INCM 1305.002 M-W-F 10:00 - 10:50
Professor: Dr. Louise Stoehr
Office: Ferguson G77C
Office Hours: 1:45pm - 4:15pm MW
and by appointment
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Course Description
INCM 1305, International Intercultural Communication, focuses on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively and effectively with people from different cultures. Emphasizes the command of oral, aural, written and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion and audience. Provides specialized knowledge and skills needed for effective communication among people of different cultures locally and in the international community, and prepares individuals to function in a wide variety of professions. Regions may vary.

Required Texts and Other Resources
Materials you will need for INCM 1305 will be provided in class and are available in the D2L platform.

Explanation of Grades
A. (30%) Video presentations at the end of each unit count 30% toward your total grade. Due as outlined in your Course Calendar, you will produce one two-to-three-minute video using the online Flip Video platform, upload your video to your Wakelet page and submit your Wakelet link to the appropriate D2L Dropbox. Your videos will be evaluated for your ability to effectively apply the theoretical constructs we study as they relate to your culture, for your clear and comprehensible presentation, and for inclusion of visual materials that support your presentation.

B. (20%) Written Assignments resulting from Group Discussions at the end of each unit count toward 20% of your total grade. In preparation for your Video presentation at the end of each unit, you will work in groups to refine your definitions and ideas about the theoretical constructs we study as tools for understanding culture. Your written assignments will be evaluated for your ability to demonstrate how the theoretical constructs we study are effective tools for examining cultures and for how well you incorporate concrete examples into your explanations.

C. (10%) Homework Assignments count toward 10% of your total grade. On some days, you will have a homework assignment that will 1) either help prepare you for the next class meeting or 2) that will ask you to synthesize or otherwise work with the material discussed in class. Homework assignments typically are presented in class and are always uploaded to the Homework Module in D2L. Your homework assignments will be evaluated for completeness, that is, if you addressed the questions posed, and for the effort and thoughtfulness put into your responses.
D. **Class Participation** counts 20% toward your total grade. Active participation in class activities, including daily class discussions and regularly-scheduled group discussions is essential to you understanding and learning to apply the theoretical constructs we study as means to understand how cultures around the globe may be similar to and/or different from each other. Class participation includes your willingness to participate in class activities, and your participation will be evaluated based upon your attentiveness to class presentations and activities and your willingness to participate in class activities. Keep in mind that class attendance alone is not enough to receive full credit for class participation.

E. **One Final Exam**, scheduled during final exam week, counts for 20% of your total class grade. Your final exam will be evaluated for your ability to explain how the theoretical constructs studied in this course serve as a means for understanding how we can understand our own and other cultures. It will also be evaluated for how well you provide concrete application of these constructs as a means for explaining aspects of your own culture and/or cultures in general.

**Student Learning Outcomes**
The four main benefits of intercultural communication include: healthier communities, increased international, national and local commerce, reduced conflict, and personal growth through increased tolerance. In addition to these goals, students will develop competencies in the following four skills:

1. Students will be able to analyze cases of cross-cultural communication, draw on the theoretical foundations that form the basis of course readings and presentations, and conduct additional research to present aspects of their own cultures from a theoretically-based intercultural perspective. **Critical Thinking**
2. Students will develop effective communication skills when interacting with others from diverse cultures, with specific attention to differences in communication etiquette in different cultures demonstrated by interpretation and expression of ideas through written, oral and visual communication. **Communication Skills**
3. Students will learn the importance of collaborating, actively listening, and trying to enter their interlocutor’s frame of reference in order to effectively understand what he or she is saying, using knowledge and awareness of cultural differences while working on a common project or goal. **Teamwork**
4. Students will be able to understand the impact and consequences of their communication and articulate how their behavior might be viewed from a variety of different cultural perspectives and make ethical decisions about their communication choices. **Personal Responsibility**

**General Education Core Curriculum**
The Texas Higher Education Coordinating Board (THECB) has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. By enrolling in GERM 1311 you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Communication, Teamwork, Personal Responsibility requirements. The chart below indicates: (a) The core objectives that are required to be taught in this course per the THECB, and (b) how the required core objectives will be addressed.
## Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Flip Video presentations, in-class group discussions, written assignments, course exams</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Flip Video presentations, participation in group discussions, course exams</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different point of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Effective participation in group discussions, contribution to group projects.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision making.</td>
<td>Demonstrating awareness of different cultural perspectives evidenced in oral and written tasks Regular, timely attendance; focus on and participation in class activities; prompt completion and submission of assigned tasks.</td>
</tr>
</tbody>
</table>

### Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course. none

### Course Guidelines

#### Class Preparation

Because momentum is an important factor in learning, you are expected to review your previous class meeting notes and come prepared to actively participate in class. Presentations from earlier class meetings are posted in D2L Content.

#### D2L/Brightspace

This is a web-enhanced class. You will need to visit D2L/Brightspace regularly to review materials presented in class and to upload assignments. Additionally, grades will all be posted throughout the semester in the D2L Gradebook.

#### Due Dates and Timeliness

**All assignments are due at the time on the date indicated in your course calender.** Unless prior arrangement has been made with the professor for a specific project, late assignments will not be accepted.

#### Attendance

Regular attendance to all class meetings is expected and required. INCM 1305 is not an independent study course. You will be allowed a maximum of three excused absences during the semester without penalty. Beginning with the fourth absence, a penalty of 0.5% may be levied on the earned final grade. While this may seem rather insignificant, it can and sometimes does result in a student receiving a lower grade than expected.

Reasonable exemptions may be made in accordance with the University's Code of Conduct.
Tardiness
The equivalent of 1/2 an excused absence will be counted for each time you report late to class. After 6 tardies, each additional tardy will be counted as an absence, with the equivalent consequences on the final grade.

Food
You will be participating in class discussions and working with others on group tasks in INCM 1305. Please do not bring food or drink into the classroom. (One exception is a closed water bottle that is stored in your book bag or other tote.)

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence Tools
Artificial Intelligence (AI) tools can be very powerful, and they can be quite useful tools for helping us learn new concepts. In class, we may use Artificial Intelligence (AI) tools as a means to jump-start our discussions.
That is the only time you and we will be using any sort of AI for INCM 1305.002. For all assignments you turn in, you are expected to create the entire assignment on your own, using the information provided in class and ideas you develop in class discussions.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741

Please note that I do reserve the right to modify the course syllabus if necessary to enhance your learning experience.
Unit One: Defining Terms—What is Culture?

Week 1
Monday, 28 August
Introduction to Course
“A fish only realizes it needs water to live when it is no longer swimming in water. Our culture is to us like water to the fish. We live and breathe through our culture.” Dr. Fons Trompenaars

Wednesday, 30 August
What is culture?

Friday, 1 September
Appropriate behavior in different cultures

Week 2
Monday, 4 September
Iceberg Metaphor of Culture

Wednesday, 6 September
Theories about how we study culture

Friday, 8 September
Summary and Application –
- Written definitions from group discussions due at end of class meeting
- Video due in Wakelet by noon, Wednesday 13 September

Unit Two: Language

Week 3
Monday, 11 September
Introduction to language in international intercultural communication.

Wednesday, 13 September
How does the language(s) you speak influence how you see the world?

Friday, 15 September
More on Linguistic Relativity: Lera Boroditsky

Week 4
Monday, 18 September
Summary and Application –
Written definitions from group discussions due at end of class meeting
Video due in Wakelet by noon, Friday 22 September

Unit Three: Environment (and Technology)
Wednesday, 20 September
Introduction to Environment and Technology

Friday, 22 September
Examples from Japan

Week 5
Monday, 25 September
Examples from Brazil

Wednesday, 27 September
Examples from Germany

Friday, 29 September
Summary and Application –
  Written definitions from group discussions due at end of class meeting
  Video due in Wakelet by noon, Wednesday 4 October

Unit Four: Social Organization
Week 6
Monday, 2 October
Role of Social Structures in culture

Wednesday, 4 October
Examples from Japan

Friday, 6 October
Examples from Brazil

Week 7
Monday, 9 October
Examples from Germany

Wednesday, 11 October
Summary and Application –
  Written definitions from group discussions due at end of class meeting
Unit Five: Contexting

Friday, 13 October
“It is easy for native speakers of English to assume that because everyone is using a common language, they are doing so in the same way. Moreover, in general, we have a tendency to think our native understanding is the only correct version; and worse still, most of the time we do not even recognize that this is the bias of our thinking.” (Kelm et al., Japan, p 98)

Week 8
Monday, 16 October
Examples from Japan

Wednesday, 18 October
Examples from Brazil

Friday, 20 October
Examples from Germany

Week 9
Monday, 23 October
Summary and Application –
  Written definitions from group discussions due at end of class meeting
  Video due in Wakelet by noon, Friday 27 October

Unit Six: Authority Conception

Wednesday, 25 October
How does the concept of Authority affect the behavior of people within a culture group?

Friday, 27 October
Examples from Japan

Week 10
Monday, 30 October
Examples from Brazil

Wednesday, 1 November
Examples from Germany

Friday, 3 November
Summary and Application –
Written definitions from group discussions due at end of class meeting
Video due in Wakelet by noon, Wednesday 8 November

Unit Seven: Nonverbal Communication

Week 11
Monday, 6 November
Introduction to Nonverbal Communication

Wednesday, 8 November
Examples from Japan

Friday, 10 November
Examples from Brazil

Week 12
Monday, 13 November
Examples from Germany

Wednesday, 15 November
Summary and Application –
  Written definitions from group discussions due at end of class meeting
  Video due in Wakelet by noon, Monday 27 November

Unit Eight: Time

Friday, 17 November
Concepts of Time

Week 13
Monday, 27 November
Examples from Japan

Wednesday, 29 November
Examples from Brazil

Friday, 1 December
Examples from Germany

Week 14
Monday, 4 December
Summary and Application –
  Written definitions from group discussions due at end of class meeting
Summary and Application

Wednesday, 6 December
Consider the role of each of the LESCANT categories as they help us to understand cultures

Friday, 8 December
Outsourced

Final Week
Monday, 11 December -- Friday, 15 December
Final exam according to Final Exam Schedule