlighting your own cultural identity, 5 to 10 minutes in length. The group presentation (groups of 3 students, 15 minutes) will focus on a particular country/culture. The presentations can be done electronically or in class.

GENERATED CONTENT - written forums, journals, papers
- Each week students will engage with the material from that week's assignments through participating in discussion forums in Blackboard. You will usually have several different topics to choose from. Normally the initial post to the week's forum will be due Thursday by class meeting time with follow-up posts (if applicable) due by Friday night. The earlier in the week you post to the forums, the better, as that allows more students to read and react to your messages.
- Students will also engage with the course content through maintaining a personal reflective journal. The journal provides an opportunity to reflect on course materials and activities (readings, videos, discussions) as well as to describe personal experiences that intersect with the course content (films, personal encounters). In contrast to the discussion forums, the journals are personal and private by default. At least two journal entries per week are expected.
- Each student will complete 2 short papers (4-5 pages in length), which will provide an opportunity to apply the knowledge gained from the course to concrete cultural contexts.

Grading

Reflective journal (14@20 pts)	280 points	Take home final	100 points
Discussion forums (12@20 pts)	240 points	Attendance	100 points
Short papers (2@100 pts)	200 points	Culture collage/trajectory 75 points	
Online tutorials (7@15 pts)	105 points		
Group presentation	100 points	TOTAL	1200 points

These point values are those anticipated for the course but are subject to change. All grades for assignments can be viewed in Blackboard, as can due dates (click on "Course Grades"). You should check Bb often to make sure you complete assignments by due dates. You should notify the instructor of any anomalies you spot in your grade reports.

Important Dates

Due dates: Paper #1: October 3 (midnight) / Paper #2: November 14 (midnight) / Final Exam due: December 14 (noon)
Last day to withdraw from the class with a grade of "W": November 3

Course and VCU Policies and Accommodations (see more complete information on Blackboard)

o   All written work must be word-processed, double-spaced on 8-1/2 x 11 paper. Use a standard 12-point font and in-clude page numbers. This includes work submitted via Blackboard. You should keep a backup copy of all work.
o   *The VCU Honor Code* will be strictly enforced in this class; The Honor System in its entirety can be reviewed on the Web at http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf
o   *Students with disabilities* should self-declare during the first week of classes.
o   *What to Know and Do To Be Prepared for Emergencies at VCU*
    1. Sign up to receive VCU text messaging alerts: http://www.vcu.edu/alert/notify
    2. Know the safe evacuation route from each of your classes (posted in classrooms).
    3. Listen for and follow instructions from VCU or other designated authorities.
    4. Know where to go for additional emergency information: http://www.vcu.edu/alert
    5. Know the emergency phone number for the VCU Police: 828-1234 / Report suspicious activities and objects.

International Students

This section of WRLD 302 may include participation by students from one or more partner universities abroad. These students will contribute to the discussion forums, create cultural trajectories, and may participate in other class activities. To receive a certificate of participation for this course, international students need to submit a cultural trajectory and participate in at least 70% of the discussion forums.

DISCUSSION FORUMS

Overview

Group discussions will allow you to "talk" about course material like you would face-to-face, and learn from each other. Each week there will be one assigned discussion forum. You will normally have several different topics to choose from. The forums are asynchronous, meaning that you can post messages at your convenience, not at a specified time. However, you will need to write your message within a range of time that allows for interaction with the content being studied as well as with other students in the class.

These discussions are an important part of the class for several reasons. This will be your opportunity to thoughtfully ana-lyze and apply course material. It will be the primary way that you learn from each other, by commenting on each other's posts. (I, as the instructor, will only do minimal posting.)

Posting Process

Typically (with some exceptions), there will be two stages to your posts each week. After you have reviewed the materials for the week (reading the text and watching online lectures and assigned multimedia), you will respond to the discussion

forum assignment for the week (due usually by Thursday). Then, you will respond thoughtfully to at least two posts by other students (due by Friday). Some topics will have a different format and will not require follow-ups.

When introducing a new thought or concept, start by clicking "Create Thread." The subject line is important. When starting a new thread, create a subject line that both clues in the reader and catches the eye of your audience. When replying to a message, leave the "re:" portion of the subject line, but feel free to edit the subject line to express how you are extending the conversation. This way everyone can get a quick glance at the direction of the conversation within a thread without actually opening each posting. Feel free to reply to more people than required in the assignments.

Your posts will be graded for content (accuracy, thoughtfulness, clarity) as well as style (grammar, punctuation) - see the grading rubric below. Consider each post to be like a paper, such that you carefully edit it before posting. You may want to write your posts in Word and then copy and paste them into the discussion forum. Text-message-type abbreviations and other unprofessional writing is unacceptable. Avoid using sarcasm or slang.

Each week's forum posts will be worth 20 points. Failure to post by the assigned deadline will be counted as a zero.

How to Write Good Posts

Your "original posts" to the discussion forums should be substantive, in length something like 2 full paragraphs at a minimum. In these posts, you should offer an analysis, further the discussion around the question asked, draw on personal experience as well as on readings and text chapters. Your posts should be factually correct and use sound reasoning. They should advance the conversation in some way, not merely repeat what someone else has said. One sign of a successful post is the number and quality of responses it receives. Write with the purpose of engaging others with your ideas.

For most forums you are then required to do two "response posts" to your classmates. The response posts can be a small paragraph in length. These posts should go beyond short sentences where you basically say you agree or disagree. They should also be designed to further the point or debate the point your classmate is making in their original post, should draw on the readings/personal experiences and move the dialogue further. Stay constructive. While it's good to challenge ideas, remember the forum's primary goals are sharing and advancing the conversation about the topic. Not only read what others have written before you post, but try to weave the work of others into your own. Mention the names and ideas of others. Bounce off others. Quote others. Show that you are part of a community.

Ground Rules for on-line discussions

In this course, we will sometimes deal with sensitive issues of personal and cultural identity as well as topics such as stereotyping and racism. In order to maintain a respectful atmosphere where people feel safe to express their diverse experiences, feelings, perceptions, and beliefs, please adhere to the following ground rules:

1. I have the right to speak for myself and share what I believe to be true based on my experiences and beliefs. I will do this without belittling others whose experiences and beliefs are different from mine.

2. I will listen with an open mind. I may not agree, but I will do the best I can to understand.

3. If I have made my opinion clear and others disagree, I will agree to disagree and allow the class discussion to move on rather than continuing to assert myself in an attempt to change the opinions of others.

4. I will not say that the feelings, experiences or beliefs of others are wrong or incorrect. However, I may share that my experiences or beliefs are different or that I am having a hard time understanding someone's perspective.

5. Questions worded in a respectful manner in a genuine attempt to understand, they are welcome. For example, "Don't you think it's wrong to..." is not the start of a question, it is the beginning of an evaluative, judgmental statement. Please do not ask people to speak for an entire race, gender or culture. People can only speak for themselves as individuals. (For example, "Why do you people..." is an unacceptable way to begin a question.)

6. I will avoid expressing value judgments of others' beliefs, cultural practices, experiences or perspectives. This means I will stay away from words such as "wrong" and "right" when referring to another person or an aspect of their identity. I can share if something seems right or wrong in my own life or based on an aspect of my personal beliefs.

Important:
If you are not willing to follow one or more of these ground rules, please make an appointment with the instructor immediately to discuss your concerns. By agreeing to these ground rules, you are giving your instructor and your classmates permission to respectfully point out when you are violating a ground rule.

Grading Rubric for Discussion Forums (20 points total)

Criteria	Excellent	Good	Poor
Initial Assignment Posting	Post well developed and fully addresses all aspects of the task. Comments reference concepts and terms used in textbook or relate to readings, videos, as appropriate. *5 points*	Post well developed and addresses all aspects of the task; lacks full development of concepts. Comments not sufficiently linked to concepts/terms from text. *3-4 points*	Post adequate to assignment but with superficial thought and preparation; doesn't address all aspects of the task *0-2 points*
Follow-Up Posts (if not required follow-ups, pts go to content)	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. *3 points*	Elaborates on an existing posting with further comment or observation. *2 points*	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. *0-1 points*
Content	Posts factually correct, reflective and substantive contribution; advances discussion. *6-7 points*	Posts information that is factually correct; lacks full development of concept or thought. *4-5 points*	Posts information that is off-topic, incorrect, or irrelevant to discussion; or repeats but does not add substantive information to the discussion. *0-3 points*
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. *5 points*	Contributes valuable information to discussion with minor clarity or mechanics errors. *3-4 points*	Posts are unorganized or inappropriate; may contain multiple errors *0-2 points*

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REFLECTIVE JOURNALS

Each student in WRLD 302 will maintain an individual journal (within Blackboard). This provides a means of interacting with ideas and experiences you encounter this semester related to the course content. You should plan on writing in your journal on a regular basis, at least twice a week. When writing a journal entry, you should apply concepts and terms you have learned in class. Your texts should serve as reflections on your experiences as they relate to intercultural communication and interactions. Journal entries are due upon completion of each unit, normally on Friday.

The journals are private, unless you elect to share yours. The instructor has access to your journal and will read and evaluate your journal each week (see grading rubric below).

Possible topics to write about:
- Reflect and comment on course readings or videos (for example, argue for or against ideas provided)
- React to online or in-class discussions (what you found surprising, intriguing, uninteresting, etc.)
- Describe experiences you have with people from different backgrounds or cultures
- Discuss news items related to the course content (following world news developments is encouraged - see Bb)
- React to blog posts in Dr. G-J's Culture Blog (links in Bb and in tutorials)
- Describe intercultural elements of other experiences such as films, lectures, concerts, museum visits, restaurants

I will be expecting ½ to 1 page per entry. If you are a visually-oriented person and wish to use pictures, etc., please feel free to do so. You should save your work often if typing directly into Blackboard - if Bb is open too long it logs you out (without telling you) and then you get an error message and you've lost all of your work unless you've been saving it as you go along.

Grading Rubric for Reflective Journals (20 points total)

Criteria	Excellent	Good	Poor
Content	Rich in content; reflections demonstrate good knowledge of course content and application of content *6-7 points*	Substantial information; reflections demonstrate some knowledge of course content and application of content *4-5 points*	Rudimentary and superficial; reflections show little evidence of knowledge of course content or application of content *0-3 points*
Evidence of critical thinking	Insightful analysis, synthesis and evaluation, clear connections made to real-life situations or course content *5 points*	Some evidence of analysis, synthesis & evaluation; general connections are made, but are sometimes too obvious or not clear *3-4 points*	Little analysis, synthesis and evaluation; little or no connections with any course material or are off topic *0-2 points*
Quality of personal reflection	Entries are high quality, consisting of personal reflections that connect between real-life, learning, and reading *5 points*	Connects ideas and thoughts to personal life; Evidence of personal connection to learning, community *3-4 points*	Lack of connections to personal life, community *0-2 points*
Clarity & Mechanics	Reflections are clear & contain grammatically correct sentences without any spelling errors *3 points*	Reflections mostly clear and grammatically correct with at most one spelling error *2 points*	Reflections are unorganized or may contain multiple errors *0-1 points*

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PAPER ASSIGNMENTS

Each student is required to submit 2 short papers (each 5 pages). The purpose of the papers is to provide an opportunity to investigate various contexts that constitute intercultural communication. In each paper, the student is to research a specific culture & discuss aspects of that culture directly related to a class topic. Outlined below are specifics for each paper. Suggested resources in Blackboard ("Country Resources" folder) may provide a starting point for research.

Paper #1: Topics drawn from Units 1 and 2

Paper #1 should discuss <u>one</u> of the following options:

a) *Media/Internet*. Pick a topic of interest covered by a variety of media and online sources (including international sources) and discuss approaches taken, such as degree of objectivity/balance, evidence of cultural bias/partisanship, media echo chamber at work, indications of stereotyping/shallowness. Some possibilities: immigration to EU countries, reactions to and coverage of violent events such as shootings or natural disasters, international views of US political figures, international views on gay marriage, coverage and online discussions of particular individuals of prominence (culture, politics, religion, science, technology, etc.)

b) *Micro-cultures*. Micro-cultures are those identifiable groups of people within a dominant cultural milieu that differ in some way from the dominant cultural group (e.g., dress, language, endogamy, involuntary membership). Paper #1 might highlight a particular micro-cultural group in the United States or any other culture. The paper should clearly describe the characteristics of the micro-cultural group and how they fit into the dominant cultural context. Some possible micro-cultures: Roma in Europe, Irish Travellers, Caucasians in Russia, Russians in Latvia, Turks in Germany, Catalans in Spain, Uighurs in China, Mayans in Guatemala, Samis in Norway, North Africans in France, Aborigines in Australia, Maoris in New Zealand.; Kurds, Bedouins, Basques, Tuareg, Berbers. USA: Native Americans, Cajuns, deaf community, disabled community.

c) *Groups*. Choose a particular group and discuss identities and roles within that group (membership requirements, leaders, hierarchy, etc.). For example, you might discuss the role of women in China or of men in Guatemala, or a reference group of particular interest to you. Other socio-relational variables include race, ethnicity, age, & occupation among others.

Paper #2: Topics drawn from Units 3 - 5

Paper #2 should discuss <u>one</u> of the following:

a) *Language and culture*: Reflect on some aspect of the relationship between language and culture. For example, take a particular example of language (speech, recorded conversation, written text) and exam the text for particular communication style, rhetorical devices used, evidence of bias (race, gender, national origin), reflections of cultural identity. Another possibility: study of a multi-linguistic environment such as South Africa or India (how many languages do people typically learn, what are the *lingua francas*, what are the valued/undervalued languages, what is the role of English).

b) *Linguistics-related topics*: Choose from one of the following options - 1) the phonetics, syntax, semantics of a particular language; 2) a particular dialect or style of language used in some culture; 3) comparison of different versions of a language (for example, French in France vs. Quebec, Spanish in Spain vs. Mexico), 4) an endangered language; or 5) a language family

c) *Non-verbal communication*. Discuss the unique nonverbal codes in a target culture, or how in different cultures a particular message or emotion is sent through gestures, body language, or facial expressions.

Paper Organization

Papers should be a minimum of four full pages and may not exceed six pages. No cover page. References are required (part of the 5 pages) and may include, but are not limited to: books, journal articles, interviews, non-fiction films or documentaries, and internet sources. The class text may not be the sole reference for any paper. All papers must be typed double-spaced in a standard 12 point font, be left-justified, include page numbers, and conform with either the APA (*Publication Manual of the American Psychological Association*) or MLA (*Modern Language Association Style Manual*) styles. A good resource on styles is the Purdue Writing Lab: http://owl.english.purdue.edu/owl/

Dr. GJ's Tips for Writing a Good Paper

Look at the grading rubric below to get an idea of how your paper will be evaluated. Here are a few suggestions based on student papers in previous semesters:

1. Your paper should have a clear organization, with an introduction and a conclusion. They can be short but they should be there, with the introduction setting out what you plan to do in the paper and with the conclusion summing up what you have done. Paragraphs should be linked by logical transitions. Don't jump around from topic to topic.
2. It's fine to include personal information or opinions in your papers, but you should go beyond that. Keep in mind that this is a research paper in which you should use external sources. One of those sources can be our textbook - in fact it's a good idea to relate your paper to topics covered in the text. Be sure to cite external sources using either the APA or MLA styles.
3. Use standard, academic style English, not slang or incomplete sentences. Use spellchecker to make sure there are no spelling errors or typos. Check your grammar. The goal should be a style similar to a blog post or Wikipedia entry.
4. Present the information in your paper in as interesting a way as you can. Avoid clichés and platitudes. The best papers are those that present the information in a different, innovative way. If I learn something new from your paper, that's a big plus as well.

Grading Rubric for Papers

Criteria	Excellent	Good	Poor
Format/Layout/References	Follows all the requirements related to format, layout and reference style (APA or MLA). Good use of references. Appropriate length *14 to 15 points*	Follows, for the most part, all the requirements related to format, layout and reference style. Some requirements are not followed. *12 to 13 points*	Follows poorly the requirements related to format, layout, and style *0 to 11 points*

Organization, Sequencing & Length	Clearly and logically organized, easy to follow flow of text with very good use of transitions. Includes well-constructed introduction and conclusion. *18 to 20 points*	Some difficulties in following flow and logic of essay organization. Good transitions. Introduction and conclusion included but not well constructed. *15 to 17 points*	Poor flow and logic. Transitions awkward. Introduction and conclusion not included, not well defined, or poorly executed. *0 to 13 points*
Content/Information	The essay is objective and addresses with an in-depth analysis all the issues in the proposed topic. The provided information is necessary and sufficient to discuss these issues. Reference as appropriate to concepts from text or class *45 to 50 points*	The essay is objective and for the most part addresses with an in-depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues. Little connection to course concepts *38 to 44 points*	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues. No linking to concepts introduced in course *0 to 35 points*
Quality of Writing	The essay is well written from start to finish, without spelling, grammar or use of English errors. Language use enhances presentation of content. Word choice and writing style are appropriate to audience. *14 to 15 points*	The essay is well written for the most part, without spelling, grammar or use of English errors. Standard language use. Word choice and writing style mostly appropriate to audience. *12 to 13 points*	Essay not well written, contains spelling errors, and/or grammar errors and/or use of English errors. Language use interferes with ability to present ideas in a coherent way. Word choice & style not appropriate to audience. *0 to 11 points*

Reminder about policy for plagiarism:

Any form of cheating or plagiarism will be dealt with severely. When you write papers, you should (a) use your own words to express your own ideas; (b) use your own words to express someone else's ideas and cite the source; and/or (c) put quotes around someone else's words and cite the source. If you violate any of these rules, your work will be submitted to the Academic Integrity Office (Honor Council). Possible sanctions include receiving a zero on the assignment or failing the class, depending on the severity of the infraction. I encourage you to ask for help before turning in a paper (the Writing Center would be a good resource, www.vcu.edu/uc/writingcenter).

PRESENTATIONS

Individual Presentation: Culture Collage

This assignment allows you to use your creativity to create a collage representing your cultural background and where you anticipate being culturally and linguistically in the future. Please select visual images that teach us about your culture(s) and your future self. This may include one or more of the following: your cultural values, ethnicity, race, religion, beliefs, hobbies, group affiliations, practices or anything else that you feel is an important part of your unique identity. Each student will present his or her collage briefly (5 to 10 minutes) to the class. Prepare your talk in advance rather than speaking impromptu. If you would like to use a PowerPoint presentation, you can email the PowerPoint file to the instructor at least 1 day in advance of the due date or bring the file to class on a USB drive. Don't send the file to yourself by email - it takes up too much class time to retrieve.

Group Presentation: Presenting a Culture

With 2 others, develop and present a 15-minute (max 20 minutes) presentation to teach us about a specific culture and its communication patterns. You may choose from among cultures in these countries:

Algeria	Cote d'Ivoire	Mali
Belgium	Honduras	Pakistan
Bosnia-Herzegovina	Korea, DPR (North)	Saudi Arabia
Colombia	Lebanon	Venezuela

You should provide a 1-page **fact sheet** on the target culture, which should include location and geographical info (e.g., physical and population size, neighboring countries, typography), key economic facts (e.g. size of economy, key economic activities, type of economic system, major trading partners), political system (e.g. type of government system, political parties), cultural characteristics (e.g. language groups, religious practices, ethnic diversity).

Your **presentation** should principally answer the following questions:

1) If you (as an American), lived among the people of this culture, how would their communication be similar or different from your own? How would they accept or perceive you?

2) If people from this culture came to the US, and central Virginia, how would their communication be perceived here? How would it be similar? How different? How would they be accepted?

As part of your presentation, you should include information that responds to at least 3 of the following:

1. What behaviors are appropriate for the initial face-to-face meetings with individuals from this culture? Consider greeting rituals and norms for introductions.

2. What if any minority, indigenous, or migrant communities exist in this country? What relations exist with the dominant culture?

3. What are the verbal communication norms for this culture? (Languages spoken, typical communication styles, conversational topics preferred and/or avoided.)

4. What are some of the nonverbal communication norms for this culture? (Consider kinesics, proxemics, haptics, chronemics, and vocalics.)

5. What are the relational communication norms? (E.g., self-disclosure, conversational expectations, norms for managing conflict, and persuasive styles.)

6. If applicable, why has the U.S. State Department's Bureau of Consular Affairs issued a travel warning to this country? (See the State Department) .

Consider using visual aids, video clips, music, or skits for added interest. Have a clear introduction, discussion, and conclusion to your talk. Present it in a manner that demonstrates that you have rehearsed your talk and that you have prepared your work as a team. In lieu of an in-class presentation, you may create a video or narrated presentation and upload to Blackboard.

Grading Rubric for Group Presentations (100 points total)

Criteria	Excellent	Good	Poor
Fact sheet	All information provided and up-to-date. Nicely formatted. *9 to 10 points*	Most but not all required info included. *7 to 8 points*	Not submitted, or poor in quality. *0 to 6 points*
Present	Presentation well done; shows creativity, very good use of graphics. *14 to 15 points*	Presentation mostly well done, some problems with execution. *12 to 13 points*	Presentation poorly done. Lacks creativity, graphics *0 to 11 points*
Content	Required content supplied and accurate. Highly engaging presentation of information. *45 to 50 points*	Most but not all required content supplied and accurate. Good presentation of information. *38 to 44 points*	Content incomplete or inaccurate. Presentation lackluster. *0 to 35 points*
Clarity	Information clearly presented. All parts of presentation understandable. *14 to 15 points*	Information clear for the most part. *12 to 13 points*	Some lack of clarity in presentation of content *0 to 11 points*
Peer Rating	Maximum of 10 points based on peer input with suggested focus on clarity & usefulness of information presented.		

Structure and sample questions for final exam

Final Exam will be in short answer and essay format and will be take home. You will have a week to complete the exam.

I. QUESTIONS: *Give as complete answers as possible to <u>eight</u> (8) questions (5 points each)*
Sample question: Discuss categorization, stereotyping & ethnocentrism and their roles in intercultural communication

II. CONTEXTS: *Discuss <u>five</u> (5) of the described situations in the context of what they say about cultural differences and intercultural communication (6 points each)*
Sample question: A North American was working in Indonesia as a consultant to banks on disaster recovery. At one of his presentations to a client – an Indonesian bank, he suggested that individual employees who did a good job ought to be given greater recognition by which he meant singling them out for praise in front of their colleagues.

III. SCENARIOS: *Discuss <u>three</u> (3) of the scenarios in what they say about cultural differences and intercultural communication (10 points each)*
Sample question: You are dining with an English family, the Smythes, when you learn that a second guest is John Creighton-Forbes, an author of mystery novels, whom you greatly admire. Elated at the chance to make his acquaintance, you chat pleasantly with him and your hosts during the dinner. After eating, you stand with Mr. Creighton-Forbes talking and taking in the view from the window. In spite of his fame, he seems like a warm and companionable man, genuinely interested in you and your life. In your exuberance, you reach to give his shoulder a squeeze and say, "Well, John, I can't tell you how much it's meant to meet you. My wife will really be tickled when I tell her. I hope we can keep in touch," Instantly he draws back and your hand falls to your side. You realize that you have done something wrong.