

COM324 Communicating Across Cultures

(3 credit hours)

Course Syllabus

Course Description

Introduction to the study of cultural and intercultural theory and behavior, discussion of various culturally specific patterns of communication. This is a writing intensive course.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Demonstrate acceptable writing and speaking skills appropriate to communicating effectively;
2. Demonstrate understanding of the reciprocal relationship between communication and culture.
3. Recognize how culture is created and passed on through verbal/nonverbal behavior, beliefs, perceptions and values.
4. Describe the relationship between communication and culture, identifying the challenges in intercultural communication, identifying effective practices for intercultural encounters and formulating their own ethic for intercultural encounters.

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book:

- Samovar, L. A., Porter, R. E., McDaniel, E. R., & Sexton-Roy, C. (2017). *Communication Between Cultures* (9th ed.). Cengage.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Throughout this course you will be engaging in a wide variety of activities. This class is designed to help you use real life scenarios and real life data to produce results utilizing total quality tools. You will review several case studies that will allow you to study what these companies decided to do and why they decided to do it. You will then wrap up this course with a comprehensive presentation that will allow you to improve, implement, transform and innovate a new quality management program. These activities align with course outcomes and offer significant opportunities for you to apply target skills, knowledge, and analysis to real-world, authentic problems.

For every activity and assignment in this course I want you to use multidimensional levels of learning. Effective learning requires an active learner. My hope is that you will find these experiences meaningful and will allow you to move beyond a transactional learning experience. For every activity and assignment, I want you to:

Analyze the information (What did _____ say? Why is this important?)

Synthesis the information (What do I think about _____?)

Apply the information (How can I apply this information now or in the future?)

Transformation of the information (How can this new information be used to make a difference? How can this help produce better targeted measurable change?)

Innovation (How can this information make a sustainable improvement to myself, my work, or my personal life. How can I set up and implement processes for continuous improvement?)

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Meet Your Peers Activity 1.1 (25) Discussion Activity 1.2 (45)	Discussion Activity 2.1 (60)	Discussion Activity 3.1 (55)	Discussion Activity 4.1 (60)	Discussion Activity 5.1 (45)	Discussion Activity 6.1 (60)	Discussion Activity 7.1 (60)	410
Reflection Essay Activity 1.3 (50)	Essay Activity 2.2 (80)	Essay Activity 3.2 (65)	Essay Activity 4.2 (80)	Essay Activity 5.2 (50)	Essay Activity 6.2 (80)	Essay Activity 6.2 (80)	485
						Cumulative Essay Activity 6.3 (105)	105
120	140	120	140	95	140	245	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 P.M. ET on Day Designated)
Start Here	<ul style="list-style-type: none"> ● MON: Activity 1.1: Meet Your Peers (Initial Post)
Week 1: Analyzing Intercultural Communication	<ul style="list-style-type: none"> ● WED: Activity 1.1: Meet Your Peers (Secondary Posts) ● WED: Activity 1.2: Self-Reflective Questionnaire (Initial Post) ● SAT: Activity 1.2: Self-Reflective Questionnaire (Secondary Post) ● SUN: Activity 1.3: Reflection Essay
Week 2: Cultural Communication and Family Impacts	<ul style="list-style-type: none"> ● WED: Activity 2.1: Developing and Maintaining Culture (Initial Post) ● SAT: Activity 2.1: Developing and Maintaining Culture (Secondary Posts) ● SUN: Activity 2.2: Family Rituals Essay
Week 3: Cultural Explanations of Life & Death	<ul style="list-style-type: none"> ● WED: Activity 3.1: Worldviews and Our Way to Live (Initial Post) ● SAT: Activity 3.1: Worldviews and Our Way to Live (Secondary Posts) ● SUN: Activity 3.2: Interview Reflection Essay
Week 4: Cultural History & Cultural Values	<ul style="list-style-type: none"> ● WED: Activity 4.1: Social Media and Cultural Influence (Initial Post) ● SAT: Activity 4.1: Social Media and Cultural Influence (Secondary Posts) ● SUN: Activity 4.2: American Values Essay
Week 5: Cultural Identity and Influence of Identify	<ul style="list-style-type: none"> ● WED: Activity 5.1: Your Own Cultural Identity (Initial Post) ● SAT: Activity 5.1: Your Own Cultural Identity (Secondary Posts) ● SUN: Activity 5.2: Gender Essay
Week 6: Verbal Messages and Nonverbal Communication	<ul style="list-style-type: none"> ● WED: Activity 6.1: Perspectives of Physical Beauty (Initial Post) ● SAT: Activity 6.1: Perspectives of Physical Beauty (Secondary Posts) ● SUN: Activity 6.2: Silence Essay
Week 7: Applications in Business, Education, and Healthcare	<ul style="list-style-type: none"> ● WED: Activity 7.1: Ethnocentrism, Racism, and Prejudice (Initial Post) ● THU: Activity 7.2: Essay on Prejudice ● THU: Activity 7.3: Cumulative Essay ● SAT: Activity 7.1: Ethnocentrism, Racism, and Prejudice (Secondary Posts)

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

- provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement

efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.