Intercultural Communication  
CEG511 – section 30  
3 credit hours  
Instructor: Kathy Mitra  
Katherine.Mitra@stonybrook.edu  

Course Description:  
This course is an introduction to intercultural communication. The focus will be on communication as a social activity, and the effect of globalization as it increases contact between people with diverse cultural and communication patterns. Students will develop strategies to improve intercultural communication. Course topics include cultural identity, understanding diversity, co-cultures, nonverbal communication, influence of setting, ethical consideration, and new perspectives.

Course Objectives:  
Upon completion of the course, the student will have an increased capacity to:  
- Demonstrate knowledge of components of culture (CO1)  
- Describe how globalization effects intercultural communication (CO2)  
- Analyze the effect of cultural identity on communication (CO3)  
- Explain how differing worldviews result in varying cultural and communication patterns (CO4)  
- Identify problems that arise when members of the dominant culture interact with co-cultures (CO5)  
- Demonstrate an understanding of the symbolic nature of verbal and nonverbal communication (CO6)  
- Explain the importance of social context as it relates to intercultural communication (CO7)  
- Develop strategies to improve intercultural communication (CO8)

Required Course Textbooks:  
ISBN-10: 1285077393  
(if you buy a used copy, be sure to get the correct edition)  
ISBN-10: 0374533407  
(It is fine if you have an earlier edition of this book, but you will need to read the 2012 author’s Afterword which you can find in Blackboard under the E-Reserves menu item)

Additional required reading materials can be found on the course schedule below. These will be accessible either online or under the “E-Reserves” menu item in Blackboard.
Statement about Course Delivery/Modality:
This is an asynchronous, online course, delivered in the Blackboard (Bb) learning management system (LMS). That means that there will be no required real time interaction. You can create your own work schedule as long as you meet all course expectations, deliverables and due dates. All assignments and course interactions will utilize internet technologies. See “Technical Requirements” section for more information.

Here is a quick readiness quiz you can take to determine if you are ready for online courses http://commons.suny.edu/assessment/quick-readiness-quiz/

Preferred Method of Contact with Instructor:
My preferred method of contact is via email at Katherine.mitra@stonybrook.edu. If you would like to talk on the phone, or meet virtually, please email me so that we can set up a mutually agreeable time. I will respond to your emails as soon as possible, but please allow between 24-48 hours for a response. Please utilize your Stony Brook University email when getting in touch with me as that is the preferred method of contact from the institution.

ASSESSMENT:
In this course, you will be assessed on the following:

<table>
<thead>
<tr>
<th>ASSIGNMENT(S)</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>First Steps</td>
<td>4</td>
</tr>
<tr>
<td>Class Participation/Discussion Board (weeks 2-10), 4 points each of 9 weeks</td>
<td>36</td>
</tr>
<tr>
<td>Assignment #1 – Cultural Identity</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #2 – Co-cultures</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #3 – Making Meaning</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #4 – Language and Worldview</td>
<td>10</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL 100

This course requires you to spend time preparing and completing assignments, including actively participating in class. As an online student you should commit 10-15 hours per week to each of your online courses. Please see http://www.stonybrook.edu/spd/online/faqs.html

First Steps (4%): During the first week of the course you will go through Bb orientation and practice using Bb functions that are necessary to be successful in the class. You will introduce yourself on the Discussion Board (1 point), comment on Voice Thread (1 point), turn in a practice assignment (1 point), check E-Reserves, and email me from your SBU email account when you have completed these tasks (1 point). This is due at 11:59 pm, Eastern Standard Time (EST), the last day of week 1. You can find more information under the “First Steps” menu item in Bb.

Participation/Discussion Forums (36%): Attendance in an online course means logging into Bb on a regular basis and participating in all of the activities that are posted in the course for the week. You are required to log in throughout the week for the duration of the course. Preparation includes
doing the assigned readings, and reviewing all information required for that week. I have made the
entire course available, however, you will only receive participation credit for the current
discussion week (please do not post before the week has started, or after it has finished).
Participation in this course is comprised of discussion forums that are required and graded. These
might occur on the Discussion Board, or in Voice Thread, see Course Schedule below for more
information. There are a total of 9 graded discussion forums, and the mandatory introduction
forum in week 1. For specifics on participation requirements, please see the rubrics below. No
make ups are available for participation/discussion credit. It goes without saying that to be an
effective communicator you need to use proper netiquette (see guidelines below), as well as correct
spelling, grammar, punctuation, sentence and paragraph structure. For more information on
netiquette see http://online.uwc.edu/technology/etiquette

Assignments (40%): There are a total of 4 assignments, each worth 10 points. You can find
details in the course schedule below, and specific information about assignments under the
“Assignments” menu item in Bb. All assignments must be submitted via Bb, you will find the link for
submitting each assignment under the “Assignments” menu item in Bb. These are due at 11:59 pm,
EST, the last day of the week (see course schedule below). Extensions will be granted given
extreme circumstances, if requested prior to the due date. An extension deadline will be
established at that time. Written documentation might be requested. Rubrics are posted for each
assignment under the “Assignments” menu item in Bb.

Final Paper (20%): The final paper is comprehensive, and worth 20 points. You can find details in
the course schedule below, and specific information about the final paper under the “Final Paper”
menu item in Bb. The final paper must be submitted via Bb, you will find the link for submission
under the “Final Paper” menu item in Bb. The Final Paper is due at 11:59 pm, EST, the last day of
the week. There will be no extensions granted for the final paper. A rubric is posted for the Final
Paper under the “Final Paper” menu item in Bb.

IMPORTANT: If at any point you should encounter any technical issues, please send an email to
blackboard@stonybrook.edu, they can also be reached by telephone at 632-2777. You should also
copy me on this email so that I am aware of the situation and if possible include a screen-shot of the
issue.
Grades and Grading Scale:
All assignments and discussions will be graded within a week after the due date. Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>71-73</td>
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<tr>
<td>F</td>
<td>0-70</td>
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Academic Policies:
Academic Integrity Statement: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/
For information specific to the School of Professional Development, see the appropriate section in the Bulletin at http://www.stonybrook.edu/spd/bulletin/2014_bulletin.pdf

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn.
University Student Conduct Code can be found at (check for most current version) http://studentaffairs.stonybrook.edu/ucs/docs/universitystudentconductcode.pdf

ADA & Disability Support Services (DSS) Statement: The Rehabilitation Act of 1973 – Section 504 applies to all postsecondary educational programs that receive federal assistance. Reasonable accommodations and academic assistance are provided to students with disabilities registered with the Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities
Course Materials and Copyright Statement: Course material accessed from Bb, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook’s Academic Integrity and Student Conduct Codes.

Netiquette Guidelines:
The following are guidelines for participation on the discussion Board:
• Remember that with the absence of face-to-face communication it’s easy to misunderstand
• Carefully review and read materials that you receive electronically to ensure that you fully understand the message
• Be sure to carefully re-read and understand what you will be sending in order to ensure that you are not misunderstood by anyone
• Disagreement in higher education is encouraged, but it is important to be polite, and to clearly communicate why you disagree, support your own ideas with academic sources
• Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations)
• If you are responding to a message, either include the relevant part of the original message in your message, or make sure refer to the original’s contents so as to avoid confusion
• Be specific and clear, especially when asking questions
• If your messages can be typed in UPPER and lower case, please use the two appropriately instead of all UPPERCASE characters. This gives the appearance of shouting and makes the message less readable;
• Remember that not all readers have English as their native language, so make allowance for possible misunderstandings

Technical Requirements:
This course requires that you have access to the Internet. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use the following software:
• A web browser (for instance, Google Chrome, Mozilla Firefox or Internet Explorer)
• Adobe Acrobat Reader (free)
• Adobe Flash Player (free)
• Microsoft Word (free to Stony Brook University students, go to https://it.stonybrook.edu/software/title/microsoft-office)

We will be using Voice Thread, you are not required, but will have the option to respond using audio and/or video. If you would like to participate in this way, you will need a microphone and camera. Most newer computers have these built in.

Please note! You will be limited if you expect to complete your work on a smart phone or tablet. It will not be possible to submit the Microsoft Word files required for your homework assignments.
Email and Internet
You must have an active Stony Brook University e-mail account and access to the Internet. All instructor correspondence will be sent to your SBU e-mail account. Please plan on checking your SBU email account regularly for course related messages. To log in to Stony Brook Google Mail, go to http://www.stonybrook.edu/mycloud and sign in with your NetID and password.

This course uses Bb for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Bb Course Site can be accessed at https://blackboard.stonybrook.edu

Getting Technical Help:
Campus Network or Bb Outage
When access to Bb is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Help-Desk
Go to the Discussion Board of SPD Online Support. There you will find a Technical Questions and Answers Forum. Post your question there, and someone from the SPD Online office will respond. Alternatively, you could call the SPD Online office at 631.632.9484 between the hours of 9:00am and 5:00pm, Monday through Friday or e-mail spd_online@stonybrook.edu.

For assistance after 5 PM or over the weekend, please contact the Open SUNY Technical Support, information can be found at http://open.suny.edu/support/contact-us/current-students/

Getting Help with Bb Learning Management System (LMS)
Students that need help with Bb can contact the TLT Student Help Desk by calling (631) 632-9602, emailing helpme@stonybrook.edu; more information is available via Stony Brook IT: http://it.stonybrook.edu/services/blackboard#section-6706
Frequently ask questions about the Bb LMS along with tutorials are available here: http://it.stonybrook.edu/services/blackboard/navigate-manage

Academic Support:
SPD Subject Guides - The SPD Subject Guide is a library website specifically designed to assist SPD students with their research. It contains all of the information referenced on this Blackboard page as well as recommendations for specific databases and a live librarian chat feature. Take a look: http://guides.library.stonybrook.edu/spd

Library Instruction Website - http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/

SBU Library Research Guides and Tutorials
http://library.stonybrook.edu/research/research-basics/
## COURSE OUTLINE

### COURSE SCHEDULE

***subject to changes***

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Outcomes (CO refers to Course Objectives)</th>
<th>Course Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | - Demonstrate knowledge of components of culture (CO1)  
     | - Define intercultural communication  
     | - Describe how globalization effects intercultural communication (CO2)  
     | - Introductions  
     | - Practice using necessary technology | **Readings Due:**  
     | **Assignments Due** (by 11:59 pm EST, the last day of the week):  
     | First Steps:  
     | - Go through Bb orientation  
     | - Introduce yourself on the Discussion Board  
     | - Make a comment in Voice Thread  
     | - Practice assignment  
     | - Check E-Reserves  
     | - Email me from your SBU email account |
| 2    | - Analyze the effect of cultural identity on communication (CO3)  
     | - Explain the difference between cultural and intercultural competence  
     | - Describe how a mismatch in avowal and ascription can cause problems in intercultural communication | **Readings Due:**  
     | **Assignments Due:**  
     | - Week 2 discussion (see discussion rubric below)  
     | - Assignment #1/Cultural Identity (due by 11:59 pm EST, the last day of the week) |
| 3    | - Explain how differing worldviews result in varying cultural and communication patterns (CO4)  
     | - Analyze how culture and communication patterns reflect values  
     | - Consider ways that similarities and | **Readings Due:**  
     | **Assignments Due:**  
<pre><code> | - Week 3 discussion (see discussion rubric below) |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Outcomes (CO refers to Course Objectives)</th>
<th>Course Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>differences in values across cultures could encumber and/or enhance intercultural communication</td>
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<tr>
<td>4</td>
<td>Co-Cultures 9/14 – 9/20</td>
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<tr>
<td></td>
<td>• Define co-culture</td>
<td>Readings Due:</td>
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<tr>
<td></td>
<td>• Demonstrate knowledge of components of culture (CO1)</td>
<td>• Intercultural Communication, pp. 150 – 161 and read three of the four articles in this chapter that interest you most (pp. 162 – 203)</td>
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<td></td>
<td>• Analyze the effect of cultural identity on communication (CO3)</td>
<td>• The Spirit Catches You and You Fall Down, chapters 7-8</td>
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<td></td>
<td>• Explain how differing worldviews result in varying cultural and communication patterns (CO4)</td>
<td>Assignments Due:</td>
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<td>• Identify problems that arise when members of the dominant culture interact with co-cultures (CO5)</td>
<td>• Week 4 discussion (see discussion rubric below)</td>
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<td></td>
<td>• Discuss how concepts of hierarchy and dominance effect intercultural communication</td>
<td>• Assignment #2/Co-cultures (due by 11:59 pm EST, the last day of the week)</td>
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<td>5</td>
<td>Verbal and Nonverbal Communication 9/21 – 9/27</td>
<td>Readings Due:</td>
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<tr>
<td></td>
<td>• Demonstrate an understanding of the symbolic nature of verbal and nonverbal communication (CO6)</td>
<td>• Intercultural Communication, pp. 204 - 251</td>
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<td>• Analyze the idea that words have meaning based on experiences which are often specific to culture</td>
<td>• The Spirit Catches You and You Fall Down, chapters 9-10</td>
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<td>Assignments Due:</td>
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<td>• Week 5 discussion (see the week 5 discussion rubric below)</td>
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<tr>
<td>Week</td>
<td>Weekly Outcomes (CO refers to Course Objectives)</td>
<td>Course Activities &amp; Assignments</td>
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| 6    | • Develop strategies to improve intercultural communication (CO8)  
     • Demonstrate an understanding of the symbolic nature of verbal and nonverbal communication (CO6)  
     • Plan a museum exhibit which communicates a controversial topic that could be perceived differently based on the museum visitor’s experience and worldview | **Readings Due:**  
• Intercultural Communication, pp. 340 - 384  
• The Spirit Catches You and You Fall Down, chapters 11-12  
**Assignments Due:**  
• Week 6 discussion (see the week 6 discussion rubric below)  
• Assignment #3/Making Meaning (due by 11:59 pm EST, the last day of the week) |
| 7    | • Develop strategies to improve intercultural communication (CO8)  
     • Describe aspects of the ethics involved in intercultural communication | **Readings Due:**  
• Intercultural Communication, pp. 398 - 426  
• The Spirit Catches You and You Fall Down, chapters 13-14  
**Assignments Due:**  
• Week 7 discussion (see discussion rubric below) |
| 8    | • Analyze the effect of cultural identity on communication (CO3)  
     • Explain how differing worldviews result in varying cultural and communication patterns (CO4)  
     • Demonstrate an understanding of the symbolic nature of verbal and nonverbal communication (CO6)  
     • Develop strategies to improve intercultural communication (CO8)  
     • Examine communicative norms involved in | **Readings Due:**  
• Intercultural Communication, pp. 427 – 449 and 472 - 481  
• The Spirit Catches You and You Fall Down, chapters 15-16  
**Assignments Due:**  
• Week 8 discussion (see discussion rubric below)  
• Assignment #4/Language and Worldview (due by 11:59 pm EST, the last day of the week) |
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Outcomes (CO refers to Course Objectives)</th>
<th>Course Activities &amp; Assignments</th>
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<tbody>
<tr>
<td></td>
<td>forms of new media</td>
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<tr>
<td>9</td>
<td><strong>The Influence of Setting: Business and Education</strong></td>
<td><strong>Readings Due:</strong></td>
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</tbody>
</table>
| 10/19 – 10/25 | • Explain the importance of social context as it relates to intercultural communication (CO7)  
• Explain how differing worldviews result in varying cultural and communication patterns (CO4) | • Intercultural Communication, pp. 260 – 265, and choose an option below  
Option 1: Business, read pp. 266 – 288  
Option 2: Education, read pp. 289 - 319  
• The Spirit Catches You and You Fall Down, chapters 17-19, and the Afterword to the 15<sup>th</sup> Anniversary Edition (if you do not have this edition, you can find the Afterword under E-Reserves in Bb) |
| 10   | **The Influence of Setting: Medicine**             | **Assignments Due:** |
| 10/26 – 11/1 | • Explain the importance of social context as it relates to intercultural communication (CO7)  
• Explain how differing worldviews result in varying cultural and communication patterns (CO4)  
• Develop strategies to improve intercultural communication (CO8)  
• Analyze and discuss the book “The Spirit Catches You and You Fall Down using concepts learned throughout the course | • Week 9 discussion (see discussion rubric below)  
• Week 10 discussion (see discussion rubric below)  
• Final Paper (due by 11:59 pm EST, the last day of the week) |
Subject to Change Notice:
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Syllabus Disclaimer:
The instructor views the course syllabus as an educational understanding between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your SBU email and the course site Announcements often.
CEG511 – Rubric for Discussion Board, weeks 2-4 and 7-10*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 100% (4)</th>
<th>Proficient 85% (3.4)</th>
<th>Needs Improvement 55% (2.2)</th>
<th>Not Evident 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Connection 40%</strong></td>
<td>Develops an initial post with an organized, clear point of view or idea using rich and significant detail, supported by assigned readings.</td>
<td>Develops an initial post with a point of view or idea using adequate organization and detail, supported by assigned readings.</td>
<td>Develops an initial post with a point of view or idea but with some gaps in organization and detail, supported by assigned readings.</td>
<td>Does not develop an initial post with an organized point of view or idea, or not supported by assigned readings.</td>
</tr>
</tbody>
</table>
| **Timeliness 25%**        | *initial post by the end of the 3rd day of the week  
*response to two classmates by the end of the 5th day of week  
*two more posts by the end of week | Misses one of the deadlines by one day                                           | Misses one of the deadlines by two days                                                    | Misses one of the deadlines by three or more days                                 |
| **Engagement 25%**        | Provides relevant and meaningful response posts with clarifying explanation and detail, and responds to four classmates | Provides relevant response posts with some explanation and detail, and responds to three classmates | Provides somewhat relevant response posts with some explanation and detail, and responds to two classmates | Provides response posts that are generic with little explanation or detail          |
| **Writing Mechanics 10%** | Writes posts that are easily understood, clear, and concise using proper citation methods where applicable with no errors in citations | Writes posts that are easily understood using proper citation methods where applicable with few errors in citations | Writes posts that are understandable using proper citation methods where applicable with a number of errors in citations | Writes posts that others are not able to understand and does not use proper citation methods where applicable |

Note: Criteria are evaluated on a 4-3-2-1 basis: = A (3.76-4); A– (3.6-3.72); B+ (3.48-3.56); B (3.32-3.44); B– (3.2-3.28); C+ (3.08-3.16); C (2.96-3.04); C– (2.84-2.92); F (2.8 and below)

*Rubrics for Discussion Board week 5 and week 6 have a different rubric. Please see the “Course Rubrics” menu item in our Bb course.