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### COMX 415.02: Intercultural Communication

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# COMX 415.01 Intercultural Communication

The University of Montana-Missoula  
Spring 2019 Tuesday 3:00 – 5:50 PM

- **Instructor:** Dr. Phyllis Ngai
- **Office:** Eck Hall / LA 415
- **Office Hours:** 2:30 – 3:30 PM Mondays & 2:00 – 3:00 PM Tuesdays, and by appointment
- **E-mail:** [phyllis.ngai@umontana.edu](mailto:phyllis.ngai@umontana.edu)

## Course Description

This course aims to guide students through a journey of understanding the multiple dimensions of intercultural communication. Diversity within the United States offers a rich learning ground. Examples set in other countries are also used in exploring communication across cultures. The unit of analysis in this course involves interpersonal, face-to-face conversations and interactions among people from different ethnic, racial, linguistic, and/or cultural backgrounds. The overarching questions that guide this expedition are: (1) What do we need to know about communication and culture in order to fulfill the goals set forth for specific intercultural contexts? (2) How can we develop intercultural and transnational competence? The required text by Stella Ting-Toomey and Leeva Chung includes thorough discussions regarding key communication concepts, useful cultural taxonomies, suggested communication strategies, and important research findings about intercultural communication. The second recommended text by Donal Carbaugh takes us one step further into the heart of intercultural communication—that is cultures in conversation. In addition, students will be introduced to a wide array of multidisciplinary articles and documentaries that capture different perspectives, including those of immigrants, training consultants, political scientists, linguists, international educators, and lawyers. To connect theory to practice, students will have the opportunity to apply what they have learned from course materials in their daily lives over the semester through an intercultural partnership.

## Course Outcomes

By the end of this course, students will have achieved the following:

- Understanding the concepts culture, communication, cultural identity, intercultural and transnational competence, and related concepts;
- Awareness of the rich diversity of communication styles within and beyond the United States;
- Understanding of cultural influences in one's life and one's own cultural identity;
- Sensitivity to different dimensions of intercultural communication;
- Understanding of the distinctive roles of verbal and nonverbal communication in intercultural contexts;
- Abilities to apply cultural taxonomies in the analysis of intercultural interactions;
- Understanding of the effects of code usage in intercultural communication;
- Skills for avoiding and removing barriers (e.g., cultural biases) that hinder intercultural communication;
- Competence in applying effective intercultural communication strategies in selected contexts;
- Abilities to learn *in situ* as an ethnographer;
- Knowledge for continuing to develop intercultural and transnational competence.

## Texts

- *Understanding Intercultural Communication* by Stella Ting-Toomey and Leeva C. Chung, 2<sup>nd</sup> edition, 2012. Oxford University Press. [REQUIRED]
- *Cultures in Conversation* by Donal Carbaugh, 2005. Lawrence Erlbaum Associates. [Recommended]
- *Transnational Competence: Empowering Curricula for Horizon-Rising Challenges* by Peter H. Koehn and James N. Rosenau, 2010. Paradigm. [Optional]
- *Readings for Diversity and Social Justice* (3<sup>rd</sup> ed.) edited by Maurianne Adams, et al., 2013. Routledge. [Optional]
- *Intercultural Communication: A Discourse Approach* (3<sup>rd</sup> ed.) by Ron Scollon, Suzanne Wong Scollon, and Rodney Jones, 2012. Wiley-Blackwell. [Optional]
- *The Sage Handbook of Conflict Communication* edited by John G. Oetzel and Stella Ting-Toomey, 2013. Sage. [Optional]
- *Dance with a Ghost: Exploring Indian Reality* by Rupert Ross, 1991. Reed Books Canada. [Optional]

## Assessment

Assignments/Assessments	Points Earned
Reading Club Preparation and Participation (each week) (When you are the facilitator, you do not receive a preparation and participation grade).	180 points (20 points x 9)
Reading Club Facilitation (twice)	80 points (40 points x 2)
Class Participation (each week)	110 points (10 points x 11)
Reading Quizzes (two) (on required readings and materials presented in class)	160 points (80 points x 2)
Mid-term Field Research Report	160 points
Final Field Research Paper	270 points
Final Paper Presentation	40 points
<b>Total:</b>	<b>1,000 points</b>

## Grade Distribution

Points	Letter Grade
933 – 1000	A
900 – 932	A-
866 – 899	B+
833 – 865	B
800 – 832	B-
766 – 799	C+
733 – 765	C
700 – 732	C-
666 – 699	D+
633 – 665	D
600 – 632	D-
< 600	F

## Tentative Schedule

Date	Weekly Topic	Required Reading (Whole-class Discussion)	Required Reading (Reading-Club Discussion)	Assignment & Quiz Schedule
January 15	Course Introduction			
January 22	Imperatives for Intercultural Competence	Ting-Toomy & Chung: Chapter 1	Koehn & Rosenau: The Case for Transnational Competence (Moodle)	Reading Club 1
January 29	Intercultural Communication Process	Ting-Toomy & Chung: Chapter 2	Carbaugh: Chapter 2 (Moodle)	Reading Club 2
February 5	Intercultural Communicators as Ethnographers	Scollon, Scollon & Jones: Chapter 1 (pp. 19-22 only) and Chapter 2 (Moodle)	Carbaugh: Chapter 1 (Moodle)	Reading Club 3
February 12	Cultural Patterns and Communication	Ting-Toomy & Chung: Chapter 3	Carbaugh: Chapter 6 Essential Understandings (Moodle)	Reading Club 4
February 19	Verbal Intercultural Communication	Ting-Toomy & Chung: Chapter 6	Carbaugh: Chapter 4 (Moodle)	Reading Club 5
February 26	Nonverbal Intercultural Communication	Ting-Toomy & Chung: Chapter 7	Carbaugh: Chapters 3 (Moodle)	Reading Club 6
March 5	Mid-term Research Report (Sign up for a mid-term meeting time)			Quiz 1
March 12	Crossing Cultural and Communication Boundaries	Ting-Toomy & Chung: Chapter 5	Documentary: The New Americans (Moodle)	Reading Club 7
March 19	Cultural Biases and Intercultural Contact	Ting-Toomy & Chung: Chapter 8	Documentary: The New Americans (Moodle)	Reading Club 8
March 26	Spring Break			
April 2	Intercultural Conflict Management	Ting-Toomy & Chung: Chapter 9	Coleman & Raider: Chapter 24 (Moodle)	Reading Club 9
April 9	Cultural and Ethnic Identities	Ting-Toomy & Chung: Chapter 4	Selected short essays from Diversity and Social Justice Essays # 9, 16, 17, 18, 19, & 21 ONLY (Moodle)	Reading Club 10
April 16	Intercultural Communication and Ethics	Ting-Toomy & Chung: Chapter 12	Ross: Chapters 2 & 3 Black & Morrison: pp. 136-141 (Moodle)	Reading Club 11
April 23	Applying Intercultural Competence	Koehn & Rosenau: Select one of the following chapters: 5, 6, 7, 8, 9, <u>or</u> 10 (Moodle)	Storti: Chapter 15 (Moodle)	Quiz 2
April 23 & 24	-Meet with instructor individually about a draft of your paper (optional). -Sign up for a time in class.			
April 25 Thursday Due at 12:00 PM	<b>Field research paper Due</b> <b>(Put a hard copy in the pocket taped on the door of LA 415)</b>			
April 30 Tuesday	<b>Presentations</b> Session 1: 4:30 – 6:00 PM or Session 2: 6:00 – 7:30 PM			

\*The reading list is subject to change. The instructor will inform you of any changes in class and/or via Moodle.

## Course Policies

- You are responsible for submitting your assignments by due dates and completing the four quizzes in class as scheduled. Late written work receives a 5-percent deduction per day (up to 40%) from the grade earned. Quizzes cannot be made up unless you provide a note from a doctor indicating that you were unable to complete the assessment because of sickness.
- When you miss a class because of sickness, emergency, or any other legitimate reason, you can (a) earn a Reading Club participation grade based on your written notes about the required readings and (b) make up the in-class participation points by submitting a two-page reflective comments on key in-class materials. Consult with the instructor regarding the in-class focus of the week. Please submit your written notes and make-up work along with documentation of evidence, such as a note from the Curry Health Center.
- You should be aware that as a student at the University of Montana, you must practice academic honesty and are bound by the following [Code of Academic Conduct](http://www.umt.edu/studentaffairs/sccAcademicConduct.htm):  
<http://www.umt.edu/studentaffairs/sccAcademicConduct.htm>

As the code explains, academic misconduct includes plagiarism, cheating, and deliberate interference with the work of others. It is the intellectual equivalent of fraud—a crime against the codes of the academy. *As an academic crime, plagiarism merits academic punishment, ranging from an F on the assignment or for the course, to suspension or expulsion from the University.*

- Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and [Disability Services](#) in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).
- The deadlines for adding/dropping and changing your grading option are posted on the Registrar's Office website: <http://www.umt.edu/registrar/students/dropadd.php>

## Extra Credit

Throughout the semester, you will find a wide range of lectures and workshops about different cultures and various intercultural/cross-cultural topics held on campus. The instructor will inform you of the ones that are particularly relevant to this class. You can earn up to 10 points by submitting a report after attending a designated event. A report should include three main parts: (1) a summary of main ideas, (2) important quotes, and (3) reflective comments. The maximum number of extra-credit points one can earn is 30.

## Graduate Credit

If you register for this course as a graduate student, you need to complete an extra paper to earn graduate credit for this course. See guidelines for the paper posted on Moodle. This paper is due on **29 April**. You should consult with the instructor regarding a focus before writing the paper.

## Communication

Check your UM email regularly. Information about quiz schedule changes, extra-credit earning opportunities, reading assignment modifications, deadline adjustments, etc. is sent via your UM student email account. Don't miss important notices!