

GRADING

GRADE	PERCENTAGE
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 and below

ASSIGNMENTS

- Two Tests	Midterm _____ (15)
	Final _____ (20)
- Cultural Experience Papers	
	Paper 1 _____ (15)
	Paper 2 _____ (15)
- Cultural Analysis Project	_____ (25)
- In-Class Activities	
	Activities _____ (10)
- Extra Credit	_____ (X)
	TOTAL _____

- You should monitor your own grades. It is very helpful to know your standing in the course at any time during the quarter. Since the passing of the Buckley Amendment by Congress, I am not allowed to give grades over the phone or Internet. However, you may inquire about your grades at anytime in person. Additionally, you may inquire in person about your final exam grade after you have received your quarter grade reports through the mail from the university.

Course Procedures

Attendance

Punctual attendance is expected at all class sessions, *especially* on test days. If you participate in University sponsored activities (e.g., intercollegiate sports), you must inform your instructor ***before*** you are absent. Ohio University policy regarding attendance will be followed. Students are responsible for all missed work.

Learning Activities

In-class learning activities must be submitted on time and **cannot** be made up at all.

Makeup Tests

If you miss a test, you must provide documentation to explain the absence in order to be considered for permission to make up the assignment. If you do not provide documentation for a missed test, you *cannot* make up the test. If you know that you will be forced to miss a test for school related reasons, please tell your instructor as far in advance as possible. Make up examinations will be individually scheduled between the instructor and the student on an as needed basis. Ultimately, makeup tests are at the discretion of the instructor.

Late Work

Papers will be collected during the first ten minutes of class. After the first ten minutes, any work turned in is considered late. Late work will receive an automatic letter grade reduction for every school day the work is late (weekends are not counted). In other words, work that is more than four days late is automatically failing.

Course Readings

All reading is expected to be done before you come to class. If it ever appears that reading is not being completed before class, the instructor reserves to the right to use quizzes as necessary to test reading.

Extra Credit is not guaranteed in this course, but if opportunities arise they will be announced in class.

ACADEMIC INTEGRITY

Honesty and originality are expected in all the work you present in this class. Proper citation and documentation of others' work is required on all oral and written assignments. Plagiarism, cheating, or unethical behavior of any kind will not be tolerated.

AMERICAN WITH DISABILITIES ACT

Any student, who, because of a disability, may require some special arrangements as prescribed by Ohio University Eastern in order to meet course requirements should contact me as soon as possible to make necessary accommodations. Accommodations will be made, but I must be aware of your needs in order to make proper accommodations.

Course Assignments

Midterm Examination and Final Examination

There is a midterm examination and a final in this course. Your midterm will occur halfway through the course and the final will occur during the final testing period. The final will cover all material discussed in this course. These tests will be a combination of multiple choice and short answer/essay tests.

COURSE PAPERS

Other View Paper

The purpose of this paper is to allow you to step outside of your own culture and look reflectively on how your culture exists. By this point in the course, you will have examined how history, identity, and verbal & nonverbal communication help define our individual cultures. You will analyze your culture in a similar fashion to the ethnographer who wrote *Rituals among the Nacirema*. The paper should be 3-5 pages in length and should adhere to APA writing standards.

A successful paper will be one that:

- 1) Clearly explains how you went about evaluating the culture.
- 2) Shows how history influences cultural development.
- 3) How identity functions within the culture.
- 4) Explains unique verbal and nonverbal communicative behaviors that exist within the culture itself.

Out-Group Paper

The goal of this assignment is to have an experience where you are the out-group. This assignment should be done alone (there is power in numbers). At the same time, when deciding where to go for your out-group experience, please be careful and do not place yourself in a situation that could be potentially dangerous. A number of community organizations could be perfectly appropriate places to get this experience. If you are going to an organizational meeting or any non-public place, please make sure that you call a contact person from the organization to confirm that visitors are welcomed. Generally, organizations

would love to host people who are truly interested in their culture. When you are having your out-group experience, remember to be open and respectful.

A successful paper will be one that:

- 1) Identifies the group you studied as a culture.
- 2) Identifies how it felt to be an outsider.
- 3) Explains your reactions to being an out-group member.
- 4) Explains what would you have to do if you were to “pass” in this culture on a communicative level?
- 5) Explains how stereotypes that you held of the group were either supported or negated.

Cultural Analysis Project

This project consists of entering with a unique culture in the area that you are not a part of and watching the inner workings of this culture. Think about the numerous examples seen in the reader for presenting the insights of different cultures. Your final papers, 10-18 pages for the group or 8-10 pages for an individual, should include your insights into this culture and should help all people who read your work better understand the culture that you have researched.

There are many ways to get data for this project. First, contacting members who are in the culture you desire to investigate and interviewing them about what it means to be a member of that culture. Second, entering into the culture and getting first hand knowledge of the culture can be extremely useful when trying to understand the culture itself. Third, reading information, both pop-culture and academic, about the culture as a way to understand the culture from the inside or from another outsider’s perspective. Do not depend solely on readings for this assignments. Being involved in this project will require that you fully participate with the other group members.

In the past, there have been many different types of cultures examined with assignments like this: Native Americans, fraternity members, thespians, African Americans (on campus), groups of international students who associate with each other (Columbians, Chinese, Taiwanese, etc...), etc. . . . There are countless cultures that one can find in the area. One of the ways to pick a culture is to see what cultures your friends belong. **You cannot belong to the culture that you are attempting to study.**

Make sure that the information discussed in class about what a culture is and what a culture is not is clearly presented in this paper.

This is NOT just a telling of encyclopedic information about a culture. Interaction with a specific culture is necessary to complete this project. You should go and interact with this culture as an outsider and analyze what you see. If you cite anyone in your paper, please make sure that you have them fill out a consent form (see the video project for an example).

Points earned on this project will be based on insight shown in the formation of the ethnography. Also, make sure your project has the following main key points in the project:

- What is the culture?

- What makes this culture a culture?
- Who are the major gatekeepers?
- What kind of rituals does this culture have?
- What do these rituals say about the culture?
- What does it feel like to be an outsider?
- What does your analysis of this culture say about your own cultural norms and values?

Remember, one of the most important aspects about this paper is making the culture you study interesting to your reader (that would be me). These papers should not only be academic in quality, but should also be a very interesting story for your reader as well. This paper should adhere to 5th edition APA guidelines.

You can also opt to answer the above questions in a video documentary if you so desire instead of writing out the answers (see me for specific details).

COURSE SCHEDULE

Please note the schedule given on the first day of class is a tentative schedule and changes can be made at the instructor's/course administrator's discretion. To keep on top of any possible changes in the course schedule, regular attendance in class is necessary.

Tentative Schedule of Course Events

Date	Content to be Covered	Assignments Due
3/31/05	Unit One: What is Intercultural Communication and the History of Intercultural Communication Research	
4/7/05	Unit Two: History, Identity, and World Views	
4/14/05	Unit Three: Verbal and Nonverbal Communication in Cultures	
4/21/05	Unit Four: Power and Prejudice #1	Paper #1 Due
4/28/05	Unit Five: Power and Prejudice #2	
5/5/05	Unit Six: Culture Shock	Midterm Examination
5/12/05	Unit Seven: Pop-Culture, Relationships, and Rituals	
5/19/05	Unit Eight: Applied Cultural Research	
5/26/05	Unit Nine: Eastern Communication Association	Work on Projects Paper #2
6/2/05	Unit Ten: Project Presentations, Cultural Ethics, and Course Wrap-up	Projects Due
6/9/05	Finals Week – Final Examination	

COMS 110 Course Readings List

Unit One: What is Intercultural Communication and the History of Intercultural Communication Research

Martin and Nakayama Chapters 1 & 2

Unit Two: History, Identity, and World Views

Martin and Nakayama Chapters 3 & 4

Cummings-James, Navita. (2004). When Miss America was always White. In A. Gonzalez, M. Houston, & V. Chen (Eds.), *Our voices: Essays in culture, ethnicity, and communication* (pp. 61-65). Los Angeles: Roxbury.

Spellers, R. E. (2002). Happy to be nappy! In J. M. Martin, T. K. Nakayama, & L. A. Flores (Eds.), *Readings in intercultural communication: Experiences and contexts* (pp. 52-60). Boston, MA: McGraw Hill.

Unit Three: Verbal and Nonverbal Communication in Cultures

Martin and Nakayama Chapters 5 & 6

Garner, J. F. (1995). Sleeping person of better-than-average attractiveness. In J. F. Garner (Ed.), *Once Upon a More Enlightened Time: More Politically Correct Bedtime Stories* (pp. 65-75). New York: MacMillan.

Hall, E. T., & Hall, M. R. (2002). Key concepts: Underlying structures of culture. In J. M. Martin, T. K. Nakayama, & L. A. Flores (Eds.), *Readings in intercultural communication: Experiences and contexts* (pp. 165-172). Boston, MA: McGraw Hill.

Unit Four: Power and Prejudice #1

Martin and Nakayama Chapter 9

Carnes, J. (1995). The ballad of Leo Frank. In J. Carnes (Ed.), *Us and Them: A History of Intolerance in America* (pp. 66-75). Montgomery, AL: Teaching Tolerance.

Unit Five: Power and Prejudice #2

Carnes, J. (1995). A rose for Charlie. In J. Carnes (Ed.), *Us and Them: A History of Intolerance in America* (pp. 112-119). Montgomery, AL: Teaching Tolerance.

Unit Six: Culture Shock

No Readings this Week

Unit Seven: Pop-Culture, Relationships, and Rituals

Martin and Nakayama Chapters 7 & 8

Kilbourne, J. (1999). *Deadly persuasion: Why women and girls must fight the addictive power of advertising*. New York: The Free Press.

Taylor, J. (2002). Performing commitment. In J. M. Martin, T. K. Nakayama, & L. A. Flores (Eds.), *Readings in intercultural communication: Experiences and contexts* (pp. 310-318). Boston, MA: McGraw Hill.

Fitch, K. L. (2002). A ritual for attempting leave-taking in Columbia. In J. M. Martin, T. K. Nakayama, & L. A. Flores (Eds.), *Readings in intercultural communication: Experiences and contexts* (pp. 149-155). Boston, MA: McGraw Hill.

Unit Eight: Applied Cultural Research

Martin and Nakayama Chapters 10 – 13

Wise, T. J. (1995). *Little white lies: The truth about affirmative action and “reverse discrimination.”* New Orleans: Loyola University Press.

Unit Nine: Eastern Communication Association

I will be out of town on this day at a conference, but the class will watch the Spike Lee movie *Four Little Girls*.

Unit Ten: Project Presentations, Cultural Ethics, and Course Wrap-up

Nance, T., & Foeman, A. (2004). Statue or statement? Racial tensions in a 9/11 memorial. In A. Gonzalez, M. Houston, & V. Chen (Eds.), *Our voices: Essays in culture, ethnicity, and communication* (pp. 312-316). Los Angeles: Roxbury.

Means-Coleman, R. R. (2004). September 11 and “the color line.” In A. Gonzalez, M. Houston, & V. Chen (Eds.), *Our voices: Essays in culture, ethnicity, and communication* (pp. 317-321). Los Angeles: Roxbury.