IELI 2470  Cross-Cultural Perspectives (4 credits for IELI students) [Note: The extra day of class will be used for language instruction.]

IELI 2475  Cross-Cultural Explorations (3 credits for non-IELI students) [Note: The culture of the United States will be the basis for comparison.]

Tuesday & Thursday  Instructor: Ann Roemer, PhD
1:30-2:45  Main 304
Office: Main 075
Telephone: 435-797-2051 (w)  435-512-0004 (c)
Wednesday  (IELI 2470)  E-mail: ann.roemer@usu.edu
11:30-12:20  Main 117  Office Hours: T Th 12:30-1:15

Text: An Introduction to Intercultural Communication Identities in Global Community/Seventh Edition
Author: Fred E. Jandt  http://www.bigwords.com/
Publisher: Sage Publications  abebooks.com

Supplementary text (on reserve in library): American ways: An introduction of American culture/Third edition
Authors: M. K. Datesman, J. Crandall, and E. N. Kearny
Publisher: Longman  ISBN: 0-13-150086-4

<table>
<thead>
<tr>
<th>Labor Day</th>
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<th>September 3</th>
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<tr>
<td>Fall Break</td>
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<td>October 19</td>
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<td>Thanksgiving Break</td>
<td>WThF</td>
<td>Nov. 21 - 23</td>
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<td>Last Day of Classes</td>
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<td>December 7</td>
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<td>Final Exam</td>
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Course Description: This course brings together students from a variety of ethnic backgrounds for the purpose of cultural exploration. Students examine the influence of culture on beliefs, behaviors, and values.

Course Goals:
1. Students learn about various definitions of culture and how cultures influence behavior, beliefs, and values.
2. Students increase their awareness of cross-cultural similarities and differences in areas such as communication, life-styles, business practices and institutional settings.
3. Students gain an understanding of the stages and symptoms of cultural shock.
4. Students gain an understanding of fundamental value systems that inform and determine all cultural practices.
5. Students explore the value systems of the culture of the United States and the cultures of the international students enrolled in the class.

**Learner Outcomes:**
1. Students can provide a written definition of culture.
2. Students can analyze the multiple influences that have contributed to their own cultural makeup.
3. Students can identify the different stages and symptoms of culture shock and coping strategies for this condition.
4. Students will be able to compare and contrast cultural differences in areas such as educational systems, gender roles, business practices, or the areas of the students’ interests.
5. When observing cultural interactions in film or in the students' everyday experiences, they will be able to identify the underlying values of the participants.
6. Students will be able to understand ethnocentrism and to recognize stereotypical characterizations.
7. Students will be able to identify and explain theories relating to the study of cross-cultural understanding and communication.

**IDEA system course evaluations are based on the following objectives:**
  1) Gaining factual knowledge (terminology, classifications, methods, trends)
  2) Learning fundamental principles, generalizations, or theories
  3) Learning to apply course material (to improve thinking, problem solving, and decisions)
  4) Developing skill in expressing oneself orally or in writing

**Canvas online learning management software:** Be sure to access the class through Canvas. If you have any questions, feel free to email me.

My expectations: I believe that you will learn as much from this class as the effort you put into it. I expect you to work hard and do your best. Success in the university is all about hard work and perseverance. If you don't understand a concept, read the text again, ask a classmate for clarification, and use an English-English dictionary. If you need help, e.g., more explanations of grammar or vocabulary found in the textbook, please ask! You will be expected to show that you understand the content by talking about it in class and doing well on the assessments. I hope that, with our diverse cultural backgrounds, we can all learn from each other. We all have different perspectives, and we need to respect each other's views.

Cautionary note: This class deals with culture, so we will discuss sensitive topics that may be offensive to different individuals in the group. Because of your cultural backgrounds, most—if not all—of you will feel uncomfortable during at least one of the class discussions. Also, there is vulgar language in some of the films. Think of your discomfort as a cultural lesson about yourself and your own background. Use it as a starting point for some self-reflection.
Course Content:

Weeks 1 and 2 (Aug. 28 & Sept. 4): Chapter 1: Defining Culture & Identities
  Definitions of culture: 19th century vs. today's definition
  Race and identity
  Introduction to methodology: Approaches to the study of cross-cultural communication,
  ethnography, and cultural studies
  Globalization and contact zones
  Assessment 1: Test (Chapter 1): Multiple choice and true-false (30 points)

Week 3 (Sept. 11): Chapter 2: Understanding Face-to-Face & Mediated Communication
  Communication theories and ethics
  Western perspectives/the Berlo Model
  Theories in communication context
  Chen and Starosta model of intercultural communication and competence
  How to answer an essay question
  Assessment 2: Test (Chapter 2) (30 points)

Weeks 4 and 5 (Sept. 18 & 25): Chapter 7: Dimensions of Culture
  Case study: Japan
  Hofstede's theory of value dimensions: power distance, uncertainty avoidance,
  individualism vs. collectivism
  Discussion topic: Do cultures ever change? What are the arguments against Hofstede's
  theory?
  Assessment 3: Test (Chapter 7) Multiple choice and short answer (30 points)

Optional paper: If you do this assignment and get a higher grade than your lowest test score, I
will substitute the higher grade. We will choose two-three films. Working in groups of three
(two IELI students and one non-IELI student), you will be assigned to view one of the films and
write a paper analyzing the characters and scenes that exemplify one of the concepts in the text-
book: ethnocentrism, stereotypes, prejudice, white privilege, or Hofstede’s theory. Each group
will write a 3-5 page (double spaced) paper. An outline is required first, and then you will be
expected to write two-three drafts. (30 points). The outline is due October 2; the first draft is due
October 23; the second draft, November 13; and the final draft, December 4.

Week 6 (Oct. 2): Chapter 4: Barriers to Intercultural Communication
  Ethnocentrism
  Stereotypes
  Prejudice
  Assessment 4: Test (Chapter 4): Multiple choice and short answer (30 points)

Weeks 7 & 8 (Oct. 9): Chapter 3: Culture's Influence on Perception
  High-context/Low-context cultures
  The concept of face
  Sensing and the effect of culture
  Assessment 5: Test (Chapter 3): Multiple choice and short essay (30 points)
Week 9 (Oct. 23): Chapter 8: Dominant U.S. Cultural Patterns: Using Value Orientation Theory
   A history of cultural patterns
   Human-nature orientation
   Human relationships
   Activity orientation
Assessment 6: Test (Chapter 8): Multiple choice and essay (30 points)

Weeks 10 & 11 (Oct. 30 & Nov. 6): Chapter 5: Nonverbal Communication
   Nonverbal behaviors as cues
   Nonverbal communication as intentional communication
   Knowing culture through nonverbal messages
   Nonverbal misinterpretations as a barrier
   Nonverbal message codes
   Case study: The wai in Thailand
Assessment 7: Test (Chapter 5): Multiple choice and short answer (30 points)

Week 12 (Nov. 13): Chapter 12, Immigration and Acculturation
   Culture shock
   Immigration
   Third-culture kids
   Predictors of acculturation
   Migration within one country
   Categories of acculturation
   Citizenship policies
Assessment 8: Test (Chapter 12): Multiple choice and short answer (30 points)

Weeks 13 and 14 (Nov. 20 & 27): Chapter 11 (if time allows . . . )

Grades will be calculated as a percentage of points earned on the exams. The points will then be added for a final total. The grading scale is as follows:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</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>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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All IELI students must get a C- to pass the class. The final exam is optional. It is comprehensive, too. If you take it and earn a grade higher than your lowest test score, I will substitute the higher grade. If you get a lower grade, nothing will change.

Utah State University Policies and Procedures
Academic Freedom and Professional Responsibilities
Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom
Academic Integrity – "The Honor System"
Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.
The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:
- espouses academic integrity as an underlying and essential principle of the Utah State University community;
- understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- is a welcomed and valued member of Utah State University.

Plagiarism
Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)
Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment
Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities
The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

USU policy- excused absences
According to the USU policy, a student may not miss more than 20% of any class even if it is excused. This means that you cannot miss more than 9 classes for any one class, even if some of the absences are excused. If a student’s total absences (excused and unexcused) for any class exceeds 9, their immigration status will be terminated and they will be sent home.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**IELI Policies and Practices**

**IELI Attendance Policy**

Learning a language requires that you actively attend and participate in your classes. If you do not regularly attend classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. For students studying on a visa, if you miss more than a week of class we are obligated to contact the Office of Global Engagement to report your absence. Missing multiple classes and/or failing multiple courses can have serious consequences for some students as it can be grounds for revoking their visa and requiring the students to immediately return to their country.

**Grading**

The grades you get for each class are based on the work you do for that class. Attendance and effort are important factors for successful learning but do not directly affect your grade. It is important for you to do your best on all your in-class and at home activities as they will be graded on how well you complete these activities. Successful completion of these activities will help you gain the knowledge and skills you need to meet learner outcomes for each course. Progressing to the next level You must receive a grade of C- or better in any IELI class in order to pass that class and move to the next level of that class. Students who receive lower than a C- are required to repeat the class until they receive a passing grade. If you are not passing a class at midterm you will be reregistered for the class until final grades are posted. If your final grade shows that you passed the class, you will be moved up into the next level or the class will be dropped. If you want to check on how well you met the learner outcomes for each class, there are two ways to do so: 1) you can get a copy of the student achievement form from the IELI staff assistants or 2) you can access your grade on the USU website and then compare the grade to the Grade Descriptions on the IELI website (Current Students -> Academics -> Grade Descriptions).

**In-term evaluations**

Your professors will inform you, in writing, of your grade three times during the semester (e.g. approximately 4 weeks, 8 weeks and 12 weeks). For the midterm evaluation, IELI faculty assign a letter grade to students in each of their classes. If you are doing work at a level lower than C in any of your classes, your professor will meet with you to discuss what you will need to do to pass the class.