

**HUMAN COMMUNICATION STUDIES  
INTERCULTURAL COMMUNICATION  
HCOM 320/Spring 2023  
Tuesday/Thursday 2:30-3:45 p.m.**

**Instructor:** S. Irene Matz, Ph.D.

**Office Hours:**

Tuesday/Thursday 10:00 – 11:00 a.m.  
Or by appointment

**Office:** CP 420-11

**Mail:** CP 420

**Phone:** 657-278-4418

E-mail: [imatz@fullerton.edu](mailto:imatz@fullerton.edu)

Website:

<http://commfaculty.fullerton.edu/imatz>

**Class Meeting Time & Place**

**HCOM 320-03**

**Schedule No. 12745**

**Classroom CP 124**

**Course**

Required Texts: Sorrells, K. (2022). *Intercultural communication: Globalization and Social Justice* (3<sup>rd</sup> ed.). Thousand Oaks, CA: SAGE.

Other Readings: Ting-Toomey, S. & Chung, L. C. (2022). *Understanding intercultural communication* (3<sup>rd</sup> ed.). New York: Oxford University Press.

Course Description: HCOM 320 - Intercultural Communication (3 units )

Communication problems that result when members of different cultures communicate. How interpersonal communication can overcome differences in cultures' perceptions of communication's functionality, value orientations, nonverbal behavior, language, epistemologies and rhetorics.

### Learning Goals & Assessments

1. To explore cultural self-awareness, other-culture awareness and the dynamics that arise in interactions between people from different cultures.
2. To discover and aware of our own biases with different populations.
3. To understand how communication processes differ among cultures and to acquire knowledge and skills that increase intercultural competence.
4. To understand that socially constructed systems of exploitation and exclusion--racism, sexism, and classism, for example--are historically based; to recognize how privilege, disadvantage and discrimination are perpetuated today and to develop alternative attitudes and actions to challenge and dismantle these systems of exclusion and oppression.
5. To make critical connections between local and global issues as well as the past and the present by examining the historical, political and economic dimensions of intercultural communication in the context of globalization.
6. To research ethical standards of various cultural populations and bring a self-understanding and respect for these populations.

### **Assignment & Assessment Percentage**

Mid-term Assessment	100
Final Assessment	100
Individual Paper	100
Attendance	30
Final Group Assignment	
Written	100
Oral	70
Total points	500 points

**GRADING SYSTEM  
PLUS/MINUS GRADING  
Definition of Grades and**

**Their Corresponding Grade  
Points**

<b>A</b>	<b>500 - 465</b>
<b>A-</b>	<b>464 - 450</b>
<b>B+</b>	<b>449 - 440</b>
<b>B</b>	<b>439 - 415</b>
<b>B-</b>	<b>414 - 400</b>
<b>C+</b>	<b>399 - 390</b>
<b>C</b>	<b>389 - 365</b>
<b>C-</b>	<b>364 - 350</b>
<b>D+</b>	<b>349 - 340</b>
<b>D</b>	<b>339 - 315</b>
<b>D-</b>	<b>314 - 300</b>
<b>F</b>	<b>299 - below</b>

**Course Policies**

University regulations require that you are provided with a statement about plagiarism in the course syllabus.

**Plagiarism:**

Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. Sources must be cited accurately and appropriately. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice. Cases of plagiarism will constitute dismissal from the course with a failing grade.

**Integrity:**

Academic honesty is a core value at Cal State Fullerton (please see <http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>.) It is cheating if you develop your answers from sources other than those permitted by your professor or represent the work of others as your own. A few specific examples are:

- Using the notes of others
- Using the work of other students
- Handing in work that isn't yours
- Taking a test for someone else

- Sharing your answers to examination questions or class assignments with others

**Attendance:** You will earn one point for each class session for a total of 15 points.

**Differently abled:**

Students with documented special needs are supported through the Disabled Student Service (DSS) office, UH 101, 657-278-3117 and as documented at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/). If you have a need, but have chosen not to register at the DSS office, please discuss with me so that I am aware and can make special accommodations for you. I cannot support you with special needs if you do not make me aware of these. I promise confidentiality, support, and understanding. I am here to make your life easier, not more difficult; I hope to gain your trust.

<http://fdc.fullerton.edu/teaching/syllabus.php>

- ◇ Academic Dishonesty Policy
- ◇ Emergency Preparedness
- ◇ Undergraduate Student Learning goals
- ◇ General Education: Programmatic Student Learning Goals & Outcomes
- ◇ Graduate Student Learning Goals
- ◇ Student Learning Outcomes by Degree Programs
- ◇ Library Support
- ◇ Final Exam Schedule
- ◇

**Emergency**

<http://emergencypreparedness.fullerton.edu>. Make certain that the University has your updated and current contact numbers.

Health Services for Students

- CAPS 24/7 crisis phone services for students: (657) 278-3030
- YOU@Fullerton: A free and confidential wellness portal that connects students to academic, physical and mental health resources. Students should visit <https://you.fullerton.edu>.
- CAPS appointments for students: (657) 278-3040 or visit: <https://www.fullerton.edu.edu/caps/>

**Electronics:** Please make certain that all cell phones and other technical equipment are turned off during class meetings. Laptops are for class notes only and need professor's approval before using in class. Other use in class is not appropriate or tolerated.

**Class Expectations:** Please demonstrate respect for all students while they are speaking and profession while lecturing. No food in class; beverages are allowed.

**Flexibility:** Please allow for flexibility with our schedule due to class enrollment, class speakers, or other events.

**Assignments:** All assignments are accepted on or before the due date.  
**Assignments should be “professional” quality and must be completed and handed in for a final grade. Please type all assignments. If assignment is late, it could be graded down.**

No extra credit is available.

**Grading:** Use this as a guide for your written assignments:

**CLARITY** – structural pattern clear, sentences and paragraphs well developed, transitions and report development.

**CONCISENESS** – strive for brevity, avoid redundancies, and include well-developed ideas.

**COMPLETENESS** – introduction, body, and conclusion with support and good development.

**GRAMMAR** – capitalization, punctuation, references, grammatical correctness, proofreading, professional appearance.

APA guide: <https://owl.english.purdue.edu/owl/resource>

<b>Week of:</b>	<b>SCHEDULE Thursday</b>	
<b>Date</b>	<b>ASSIGNMENT</b>	<b>CHAPTER</b>
1/24-1/26	Introduction to course; Toast for the semester 🍷🍷	S: Ch. 1
1/31-2/2	Continue Chapter 1	
2/7-2/9	Cultural Value Patterns	T/C: Chapter 3
2/14-2/16	Globalizing Body Politics: Embodied Verbal & NVC	S: Ch. 3
2/21-2/23	Ethics: Verbal and Culture Connection	T/C: Ch. 6
2/28-3/2	Culture & Cultural Space: NVC & Verbal Comm	S: Ch. 4
3/7-3/9	Nonverbal Across the Cultures	T/C: Ch. 7
<b>3/14-3/16</b>	<b>Mid-term Assessment S: 1, 3, 4 T/C: 3, 6</b>	
3/21-3/23	Crossing Borders; <b>Outline draft of final presentation</b>	S: Ch. 6
<b>3/30</b>	<b>Spring break</b>	
4/4-4/6	<b>Individual papers due &amp; discussion in class Hard copy due in class &amp; submit to Canvas</b>	
4/11-4/13	Biases Against Outgroups; Biases	T/C: 8 & 9
4/18-4/20	Negotiating; Engaging	S: Ch. 9
<b>4/25-4/27</b>	<b>Team Presentations Team paper &amp; PowerPoint due (all groups)</b>	
<b>5/2-5/4</b>	<b>Team Presentations</b>	
<b>5/9-5/11</b>	<b>Team presentations</b>	
<b>5/18 1:00 P.M.</b>	<b>Final Exam S: 6, &amp; 9 T/C: 7, 8, 9</b>	

**S – Sorrells**

**T/C – Ting-Toomey & Chung**

## Assignments

### **Individual Paper (due April 4, 2023)**

#### **100 points**

This assignment requires that you engage with and learn about a culture and/or population that is different from your own. This could be cultural, religious, race, or other. As you do with your field experience (interviews, conversations, attendances, other), you will also support your understanding of the culture through library research.

For this assignment, you are required to write a five to seven page (double-spaced) paper that includes:

- A description of the culture.
- Analysis of the experience using theories and concepts from the course.
- Support for field research through library resources.
- A summary of reflections on what you have learned from the experience.
- At least eight to 10 scholarly sources.

A hard-copy is due in class on the due date as well as submission to Canvas.

### **Final Group Presentation (70 points) & Written (100 points)**

#### **Research**

*A draft of your final presentation is due on **March 21, 2023** in class with a hard copy to the professor. There will be a private discussion with all members and the professor.*

*Both hard-copy written paper and presentation slides (three to a page) are **due April 25, 2023** at the beginning of the class. The written report will also be submitted in Canvas under the assignment.*

This multicultural project involves a team approach (four members to a team) to investigate and present a critical topic or issue in intercultural communication. The purpose of the project is to gain understanding and experience working collaboratively in multicultural teams, to learn in more depth about the intercultural dimensions of current issues and to creatively present the results in our classroom. Teams are expected to approach the topic/theme from both a global and local perspective specifically addressing intercultural dimensions of the issues. The topics below are ideas to get started. Each team will select one issue/topic from the list or select another after discussion with your professor. Each team must have a different topic.

Topics:

- Intercultural dimensions of the immigration debate: intercultural dimensions of migration; border politics in the U.S. and globally.

- Intercultural dimensions of media representations of non-dominant groups; intercultural dimensions of global media circuits.
- Intercultural interpersonal relationships; the role of race, class, religion, national, and/or linguistic differences in interpersonal relationships.
- Intercultural dimensions of intercultural business relations; intercultural dimensions of economic disparity, poverty, intercultural dimensions in the exploitation of world labor (within and outside of the U.S.)
- Intercultural conflict globally and locally; causes/solutions for intercultural interpersonal, community and international conflict intercultural communication dimensions of conflict management.
- Intercultural dimensions of social justice, civil rights and human rights; intercultural dimensions of current movements for social justice change (immigrant rights, GLBT rights, economic justice-protests).

Following steps:

1. Form a multicultural team based on broad topic interest.
2. Discuss, define and narrow group topic in consultation with your professor.
3. Research for the topic should include:
  - a. Empirical data gathering (i.e., questionnaires, interviews, focus groups)
  - b. Library-based research
4. Prepare presentation
  - a. All group members need to participate equally
  - b. Be creative with your presentation
5. Write an 8-10 page paper about your topic with at least 10 scholarly sources in your references. A separate title page with all members' names and a reference page. One report per group.
6. Present your information in class on the assigned day. Presentation should be at 20-30 minutes followed by a question and answer session.

### **Final presentation**

Make this informative, a learning opportunity, and a growth for you professionally in regards to intercultural issues, awareness, and personal growth. Have fun! Make it unforgettable!

*Students, let's make this an unforgettable course! We can make it happen with your interest and dedication to our learning environment. I'm 100% on board to support your educational and professional growth and development. Let's make it happen!*

*Cheers,*

*Dr. Irene Matz*



*“If you want to go fast, go alone; but if you want to go far, go together.”*  
*African Proverb*