Stephen F. Austin State University  
Department of Languages, Cultures and Philosophy  
INCM 1305.001 (International Intercultural Communication)  
Spring 2024

INCM 1305.001 – Honors / 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. (25%) Video presentations at the end of each unit count 25% 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 tools for understanding culture, for your clear and comprehensible presentation, and for inclusion of visual materials that support your presentation.

B. (10%) Written Assignments at the end of each unit count toward 10% 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. (25%) Homework Assignments count toward 25% 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 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. (20%) 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. (20%) 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</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.

## 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)
- Crisis 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 or to accommodate any unforeseen circumstances.
Unit One: Defining Terms—What is Culture?

Day 01: Friday, 19 January
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
→ Homework 1: Cultural Differences

Week 1
Day 02: Monday, 22 January
Culture is in the Mind of the Beholder: Appropriate Behavior in Different Cultures
→ Homework 2: Mind of the Beholder

Day 03: Wednesday, 24 January
Iceberg Metaphor of Culture
→ Homework 3: Iceberg Metaphor of Culture

Day 04: Friday, 26 January
Theories about how we study culture
→ No written homework

Week 2
Day 05: Monday, 29 January
Defining Terms: Summary and Application
→ Written definitions from group discussions due at end of class meeting
→ Video due in Wakelet by noon, Friday, 2 February

Unit Two: Language

Day 06: Wednesday, 31 January
Introduction to language in international intercultural communication.
→ Homework 4: Language and Identity

Day 07: Friday, 2 February
How does the language(s) you speak influence how you see the world?
→ Homework 5: Linguistic Relativity

Week 3
Tag 08: Monday, 5 February
More on Linguistic Relativity: Lera Boroditsky
→ Homework 6: Linguistic Relativity Revisited
   (This is a longer task and so you will receive double credit for completing it.)
Course Calendar, INCM 1305.001- Honors  

Day 09: Wednesday, 7 February  
Language: Summary and Application –  
Written definitions from group discussions  
Video due in Wakelet by noon, Monday, 12 February

Unit Three: Environment (and Technology)  
Day 10: Friday, 9 February  
Introduction to Environment and Technology  
→ Homework 7: Environment

Week 4  
Day 11: Monday, 12 February  
Environment: Examples from Japan  
→ Homework 8: Environment – Japan

Day 12: Wednesday, 14 February  
Environment: Examples from Brazil  
→ Homework 9: Environment – Brazil

Day 13: Friday, 16 February  
Environment: Examples from Germany  
→ Homework 10: Environment – Germany

Week 5  
Day 14: Monday, 19 February  
Environment: Summary and Application –  
Written definitions from group discussions  
Video due in Wakelet by noon, Friday, 23 February

Unit Four: Social Organization  
Day 15: Wednesday, 21 February  
Role of Social Organization in culture  
→ Homework 11: Social Organization

Day 16: Friday, 23 February  
Social Organization: Examples from Japan  
→ Homework 12: Social Organization – Japan
Week 6
Day 17: Monday, 26 February
Social Organization: Examples from Brazil
→ Homework 13: Social Organization – Brazil

Day 18: Wednesday, 28 February
Social Organization: Examples from Germany
→ Homework 14: Social Organization – Germany

Day 19: Friday, 1 March
Social Organization: Summary and Application –
Written definitions from group discussions
Video due in Wakelet by noon, Wednesday, 6 March

Unit Five: Contexting

Week 7
Day 20: Monday, 4 March
Contexting
“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)

Day 21: Wednesday, 6 March
Contexting: Examples from Brazil
→ Homework 15: Contexting – Brazil

Day 22: Friday, 8 March
Contexting: Examples from Japan
→ Homework 16: Contexting – Japan

Spring Break

Week 8
Day 23: Monday, 18 March
Contexting: Examples from Germany
→ Homework 17: Contexting – Germany
Day 24: Wednesday, 20 March
Contexting: Summary and Application –
  Written definitions from group discussions
  Video due in Wakelet by noon, Monday, 25 March

Unit Six: Authority Conception
Day 25: Friday, 22 March
How does the concept of Authority affect the behavior of people within a culture group?

Week 9
Day 26: Monday, 25 March
Authority: Examples from Japan
  → Homework 18: Authority – Japan

Day 27: Wednesday, 27 March
Authority: Examples from Brazil
  → Homework 19: Authority – Brazil

Good Friday Holiday

Week 10
Day 28: Monday, 1 April
Authority: Examples from Germany
  → Homework 20: Authority – Germany

Day 29: Wednesday, 3 April
Authority: Summary and Application –
  Written definitions from group discussions
  Video due in Wakelet by noon, Monday, 8 April

Unit Seven: Nonverbal Communication
Day 30: Friday, 5 April
Introduction to Nonverbal Communication

Week 11
Day 31: Monday, 8 April
Nonverbal Communication: Examples from Japan
  → Homework 21: Nonverbal – Japan
Course Calendar, INCM 1305.001- Honors  

Day 32: Wednesday, 10 April  
Nonverbal Communication: Examples from Brazil  
→ Homework 22: Nonverbal – Brazil  

Day 33: Friday, 12 April  
Nonverbal Communication: Examples from Germany  
→ Homework 23: Nonverbal – Germany  

Week 12  
Day 34: Monday, 15 April  
Nonverbal Communication: Summary and Application –  
Written definitions from group discussions  
Video due in Wakelet by noon, Friday, 19 April  

Unit Eight: Time  
Day 35: Wednesday, 17 April  
Concepts of Time  

Day 36: Friday, 19 April  
Time: Examples from Japan  
→ Homework 24: Time – Japan  

Week 13  
Day 37: Monday, 22 April  
Time: Examples from Brazil  
→ Homework 25: Time – Brazil  

Day 38: Wednesday, 24 April  
Time: Examples from Germany  
→ Homework 26: Time – Germany  

Day 39: Friday, 26 April  
Time: Summary and Application –  
Written definitions from group discussions  
Video due in Wakelet by noon, Wednesday, 1 May  

Summary and Application  
Week 14  
Day 40: Monday, 29 April  
Consider the role of each of the LESCANT categories as they help us to understand cultures
Day 41: Wednesday, 1 May
Application of LESCANT
Outsourced

Day 42: Friday, 3 May
Summary Review of Course and Application of LESCANT
Outsourced

Finals Week
Monday, 6 May
10:30am – 12:30pm: Final exam

Please note: Schedule may be modified to enhance your learning experience or in response to unforeseen circumstances.