

APVD
3/26

Course Enhancement Rationale

Course Dept/Number: CMAT 300

Course Name: Intercultural Communication

Instructor: Bryan K. Horikami

Gen Ed Cr: Yes or No

Total Credits: 4

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

Increased course content: Currently, this course requires approximately 450 pages of readings from a course textbook. The enhanced version of this course will add a **required literary novel** that will be used to provide a context for one cultural group and their communication behaviors. The literary novel list is provided so that the students may select ONE ethnic/cultural group (e.g., Asian American, Native American, Japan, China, Jewish American, African American, etc.). The following is a partial list of possible novels:

Anaya, Rudolfo. (1972). *Bless me, Ultima*. Berkeley, CA: Tonatiuh-Quinto Sol.
 Hsueh-Chin, Tsao. (1958). *Dream of the red chamber*. New York: Doubleday.
 Ibuse, Masui. (1969). *Black rain*. New York: Kodansha International.
 Lee, Gus. (1992). *China boy*. New York: Signet.
 Malamud, Bernard. (1966). *The fixer*. New York: Washington Square Press.
 Okada, John, (1976). *No-no boy*. Seattle: University of Washington Press.

Service Learning: Students will be doing community service with an organization that is relevant to a culture that will be studied in this course. They will be writing their experiences in a journal during the time they are on site and the entire experience will be summarized in a reaction paper that will analyze the cultural and communicative behaviors that was observed. This is a partial list of organizations:

Alzheimers Association Easter Shore Chapter; American Association of Retired Persons; American Cancer Society
 American Diabetes Association; American Lung Association; Bienvenidos a Delmarva c/o BEACON; Camp
 Rehoboth (Gay/Lesbian Magazine); Deaf Independent Living Associates; Easter Seal's; Habitat for Humanity of
 Wicomico County; Hindu Temple of the Eastern Shore; Holly Foundation, Inc.; The Joseph House; Korean
 Presbyterian Church (Youth Programs)

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

Increased course content: The students will be guided on their literary novel by the instructor through formal discussion in class as well as informal messaging via the blogging/discussion function in MyClasses @SU. Class time will be provided to talk about the students' progress and insights on the salient cultural aspects of each novel.

Service Learning: Students will submit a weekly journal entry that describes their experiences during each session. They will include details of interaction that relates to cultural factors. They are to recall dialogue of interactions with members of the target cultural group and write out in script format. The instructor will provide feedback to make sure that the students are focusing on the important aspects of culture and communication.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

Additional course reading: Each novel selection is approximately 300 pages of popular reading (as opposed to academic reading). In my professional estimation, it will take students approximately 1 hour to read 20 pages of text. Therefore, this collateral reading should take an additional **15 hours**. The students will be writing a paper based on the novel of their choice and will be required to write about this work, however, this assignment will take the place of work already being done in the 3 credit version of this course and should not be considered above and beyond the COMAR requirements.

Service Learning: Students will be doing a minimum of **30 hours of service** over the course of the semester. Although there are other components for this activity (see below), the activity described in components #2 and #3 will take the place of work already being done in the 3 credit version of this course and should not be considered above and beyond the COMAR requirements.

4. Discuss how the enhancement will be assessed.

Literary Analysis Paper

100 points

On the appointed day, the students will submit a paper (7-10 pages) on how the novel they chose reflects a cultural perspective that is markedly different from their own experiences. They will use course concepts to analyze the cultural values that are reflected in the novel. Moreover, the student will reflect on similar experiences (self or a generalized other) that compares/contrasts with those in the novel. The following criteria will be used for assessment:

Standards of evaluation: E = excellent VG = very good G = good F = fair, so-so, or sometimes
P = poor or not seriously attempted or missing

Content of Evaluation

	<u>E</u>	<u>VG</u>	<u>G</u>	<u>F</u>	<u>P</u>
Summary of the novel clear and coherent	—	—	—	—	—
Cultural comparisons (novel and self) clearly articulated	—	—	—	—	—
Analysis of communication clearly executed	—	—	—	—	—
Use of communication theories and concepts from class	—	—	—	—	—
Overall organization of the paper, style, form, and writing	—	—	—	—	—

Service Project (Minimum 30 hours of community service)

100 points total

Component #1: A minimum of 30 hours of service. Students will be logging hours of service each time they are on site. They will include the date and times of each session. They will list all duties performed for the session. A final summary log will be submitted at the end of the semester that should be signed by the student and the organization supervisor that shows the total hours. **(50 points)**

Component #2: Journal log entries. Students will submit a journal entry that describes their experiences during each session. They will include details of interaction that relates to cultural factors. They are to recall dialogue of interactions with members of the target cultural group and write out in script format. A compilation of journal entries will be submitted at the end of the semester. **(20 points)**

Component #3: Reaction paper. Students will submit a 6-8 page reaction and analysis paper. Using Intercultural Communication theories and concepts, they will analyze your communicative behaviors during this service project. There are many concepts from the course textbook and theories discussed in class that should be applied (e.g., Face-Negotiation Theory, Accommodation Theory, Hofstede's Values, Muted Group Theory, etc.). They will provide communicative examples (what the student said and what other people said) to support the analysis. **(30 points)**

Summary: In order to maintain a 500 point scale, one test was eliminated (originally 5 tests, current enhanced version has 4 tests) and a reaction paper was "split" into the enhanced course by absorbing it into the literary novel analysis paper and the service project.

Current:

Requirement	Possible Points
Test 1	75 points
Test 2	75 points
Test 3	75 points
Test 4	75 points
Test 5	75 points
Reaction Paper	50 points
Term Paper	75 points

Enhanced:

Requirement	Possible Points
Test 1	75 points
Test 2	75 points
Test 3	75 points
Test 4	75 points
Literary Analysis Paper	100 points
Service Project (Minimum 30 hours of community service)	100 points