COMX 415.01 Intercultural Communication
The University of Montana-Missoula
Spring 2020 Tuesday 3:30 – 6:00 PM

- Instructor: Dr. Phyllis Ngai
- Office: Eck Hall / LA 415
- Office Hours: 6:00-6:30 PM Mondays, 12:30-1:30 & 2:30-3:30 PM Tuesdays, and by appointment
- E-mail: 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.
Course Schedule

January 14 Course Introduction

January 21 Imperatives for Intercultural Competence
- Required readings:
  - Ting-Toomy & Chung: Chapter 1
  - Koehn & Rosenau: The Case for Transnational Competence (Moodle)
- Assignment due:
  - Reading Club preparation

January 28 Intercultural Communication Process
- Required readings:
  - Ting-Toomy & Chung: Chapter 2
  - Carbaugh: Chapter 2 (Moodle)
- Assignment due:
  - Reading Club preparation

February 4 Intercultural Communicators as Ethnographers
- Required readings:
  - Scollon, Scollon & Jones: Chapter 1 (pp. 19-22 only) and Chapter 2 (Moodle)
  - Carbaugh: Chapter 1 (Moodle)
- Assignment due:
  - Reading Club preparation

February 11 Cultural Patterns and Communication
- Required readings:
  - Ting-Toomy & Chung: Chapter 3
  - Carbaugh: Chapter 6 (Moodle)
  - Essential Understandings (Moodle)
- Assignment due:
  - Reading Club preparation

February 18 Verbal Intercultural Communication
- Required readings:
  - Ting-Toomy & Chung: Chapter 6
  - Carbaugh: Chapter 4 (Moodle)
- Assignment due:
  - Reading Club preparation

February 25 Nonverbal Intercultural Communication
- Required readings:
  - Ting-Toomy & Chung: Chapter 7
  - Carbaugh: Chapters 3 (Moodle)
- Assignment due:
  - Reading Club preparation

March 3 Mid-term
- Assignments due:
Mid-term Research Report (Sign up for a mid-term meeting time)
Quiz 1

March 10 Crossing Cultural and Communication Boundaries
- Required readings:
  - Ting-Toomy & Chung: Chapter 5
  - Documentary: The New Americans (Moodle)
- Assignment due:
  - Reading Club preparation

March 17 Spring Break

March 24 Cultural Biases and Intercultural Contact
- Required readings:
  - Ting-Toomy & Chung: Chapter 8
  - Documentary: The New Americans (Moodle)
- Assignment due:
  - Reading Club preparation

March 31 Intercultural Conflict Management
- Required readings:
  - Ting-Toomy & Chung: Chapter 9
  - Coleman & Raider: Chapter 24 (Moodle)
- Assignment due:
  - Reading Club preparation

April 7 Cultural and Ethnic Identities
- Required readings:
  - Ting-Toomy & Chung: Chapter 4
  - Selected short essays from Diversity and Social Justice Essays # 9, 16, 17, 18, 19, & 21 ONLY (Moodle)
- Assignment due:
  - Reading Club preparation

April 14 Intercultural Communication and Ethics
- Required readings:
  - Ting-Toomy & Chung: Chapter 12
  - Ross: Chapters 2 & 3 (Moodle)
- Assignment due:
  - Reading Club preparation

April 21 Applying Intercultural Competence
- Required readings:
  - Koehn & Rosenau: Select one of the following chapters: 5, 6, 7, 8, 9, or 10 (Moodle)
  - Storti: Chapter 15 (Moodle)
- Assignment due:
  - Quiz 2

April 28 Paper Consultation
• Meet with instructor individually about a draft of your paper (optional)
• Sign up for a time in class.

April 30 Paper due
• A hard paper due by 12 PM
• Put your paper in the pocket taped on the door of LA 415

May 5 Presentations
• Session 1: 4:30 – 6:00 PM
• 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.

Texts
• 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]
• The Sage Handbook of Conflict Communication edited by John G. Oetzel and Stella Ting-Toomey, 2013. Sage. [Optional]

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

Grade Distribution Scale
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

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
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

  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.

- As per departmental practice, you may not drop or change your grading option after the 45th-instructional day except in the following situations: a) documentable accident or illness, b) no evaluation record for the course, c) documentable family/personal emergency, and d) documentable change in employment schedule that prevents completion of course.

**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!