

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

CMAT 300
Intercultural Communication
Course Dates: January 28, 2008 – May 9, 2008
Pre-requisites: "C" or better in CMAT 200

Instructor Information:

Professor: Bryan K. Horikami, Ph.D.
E-Mail: bkhorikami@salisbury.edu
Office Location: 217A Fulton Hall
Office Phone: 410-677-3206

Office Hours: MW 1:00 p.m. – 3:00 p.m.
T Th 10:30 a.m. – 12:00 noon
And by appointment
MyClasses URL: <http://www.salisbury.edu>

Course Description: This course is designed to develop an understanding of how differences in people's cultural backgrounds are a factor that influences various communication situations. The course begins with an exploration of general theories and concepts of culture and communication. It then moves into specific contexts and applications, such as, international, interethnic, co-cultural, interpersonal, and organizational settings. The course includes readings, discussions, five tests, two papers and other activities to involve participants in the course content.

Required Course Textbook:

Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2006). Intercultural communication: A reader (11th ed). Belmont, CA: Thompson Wadsworth.

ISBN: 0-534-64440-6

Salisbury University Bookstore link: <http://bookstore.salisbury.edu/>

Course Goals:

After taking this course, students will be able to...

- understand and identify various conditions and contexts where cultural differences influence the communication process.
- understand and apply theories of culture and communication.
- understand and identify international, interethnic, and co-cultural classifications.
- develop written online group discussions about different cultural groups.
- critically assess readings that inform us about intercultural communication.

This course supports **Writing Across the Curriculum** & includes content that reflects this endorsement.

Course Requirements: Written requirements must be turned in by the appointed day and time. Late assignments will be penalized 5 percentage points of the total possible points for every 24 hours or fraction thereof. All written requirements will be explained more fully on files that will be posted during the semester. Students are expected to take all tests on the appointed day and time.

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

Grading: The following is the grading scale used to compute final grades:

A: 450 - 500 points	D: 300 - 349 points
B: 400 - 449 points	F: 299 points and lower
C: 350 - 399 points	

This is a **point** system, not a percent system. According to this scale, a 399 is a "C" and a 449 is a "B." **The professor reserves the right to make any adjustments to the scale to ensure equitable grading.** This means that, if for the unlikely reason there is no representation in a grade category, the professor will adjust the grading scale so that there is representation in that category. For example, if there are no students who have 450 points or more, the instructor may adjust the grading scale so that an "A" is 445 points and higher. The above scale will not be adjusted to lower any final grade. For instance, the grading scale will not be adjusted so that an "A" grade is 460 points or higher or a "D" grade is 300 points to 360 points. This policy is only to be used in unusual circumstances and should not be considered standard procedure.

All course requirements must be attempted to pass this course. This means that even though you may mathematically average a passing grade, failure to complete a requirement will mean a failing grade for the course. For example, even though you might have 351 points before submitting the final paper, if you do not attempt to complete these assignments, your final grade will be an "F" rather than a "C."

Attendance Policy: The attendance policy for this course is that **all scheduled class meetings are mandatory.** If a case arises where you cannot make it to class, it would be in your interest to provide some kind of documentation (e.g., doctor's note/receipt, court order, job interview letter). **Documented absences** include such events as **serious** illness, hospitalization, death of an immediate family member, and SU approved activities. A reported absence (e.g., calling from out of state to say that you are stranded or informing that you have an appointment with your dental hygienist) might not be considered an emergency. The instructor reserves the right to determine what constitutes a documented absence. It is your responsibility to make up any work missed. Documented absences must be reported immediately. No credit will be given to students who try to document absences at the end of the semester. There will be a **10 point** deduction for each **undocumented** class day missed. Recurring absences, no matter what the reason, will affect your final grade.

Academic Integrity: All students are expected to abide by the standards of academic integrity as described in the policies and procedures handbook published by Salisbury University. Specifically for this course, students are expected to submit original work, work that has not been used, in its entirety, to fulfill requirements in other courses. Any ideas drawn from other resources must be cited using proper citation guidelines. All students must take their own tests and refrain from cheating or divulging information to others concerning the contents of the tests. Students are to uphold the Salisbury University Promise:

As a Salisbury University student-- I will connect what I learn to how I live. I will demonstrate personal and academic integrity. I will respect diverse groups and individuals. I will strive to bring honor to myself and the University.

CMAT 300 Course Schedule

Dates	Topic Area	Course Textbook Readings
Week 1 January 30 – February 1	Introduction	Understanding Intercultural Communication: An Overview pp. 6-15 Imagining Culture With a Little Help from the Pushmi-Pullyu pp. 16-21 Our Locus in the Universe: Worldview and Intercultural Communication pp. 32-38
Week 2 February 6 – February 8	Identity	Cultural Identity and Intercultural Communication pp. 53-60 Finding My Whiteness: A Narrative of Cultural Identification pp. 61-70
Week 3 February 13 – February 15	Verbal Communication	The Nexus of Language, Communication, and Culture pp. 214-221 German Language: Whose Language, Whose Culture? pp. 222-230
February 20	Test #1	Weeks 1 – 3
Week 4 February 20- February 22	Verbal Communication	Public Speaking Patterns in Kenya pp. 238-245 Mexican Dichos: Lessons Through Language pp. 246-249
Week 5 February 27 – March 1	Nonverbal Communication	Unraveling Cultural Cues: Dimensions of Nonverbal Communication Across Cultures pp. 250-265 Japanese Nonverbal Communication: A Reflection of Cultural Themes pp. 266-274
Week 6 March 6 – March 8	International Cultures	Living Together vs. Going It Alone 103-113 The Wei (Positioning) – Ming (Naming) – Lianmian (Face) Continuum in Contemporary Chinese Culture pp. 114-121
March 13	Test #2	Weeks 4 – 6
Week 7 March 13 – March 15	International Cultures	India: The Dance of Shiva pp. 122-134 Communication With Egyptians pp. 142-148
March 15	Paper #1 Due	
March 19 – 23		SPRING BREAK
Week 8 March 27 – March 29	Ethnicity	A Polish Jewish American Story: Collective Memories and Intergroup Relations pp. 71-75 Unum and Pluribus: Ideological Underpinnings of Interethnic Communication in the United States pp. 153-163
Week 9 April 3 – April 5	Ethnicity	Does the Worm Live in the Ground? Reflections of Native American Spirituality pp. 164-169 Let Me Count The Ways: African-American/European-American Marriages pp. 170-176

April 10	Test #3	Weeks 7 - 9
Week 10 April 10 – April 12	Co-Cultures	“Which Is My Good Leg?": Cultural Communication of Persons With Disabilities pp. 187-197 In Plain Sight: Gay and Lesbian Communication and Culture pp. 198-208
Week 11 April 17 – April 19	Interpersonal Contexts	Culture and Conflict pp. 22-31 U.S. Americans and Mexicans Working Together: Five Core Concepts pp. 280-285
Week 12 April 24 – April 26	Organizational Contexts	“Half-Truths” in Argentina, Brazil, and India: An Intercultural Analysis of Physician – Patient Communication pp. 308-317 Culture and Communication in the Classroom pp. 326-242
May 1	Test #4	Weeks 10 - 12
Week 13 May 1 – May 3	Diversity	Intercultural Awareness pp. 357-365 Cultural Diversity: A World View pp. 398-404 The Limits to Cultural Diversity pp. 405-407
Week 14 May 8 – May 10	Ethics	Intercultural Personhood: An Integration of Eastern and Western Perspectives pp. 408- 419 Ethical Intercultural Technical Communication: Looking Through the Lens of Confucian Ethics pp. 420-430
May 10	Term Paper Due	
Week 15 May 15	Conclusions	
Section 001 (12:30) Tuesday, May 22 10:45 – 11:45 a.m.	Test #5	Weeks 13 - 14
Section 002 (2:00) Friday, May 18 1:30 – 2:30 p.m.		

CMAT 300 - **Enhanced**
Intercultural Communication
Course Dates: January 2009 – May 2009
Pre-requisites: **"C" or better in CMAT 101**

Instructor Information:

Professor: Bryan K. Horikami, Ph.D.
E-Mail: bkhorikami@salisbury.edu
Office Location: 217A Fulton Hall
Office Phone: 410-677-3206

Office Hours: MW 1:00 p.m. – 3:00 p.m.
T Th 10:30 a.m. – 12:00 noon
And by appointment
MyClasses: <http://www.salisbury.edu>

Course Description: This course is designed to develop an understanding of how differences in people's cultural backgrounds are a factor that influences various communication situations. The course begins with an exploration of general theories and concepts of culture and communication. It then moves into specific contexts and applications, such as, international, interethnic, co-cultural, interpersonal, and organizational settings. The course includes readings, discussions, four tests, a major service project, and other activities to involve participants in the course content.

CMAT 300 is an "enhanced" course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed CMAT program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced," 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at: <http://www.salisbury.edu/fulton/currref-students.html>.

Required Course Textbooks:

Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2006). Intercultural communication: A reader (11th ed). Belmont, CA: Thompson Wadsworth.

ISBN: 0-534-64440-6

Salisbury University Bookstore link: <http://bookstore.salisbury.edu/>

Choose a literary novel that depicts human experience and communication within an international culture or a co-culture in the United States. The list of novels is located on the course schedule.

Course Goals:

After taking this course, students will be able to...

- understand and identify various conditions and contexts where cultural differences influence the communication process.
- understand and apply theories of culture and communication.
- understand and identify international, interethnic, and co-cultural classifications.
- develop written online group discussions about different cultural groups.
- critically assess readings that inform us about intercultural communication.

This course supports **Writing Across the Curriculum** & includes content that reflects this endorsement.

Course Requirements: Written requirements must be turned in by the appointed day and time. Late assignments will be penalized 5 percentage points of the total possible points for every 24 hours or fraction thereof. All written requirements will be explained more fully on files that will be posted during the semester. Students are expected to take all tests on the appointed day and time.

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

Grading: The following is the grading scale used to compute final grades:

A: 450 - 500 points B: 400 - 449 points C: 350 - 399 points D: 300 - 349 points F: 299 points and lower

This is a **point** system, not a percent system. According to this scale, a 399 is a “C” and a 449 is a “B.”

The professor reserves the right to make any adjustments to the scale to ensure equitable grading.

This means that, if for the unlikely reason there is no representation in a grade category, the professor will adjust the grading scale so that there is representation in that category. For example, if there are no students who have 450 points or more, the instructor may adjust the grading scale so that an “A” is 445 points and higher. The above scale will not be adjusted to lower any final grade. For instance, the grading scale will not be adjusted so that an “A” grade is 460 points or higher or a “D” grade is 300 points to 360 points. This policy is only to be used in unusual circumstances and should not be considered standard procedure.

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Attendance Policy: The attendance policy for this course is that **all scheduled class meetings are mandatory.** If a case arises where you cannot make it to class, it would be in your interest to provide some kind of documentation (e.g., doctor’s note/receipt, court order, job interview letter). **Documented absences** include such events as **serious** illness, hospitalization, death of an immediate family member, and SU approved activities. A reported absence (e.g., calling from out of state to say that you are stranded or informing that you have an appointment with your dental hygienist) might not be considered an emergency. The instructor reserves the right to determine what constitutes a documented absence. It is your responsibility to make up any work missed. Documented absences must be reported immediately. No credit will be given to students who try to document absences at the end of the semester. There will be a **10 point** deduction for each **undocumented** class day missed. Recurring absences, no matter what the reason, will affect your final grade.

Academic Integrity: All students are expected to abide by the standards of academic integrity as described in the policies and procedures handbook published by Salisbury University. Specifically for this course, students are expected to submit original work, work that has not been used, in its entirety, to fulfill requirements in other courses. Any ideas drawn from other resources must be cited using proper citation guidelines. All students must take their own tests and refrain from cheating or divulging information to others concerning the contents of the tests. Students are to uphold the Salisbury University Promise:

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CMAT 300 Course Schedule

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Week 2	Identity	Cultural Identity and Intercultural Communication pp. 53-60 Finding My Whiteness: A Narrative of Cultural Identification pp. 61-70
Week 3	Verbal Communication	The Nexus of Language, Communication, and Culture pp. 214-221 German Language: Whose Language, Whose Culture? pp. 222-230
Week 4	Verbal Communication	Public Speaking Patterns in Kenya pp. 238-245 Mexican Dichos: Lessons Through Language pp. 246-249
	Test #1	Weeks 1 – 3
Week 5	Nonverbal Communication	Unraveling Cultural Cues: Dimensions of Nonverbal Communication Across Cultures pp. 250-265 Japanese Nonverbal Communication: A Reflection of Cultural Themes pp. 266-274
Week 6	International Cultures	Living Together vs. Going It Alone 103-113 The Wei (Positioning) – Ming (Naming) – Lianmian (Face) Continuum in Contemporary Chinese Culture pp. 114-121
Week 7	International Cultures	India: The Dance of Shiva pp. 122-134 Communication With Egyptians pp. 142-148
	Test #2	Weeks 4 – 6
SPRING BREAK		
Week 8	Ethnicity	A Polish Jewish American Story: Collective Memories and Intergroup Relations pp. 71-75 Unum and Pluribus: Ideological Underpinnings of Interethnic Communication in the United States pp. 153-163
Week 9	Ethnicity	Does the Worm Live in the Ground? Reflections of Native American Spirituality pp. 164-169 Let Me Count The Ways: African-American/European-American Marriages pp. 170-176
Week 10	Co-Cultures	"Which Is My Good Leg?": Cultural Communication of Persons With Disabilities pp. 187-197 In Plain Sight: Gay and Lesbian Communication and Culture pp. 198-208
Week 11	Interpersonal Contexts	Culture and Conflict pp. 22-31 U.S. Americans and Mexicans Working Together: Five Core Concepts pp. 280-285
	Test #3 Literary Analysis Due	Weeks 7 - 10

Week 12	Organizational Contexts	"Half-Truths" in Argentina, Brazil, and India: An Intercultural Analysis of Physician – Patient Communication pp. 308-317 Culture and Communication in the Classroom pp. 326-242
Week 13	Diversity	Intercultural Awareness pp. 357-365 Cultural Diversity: A World View pp. 398-404 The Limits to Cultural Diversity pp. 405-407
Week 14	Ethics Service Project Materials Due	Intercultural Personhood: An Integration of Eastern and Western Perspectives pp. 408-419 Ethical Intercultural Technical Communication: Looking Through the Lens of Confucian Ethics pp. 420-430
Final Exam Period	Test #4	Weeks 11 - 14

Literary Novel List:

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 and Civic Engagement

CMAT 300 – Intercultural Communication
Service Learning and Civic Engagement Project

Horikami

Weight: 20% of final grade (100 Points)

Components: Minimum 30 hours of service – 50 points
Journal log entries – 20 points
Reaction paper – 30 points

Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

National Service Learning Clearinghouse, 2007, <http://www.servicelearning.org/>

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs, and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Salisbury University Mission; The Strategic Plan, 1998-2003; The Strategic Plan, 2004-2008

In keeping with the goals and values associated with service learning and civic engagement, a significant portion of this course will include this component in its course objectives. You will be committing a minimum of 30 hours of community service with an organization that is relevant to a culture that we will be studying in this course. You will be writing your experiences in a journal during the time you are on site and your entire experience will be summarized in a reaction paper that will analyze the cultural and communicative behaviors that you observed.

Component #1: A minimum of 30 hours of service. You will be logging your hours of service each time you report on site. Include the date and times of each session. 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 you and the organization supervisor that shows the total hours.

Component #2: Journal log entries. You will submit a journal entry that describes your experiences during each session. Wherever possible, include details of interaction that relates to cultural factors. Recall dialogue of interactions between you and others and write out in script format. A compilation of journal entries will be submitted at the end of the semester.

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