

COMMUNICATION 3668: INTERCULTURAL COMMUNICATION

Autumn 2025

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Office Hours: Th 3:45-4:45 or by appt. (in-person or Zoom)

Tuesdays and Thursdays, 12:45-2:05 pm, 060 Page Hall

Course Description

The primary objective of this course is to provide an overview of the study of communication and culture. The course is consistent with other courses taught around the country in communication departments on intercultural communication. Both cross-cultural (i.e., comparisons of communication across cultures) and intercultural (i.e., communication between members of different cultures) communication will be examined. The objective is to provide you with the knowledge and the skills to be more competent intercultural communicators in both international and domestic settings.

Students can learn theoretical backgrounds for conducting successful intercultural communication, the opportunities and challenges that cultures present, and develop better understandings to select appropriate communication behaviors and tools suitable for particular settings. We will discuss cognitive functions and emotional states (e.g., anxiety), as well as prejudice and stereotyping processes. We will also discuss significant theories and research to understand how we can improve the effectiveness of our intercultural communication, manage conflict successfully, and develop relationships with members of other groups in work and community settings.

As part of our discussions we will cover challenges worldwide and in the US, such as racism, anti-Semitism, sexism, colonialism and religious intolerance. We will also learn about specific communities, immigration, integration and acculturation processes, as well as corporate cultures and promotion of international cultural icons (Coca-Cola, Disneyland, Nike). The course will be useful for those who see themselves as working as or in journalists, international business, customer service, nonprofits, diplomats and researchers in the sphere of intercultural communication.

Expected Learning Outcomes

By the end of this course, you will be able to:

- understand core concepts related to culture and intercultural communication competence.
- recognize and understand patterns of communication behavior and values of people from different cultural contexts.

- comprehend the developmental process for intercultural competence.
- have developed cultural self-awareness and an ability to examine one's beliefs, values and assumptions regarding cultural differences.
- have developed intercultural empathy for cultural differences.
- be able to apply basic intercultural communication theory and research to practical problems in organizational contexts (e.g., relationships, conflict, business, media).

Catalog description: An examination of the role of intercultural communication in organizational contexts and the attendant effects on the creation and transmission of cultural consciousness, knowledge, tradition, and practices.

Required Textbook

Martin, J. N., & Nakayama, T. K. (2022). *Intercultural communication in contexts* (8th ed.). McGraw-Hill. [Available online via McGraw Hill, Vital Source, Amazon]

Additional Readings

Jandt, F. E. *An introduction to intercultural communication*. Sage. Selected chapters.
 Peterson, B., (2004). *Cultural intelligence*. Intercultural Press. Selection.
 Gudykunst, W. B. (2004). *Bridging differences: Effective intergroup communication*. Sage. Selected chapters.

Additional readings are available on Carmen and listed on the schedule. To help you master the reading material several types of materials will be uploaded to Carmen:

1. Lecture ppt. slides for each session/reading.
2. Study guide questions for each reading.
3. In-class activities that will facilitate mastery of course materials.
4. Handouts and examples of how to apply concepts.

Course Assignments

1.Course Participation and Practice Opportunities (90 points, 20% of course grade)

This course succeeds with everyone's engagement. Students are expected to read assigned materials, and come prepared to discuss and actively engage in activities to develop each other's intercultural communication competence. To help you develop intercultural communication skills, there will be at least five practice opportunities, either outside or in-class, and will be announced one week ahead.

2.Examinations (160 points, 36% of course grade). Two closed-book, closed-note exams will evaluate your grasp of course concepts. The exams are not cumulative, but course concepts build on one another throughout the semester. Both lecture material and assigned course readings will be included in the exams, which consist of multiple-choice and short answer/essay questions. Each examination will be administered in class. To help you prepare for the exams, I will provide study guide questions for readings, hold an in-person or online review session and

provide a summary powerpoint prior to each exam.

3. Self-Awareness and Cross-Cultural Understanding (70 points, 16% of course grade).

Intercultural communication competence begins with understanding yourself and extends to meaningful engagement with others' cultural experiences. This three-part assignment sequence guides you from personal cultural reflection through cross-cultural dialogue to comparative understanding. Each step builds upon the previous one, creating a comprehensive exploration of cultural communication.

Part I: Cultural Autobiography: This assignment is designed to increase your self-awareness of cultural identities and the many cultural groups that influence identities. *Part I* begins by selecting five cultural groups, and explaining how each cultural group has influenced or still influences your identity, values and behavior (2-3 page essay).

Cultural groups can include gender identity, nationality, race, ethnicity, age, family background, abilities/disabilities, group member achievement, religion, educational background, home/geographic “roots”, language, socio-economic status, sexual orientation, work experiences

How to Write an Autobiography <https://penandthepad.com/write-autobiography-2002081.html>

Part II: Intercultural Exchange. Part II expands cultural understanding by asking you to prepare a powerpoint for and engage in a dialogue with two or three other classmates about each other's cultural biographies. The group can ask about each other's cultural background and its influence on their identity, values, or behavior. The exchange will produce cultural perspectives that may be similar or different from your own.

Part III: Comparative Cultural Reflection and Analysis. The aim of a comparative reflection and analysis is to synthesize your learning in a 2-3 page essay that explores intersections between your cultural experiences and those of one member of your intercultural exchange, to provide insight about how your interchange alters or enriches insights about your values and approach to intercultural communication.

4. Cultural Communication Consulting: Analysis & Solutions (100 points, 23% of course grade). This group assignment is designed to guide you to engage with cultural differences, and understand intercultural communication competence in a specific organizational context through cross-cultural interactions. As a cultural communication consultant, you will analyze how cultural differences impact communication within an organizational context (e.g., customer service, manager-employee differences, improving teamwork, improving sales, marketing to international audiences, or business or organizational challenges within tourism, technology, healthcare, or education). You will work as a team to research and conduct an interview with two people to learn a specific challenge they have or have had in an organizational context. The team will establish who to interview, format of the interviews, questions for the interviews, and the final report of the experience. The interviews must be recorded (audio or video) and should each last 30-45 minutes and can be done online or in person. You will submit an interview plan with the format and the list of questions and topics you will discuss in advance for review.

- Part 1:* Describe the rationale for the project and purpose of the interviews. The interviews can be used to learn specific intercultural communication challenges in an organizational or business context, the usefulness of a particular solution to the problem, or both.
- Part 2:* Develop a detailed interview plan and schedule (i.e., interview questions). Describe how you will or have established connection with interviewees, contact methods, consent process and any other ethical considerations.
- Part 3:* Complete the interviews and then write and present a group report (4-6 pages).

By utilizing cultural variability dimensions, frameworks, and empirical evidence, the aim is for you to learn about a specific communication challenge from your interviewees, explore its origins, and propose evidence-based solutions. The consulting report will demonstrate your ability to apply course concepts to real-world intercultural communication challenges while developing practical, theoretically supported recommendations for improvement. Students who have significant demands on their time outside of class and know that they cannot meet the requirements and expectations of group collaboration may petition to do this project alone. A description of this task will be on Carmen, with groups having 2-4 members.

5.Cultural Insights: Ideas Worth Sharing (20 points, 5% of course grade)

For the finale of intercultural communication study, you are asked develop a thought-provoking question that captures what fascinates you most about communication. This is your TED talk moment—your opportunity to share your perspective in demonstrating how particular course concepts can be used to address an important question about culture and communication. In one page that you can share in a post to the class, make your contribution distinct by combining academic insights with your personal view to explore your chosen question. There are many ways you could take this request; think of this as your contribution to the broader conversation as to how culture shapes how we develop relationships with others, or how we can use culture to progress as a community.

Grading Standards

<u>Requirements</u>	<u>% Final Grade</u>	<u>Point Equivalent</u>
Course Participation and Practice Opportunities	20%	90
Exams (2)	36%	160
Cultural Analysis: Self-Discovery to Cross-Cultural Understanding	16%	
Cultural Autobiography		30
Intercultural Exchange		
Comparative Cultural Reflection		40
Cultural Communication Consulting	23%	100
Cultural Insights: Ideas Worth Sharing	5%	20
	100%	440 pts. possible

The following scale will be used to assign final course grades.

<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>
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94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	≤ 59	F

Course Policies and Expectations

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor lecture-discussion and in-class activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Student participation requirements. Students are expected to attend lectures and actively participate in discussions and activities and keep up with readings and assignments posted on Carmen. Office hours are either in-person or via Carmen Zoom. Typically, I am in my office before class and after 4 pm and welcome you to stop by.

Discussion and communication guidelines

We want to build a classroom climate that is comfortable for everyone. In a communication class, it is especially important that we (1) display respect for all members of the classroom, (2) participate in all class sessions and activities; and (3) avoid unnecessary disruption during class time (e.g., having private conversations, text messaging, or avoiding racist, sexist, homophobic, or other negative language. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive learning environment for all concerned.

Attendance: Attendance is expected at all class sessions and will be taken; beyond four absences is the point that a student's grade may be affected. Students should not attend class if they are feeling sick. If you are absent due to illness, I will give you a reasonable opportunity to make up missed work. You should advise me via email as soon as possible.

Written Assignments: All outside work must be typed and conform to APA formatting, citing, and referencing guidelines (see <http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/resource/560/01/>). We will discuss APA style in class. Unless otherwise noted, assignments should be uploaded to Carmen *no later than 11:59 p.m.* on the assigned due date. Assignments that are overdue will be reduced grade-wise by 10% (1 day late), 20% (2 days late), or receive no credit (3 or more days late).

Communication: I will post class updates, extra credit opportunities, and/or additional materials on our Carmen website. Please check Carmen and read your email regularly (at least 2-3 times per week) to help you be responsible for this information.

Punctuality: Class begins on time every day to guarantee that all scheduled discussions and activities are completed.

Extra Credit/CREP: You will have opportunities during the semester to earn extra credit by participating in research studies.

During the course of the semester, through the Communication Research Experience (C-REP) you have the opportunity to participate in experiments or surveys conducted by School of Communication faculty or graduate students for extra credit toward your final grade. CREP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. You may earn a MAXIMUM of 3% credit toward your final grade through participation in CREP.

Participation can take the form of:

- Completing up to 3 hours (1 hour = 1% extra credit) of C-REP studies, OR
- Completing up to 3 C-REP alternative written assignments (1 assignment = 1% extra credit), OR
- Completing a combined total of THREE hours of research studies and alternative writing assignments.

You must complete at least 1 hour/credit of CREP in order to receive extra credit. Completing your C-REP requirement must take place during the semester. You should definitely NOT wait until the last minute to sign up for participation for extra credit because people tend to procrastinate and research opportunities will be limited. In fact, it is probably wise to complete your C-REP requirement as early as possible in the semester when demands on your time are the lightest. The C-REP Student Guide on the School of Communication website tells you everything you need to know about this requirement:

<http://www.comm.ohio-state.edu/images/stories/PDFs/crepstudentguideupdate.pdf>

Technology Policy: Please silence your phones before the start of class.

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Carmen:
Carmen, Ohio State's Learning Management System, is used to host materials and activities for this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not set up a name.# and password, visit my.osu.edu. Help guides are at <https://resourcecenter.odee.osu.edu/carmen>
- Carmen Zoom:

- **Office hours** will be held in-person and also through Ohio State's conferencing platform, Carmen Zoom.
- You will need a word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Microsoft Word and Mac Pages have these abilities. OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Academic integrity policy

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Knowingly providing or receiving information during a course exam or assignment;
- Possession and/or use of unauthorized materials during a course exam or assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor.

To maintain a culture of integrity and respect, **generative AI** tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor. Students must

recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Writing and Academic Integrity

Written and oral assignments: Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others, this must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, still is plagiarism. You are encouraged to ask a trusted person to proofread your assignments before you turn them in.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research you've explored in previous courses, please discuss the situation with me.

Writing Center: All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865.

ACCESSIBILITY FOR STUDENTS WITH DISABILITIES: REQUESTING

ACCOMMODATIONS The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Other Course Policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. Their site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for educational purposes associated with the course.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach a counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Disclaimers

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur. There may also be updates or changes to the following schedule in order to make the class a better experience for everyone. There may be a few additional sessions that will not be in-person; any changes will be posted to Carmen and announced in class.

Course Schedule

PART I: CULTURE, COMMUNICATION & COMPETENCE			
Week	Week	Topics	Reading, Activities
1	Aug. 26	Intercultural Communication: Course Introduction & Class Introductions	
	Aug. 28	Reasons to Study Intercultural Communication Defining Culture and Communication Phases of Intercultural Development - https://www.idiinventory.com/idc 3.34 video	^T Ch. 1; ^T Ch. 3 (pp. 78-88) Jandt, Ch.1. (skim pp. 3-21, 29-35)
2	Sept. 2	Approaches to the Study of Intercultural Comm.; Barriers to Communication Competence	^T Ch. 2; Jandt, Ch. 2, pp. 41-55;
	Sept. 4	Approaches to Intercultural Comm; Intercultural Comm. Competence	Jandt, Ch 2, pp. 66-77 Due CulBio#1 [9.5]
PART II: Culture Values & Identities on I-CC.			
3	Sept. 9	Nation-State Cultural Values https://www.theculturefactor.com/country-comparison-tool	^T Ch. 3 (pp. 88-115)
	Sept. 11	Cultural Influences on Intercultural Comm /Practice/ Asynchronous Lecture Recording	Jandt, Ch 6 (pp. 190-213)
4	Sept. 16	Sociocultural Influences on Int. Comm.: Identities	^T Ch. 5 (pp. 158-214)
	Sept. 18	Communication Consulting Project description Part II: Cultural Autobiography exchanges	Due: CulBio#2
5	Sept. 23	US Values & Identity: Value Orientation Theory	Jandt, Ch. 7 (pp. 229-254).
	Sept. 25	Cultural Communication Consulting Project/In-class practice	Due: CulBio#3 (Fri. 9.26)
6	Sept 30	Review for Exam #1/Practice	
	Oct. 2	Examination #1	Exam #1
PART III: Message Processes			
7	Oct. 7	Verbal Messages: Linguistic Relativity & Comm.	^T Ch. 6 (pp. 215-242)
	Oct. 9	Verbal Messages: Language & Intergroup Behavior;	^T Ch. 6 (pp. 243-259)
8	Oct. 14	Nonverbal Messages; In-class Practice	^T Ch. 7; Jandt, TBD
	Oct. 16	AUTUMN BREAK: No Class	

PART IV: Intercultural Communication Competence: Relationships, Influence, Deliberation and Conflict			
9	Oct. 21	Developing Intercultural Relationships	^T Ch. 10; Gud,6,7
	Oct. 23	Managing Intercultural conflict Peterson, pp. 161-189	^T Ch. 11 ^T Ch. 8
10	Oct. 28	Engaged & Effective Intercultural Communication	^T Ch. 12,
	Oct. 30	Intercultural Communication Influence & Marketing/Asynchronous	Jandt, Ch. 10
11	Nov. 4	Intercultural Discussion and Deliberation	Jandt.
	Nov. 6	Work on CCC project	
12	Nov. 11	VETERAN'S DAY: No Formal Class	
	Nov. 13	Review for Exam; In-class practice	
13	Nov. 18	Examination #2	Exam #2
		National Communication Association Conference: No in-person session	
	Nov. 20	Work on project.	
14	Nov. 25	Office Hours Online: No formal class	
	Nov. 27	THANKSGIVING HOLIDAY	
15	Dec. 2	CCC Project Presentations	CCCPs due
	Dec. 4	CCC Project Presentations	
16	Dec. 9	CCC Project Presentations	Due: Insight post 12.12

^TTextbook (Martin & Nakayama)