

USC Annenberg School of Communication
COMM 324: Intercultural Communication (4 units)
Spring 2020
Schedule # 20520R

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Wed. 10:00-11:30 a.m., & by appt.

Class Meeting Time: **Tues. & Thurs., 12:30-1:50 p.m.**

Class Location: **ASC 204**

Teaching Assistant

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*All Teaching Assistants are located in **ASC G6** (Annenberg School of Communication, Front Lobby - Ground Floor)

Course Description

The major objective of this course is to provide an overview of the study of communication and culture. Both cross-cultural (i.e., comparisons of communication across cultures) and intercultural (i.e., communication between members of different cultures) aspects of communication will be examined. Interethnic communication in the United States (e.g., communication between Latino(a) Americans and European Americans) will also be explored. We will discuss the major theories of cross-cultural communication and patterns of similarities/differences in communication across cultures. We also will discuss the major theories of intercultural communication and the major lines of research on intergroup/intercultural communication. Finally, we will use relevant theory and research to understand how we can improve the effectiveness of our intercultural communication, manage conflict successfully, and develop (and maintain) relationships with members of other groups in diverse settings.

Course Learning Outcomes

Specific learning outcomes include, but are not limited to: (1) identification and illustration of how culture influences communication, and how it interacts with social and psychological factors to influence communication; (2) specification of cultural similarities and differences in communication behavior; (3) recognition of the impact that cultural issues have on communication effectiveness; (4) ability to deduce when cultural issues are influencing the development of interpersonal relationships; (5) knowledge of ethical issues in communicating with someone from a different culture/ethnic group; (6) cultural awareness; and (7) application of intercultural communication theory and research to practical problems (e.g., organizations, relationships, health, media), and to your own life.

General Education Requirement

This course fulfills the **General Education Requirement in Global Perspectives (GE-G)**. “Global Perspectives prepare students to act as socially responsible members of the global community, respectful of the values and traditions of diverse cultures, aware of the structures of power that affect people differently by race, class, gender, and other socially constructed categories, sensitive to the interplay between worldwide problems and specific, local challenges.” ~Taken directly from General Education Requirements, University of Southern California

Required Readings/Materials

Martin, J. N., & Nakayama, T. K. (2018). *Intercultural communication in contexts* (7th ed.). New York, NY: McGraw-Hill. [Available at the [USC Bookstore](#) or Online via [Chegg Books](#), [Vital Source](#), [Amazon](#)]

All additional required readings/course materials will be made available on Blackboard (Bb).

Initial Expectations

I assume that you will take responsibility for what you learn from the course and attempt to make the course as personally relevant as possible. I also assume that you will actively participate in discussions in the classroom. Hence, it is expected that you will come to class having read the assigned readings as presented in the course outline. I further assume that you will attempt to integrate what you learn from lectures, discussions, and readings with your everyday experiences. Finally, I assume that you will complete all course requirements.

Course Requirements

1. Class Participation

Responsible attendance and participation is expected. Based on both objective (quantifiable; e.g., class attendance, speaking in class, attending office hours/scheduled appointments) and subjective (qualitative; e.g., contributing meaningful questions/answers, illustrating comprehension of course material) assessment, participation scores shall be at the discretion of the Instructor. The ‘average’ participation score is 15 points; noteworthy participation will receive more points. Class participation is worth 5% of your grade.

There are no ‘excused’ or ‘unexcused’ absences. Starting Week 4, **if students miss more than five (5) classes their final course grade will be lowered** (e.g., from B+ to B, B to B-, etc.). USC university policy indicates that “no portion of the grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade, when clearly stated on the syllabus” (UCOC, March 2019). Attendance will be taken regularly, at different times and in various ways (e.g., sign-in sheet, etc.). If you are not there when attendance is taken then you will be considered absent. Finally, falsely presenting attendance for another student or allowing a fellow student to do the same for you (e.g., by signing the attendance sheet), is a violation of academic integrity (and will be dealt with accordingly).

Students who miss a class are expected to have read the material and actively find out what they missed. You should approach another classmate for missed notes and, if clarification is needed, meet with your Instructor. **Instructor notes or PowerPoint slides are not provided to students in this course.**

2. Cultural Autobiography

The cultural biography is a way to get you to look at your culture, as well as your particular ethnic group. It should be a 2-4 paged, double-spaced, typed, description of your cultural (and ethnic background) and how you think it influences your communication behavior. Students are expected to share, informally, aspects of their cultural autobiography during class discussion. **A more detailed description of this assignment (and grading rubric) is located on Blackboard** (see ‘Cultural Autobiography’ tab). The cultural autobiography is worth 10% of your final grade and is **due Jan. 31, 2020 (by 11:59 p.m.)**.

3. Exams

There will be three (3) exams given throughout the course. The exams are NOT cumulative; however, concepts do build upon each other. Both lecture material and assigned course readings will be covered on the exam; therefore, attending all lectures and erudition of all assigned readings is essential. Exams *may* consist of true/false, multiple-choice, matching, and short answer/essay questions. There will be a review prior to each exam. All exams are to be taken in class on the designated exam dates. Your exams will not be returned to you, but you are welcome to peruse your exam during office hours or a scheduled appointment. Each exam is worth 20% of your final grade

In the rare event that an *extreme* emergency arises (i.e., you are in the hospital, there was a death in the family, etc.), it is your responsibility to: (1) inform your Instructor prior to the scheduled exam time, and (2) provide the Instructor with verifiable written documentation of the emergency (e.g., medical note from a certified physician). If your excuse is deemed valid and can be verified, you will be allowed to make up the missed exam (*in a timely manner*) at the discretion of the Instructor. Exam I will be held on **February 18, 2020**; Exam II will be held on **March 31, 2020**; Exam III will be held on **Wed., May 13, 2020 (2:00 - 4:00 p.m.)**.

4. Dyadic Research Paper

You will write a joint paper with a person from the class that is from another “group.” Your paper will revolve around the development of your relationship with each other. More specifically, it will focus on a minimum of four (4) interactions you have with each other [approx. every two weeks], and your individual and collective assessment of your interactions. Your task for the interactions is to get to know each other. Interactions should be face-to-face, in person (*not* via Skype or any other computer-mediated communication) for a minimum of 20 minutes, preferably longer.

We will divide into dyads on Tues, Jan. 28, 2020 (Week 3). Please be make sure you attend class this day. Do not make arrangements with someone to be partners prior to this date. The instructor will announce the criteria for dyad formation on this date. **A more detailed description of the paper assignment (and grading rubric) can be found on Blackboard** (see ‘Dyadic Research Paper’ tab). The dyadic paper assignment is due (in electronic format; Turnitin) **Fri., May 01, 2020 (by 11:59 p.m.)**.

IMPORTANT: It is highly recommended that you complete interactions and journals in advance of the due dates in order to allow yourself enough time to write your dyadic paper (3-4 weeks minimum). Dyadic partners who fail to contribute equally to the dyad may receive deductions up to a grade of zero. If you have a dyadic partner who is not pulling his/her/their weight, contact me immediately. Given enough lead time, I can assist in the situation.

5. Interaction Journaling

Keeping a diary or journaling our interactions with others is one way to assess the development of relationships. After each interaction with your assigned partner, you will be responsible for completing a web-based individual journal entry. Each journal should take you no more than 20-30 minutes to complete. The journal will then serve as a guide in helping you decide which concepts/issues to discuss in your joint paper. **Journal assignment descriptions (and grading rubric) can be found on Blackboard** (see ‘Interaction Journals’ tab). In order to encourage your completion of your interactions in a timely manner, **journal entries must be electronically submitted by the following dates (by 11: 59 p.m.): Journal #1, Feb. 14; Journal #2, Feb. 28; Journal #3, Mar. 27; and Journal #4, Apr. 10.** It is your responsibility to ensure that your journal was ‘submitted’ properly on Blackboard. Each journal is worth 10 points.

All written assignments (i.e., cultural autobiography, interaction journals, and dyadic research paper) turned in late will result in a **5 point deduction for each day** after the deadline.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, *every attempt* will be made to grade assignments/exams and post grades within 7-10 days (from the due date). Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Extra Credit Opportunities

There *may* be extra credit opportunities available. Extra credit is not guaranteed as it is dependent on the need of research participants in departmental research *or* a relevant Annenberg School of Communication sponsored event. *If* extra credit opportunities are made available, students can receive 2 points for each half-hour of participation (max. 8 points).

Assessment

You will be assessed on the following requirements:

<u>Assessment</u>	<u>% of Final Grade</u>	<u>Point Equivalent</u>	<u>Date Due</u>
Class Participation	5%	20	<i>weekly</i>
Cultural Autobiography	10%	40	01/31/20
Exam I		80	02/18/20
Exam II	60%	80	03/31/20
Exam III		80	05/13/20
Dyadic Research Paper	15%	60	05/01/20
Interaction Journaling (4)			
Journal #1		10	02/14/20
Journal #2		10	02/28/20
Journal #3	10%	10	03/27/20
Journal #4		10	04/10/20
<i>Total</i>		<hr/>	<i>400 pts. possible</i>

IMPORTANT: Grades are based on the work completed from the first and last day of class. Per USC policy, “No student is allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her [or their] grade.”

Grading

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

<u>Points</u>	<u>%</u>	<u>Grade</u>	<u>Points</u>	<u>%</u>	<u>Grade</u>
376-400	94-100	A	292-307	73-76	C
360-375	90-93	A-	280-291	70-72	C-
348-359	87-89	B+	268-279	67-69	D+
332-347	83-86	B	252-267	63-66	D
320-331	80-82	B-	240-251	60-62	D-
308-319	77-79	C+	0-239	≤ 59	F

What does a letter grade mean?

Enrollment in this course does not mean you earned an “A” in this course. Doing the bare minimum is not A-level work. Description of letter grades are below.

<u>Letter Grade</u>	<u>Description</u>
A	Excellence; demonstrates <i>extraordinarily</i> high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded; no substantive shortcomings or only minor shortcomings.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; directions are followed, most expectations are met but with at least one significant shortcoming; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; assignments not completed or directions not followed; deficiencies indicate lack of understanding.

Course Policies

Academic Integrity Policy

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy ([USC Catalogue, 2019-2020](#)).

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles as set forth in [SCampus](#) (see University Governance, Section 11.00).

The university does not tolerate discrimination, sexual assault, and harassment. You are encouraged to report incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://adminopsnet.usc.edu/departments/departments-public-safety>. This is important for the safety of the whole USC community. Another member of the university community (e.g., a friend, classmate, advisor, or faculty member)

can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the Relationship and Sexual Violence Prevention and Services (RSVP) webpage <http://engemannshc.usc.edu/rsvp/> describes reporting options and other resources.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

Disability Service Accommodations

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Disability Services and Programs (DSP). You need to make a request with DSP for each academic term that accommodations are desired. To avoid any delay in the receipt of your accommodations, you are encouraged to do this **during the first week of class**. Students taking courses in the Annenberg School of Communication will need to share and discuss their letters with their Instructor and forward a letter to the Office of the Director (ATTN: DSP). Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your Instructor with an accommodation letter from DSP. Your cooperation is appreciated. Disability Services & Program contact information: (213) 740-0776 or <https://dsp.usc.edu>.

Student-Athlete Travel Excuse Letters

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road. It is the responsibility of the Student-Athlete to provide the letter **prior to** leaving on their trip and to make arrangements for a make-up of any missed assignments or exams.

Email Policy

Email *can be* an effective communication tool. However, it also can produce more confusion than clarity and be an inefficient use of time. Emails should be limited to quick questions and scheduling appointments; they should not be seen as an alternative to attending class lectures, office hours, or a scheduled appointment. Before emailing, make sure you consult the course syllabus, lecture notes, handouts, and the course website to see if the answer to your question is there. **Although responses may be provided quickly, you should give us 48 hours to reply to your email. If you do not receive a response within 48 hours, please follow-up via email or in person.**

Classroom Comportment

Students are expected to engage in behaviors that enhance the learning environment. The Instructor is responsible for optimizing learning for not only individual students but for all students in the course. Thus, disruptive behaviors will not be tolerated. These behaviors include: not listening, pretending to listen while secretly texting or using electronic devices, speaking without being recognized, making fun or otherwise berating/disparaging the remarks of another person, etc. **Disruptive behaviors may adversely affect your overall course grade.**

Computer Access

USC Annenberg has a policy that requires that all students enrolled in an Annenberg class bring their own laptop device to campus. Windows OS and Mac OS software (including SPSS) necessary to complete assignments in this course are available on computers in the following USC Computing Centers: Ahmanson Information Commons at Leavey Library, King Hall (KOH 206), and Waite Phillips Hall (WPH B34). Moreover, all currently enrolled students (with a valid ID) are eligible for the [USC Computing Center Laptop Loaner Program](#). It is your responsibility to ensure that you have access to a computer that can perform the necessary functions for completion of assignments.

Laptops/Electronic Devices

Laptops/Tablets may be used during class for note-taking purposes only. Please do not use devices for any purpose unrelated to our class **as this may result in a suspension of use by the entire class for the semester.** Other

electronic devices (e.g., cell phones, iPods, etc.) should be turned off/silenced and put away. If you need to use your phone for any reason, please excuse yourself from the classroom.

Recording Policy

Students may not record any portion of a classroom lecture, discussion, or review **without the prior and explicit written permission of the course instructor**. The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce (in whole or in part) lectures, course notes, or teaching materials provided by the instructor is forbidden. Students registered with Disability Services and Programs (DSP) who are unable to take or read notes have the right to audio record class lectures for their personal study only. Lectures recorded for this purpose may not be shared with other people without the consent of the Instructor. Furthermore, permission granted for recording of a lecture, discussion, or review also requires the observation of privacy guidelines and regulations for students in the class whose presence or statements might also be recorded.

Intellectual Property

The syllabus, lectures, handouts, and Blackboard content fall under personal and university-wide intellectual property policies. Anything other than personal use (e.g., organized recording, duplication, or distribution) on your part represents a violation of copyright and fair use laws.

Incomplete Work (IN)

A mark of incomplete is used to reflect work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its completion should be initiated by the student and agreed by the Instructor prior to the final exam. Incompletes will be given only when all University requirements pertaining to them are met. Marks of IN must be completed within one year from the date of the assignment of the IN (USC Catalogue, 2019-2020).

Turnitin.com

Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no personal identifying information is included.

Learning Experience Evaluations

Learning Experience Evaluations will be conducted on the last day of the class. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. Comments on personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

Consultations

You are more than welcome to contact me in my office, email me, attend office hours, or set up a meeting time. Please do not wait until the night before an assignment is due or an exam to realize that you do not understand something. If you experience difficulty in this course for any reason, please do not hesitate to contact me.

Additional Resources

Student Health Counseling Services [24/7 on call]: (213) 740-7711 or <http://engemannshc.usc.edu/counseling/>
 Student Counseling Services Counseling Center provides mental health treatment for students as well as assistance with developmental issues (e.g., intimate relationships, cultural adjustment, and identity development). Moreover, they provide assistance to students struggling with emotional urgent concerns. Student Counseling Services is located in Engemann Student Health Center, 1031 W. 34th Street.

USC Department of Public Safety, University Park Campus [24/7 on call]: (213) 740-6000 or dps.usc.edu
 Non-emergency assistance or information.

USC Emergency, University Park Campus [24/7 on call]: (213) 740-4321 or dps.usc.edu, emergency.usc.edu
 Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

LiveSafe Mobile Safety App: <http://dps.usc.edu/services/safety-app/>
 Managed by the USC Department of Public Safety and the USC Department of Emergency, this free downloadable app [Google or Apple] can be used to initiate contact with emergency responders around both USC campuses. The features include: immediate “push button” calls to DPS, easy reporting for suspicious activity or crimes in progress, and location services to notify friends of your route through campus.

ITS Customer Support Center (CSC): (213) 740-5555 or <http://itservices.usc.edu/students/>
 The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library’s Information Commons.

USC Support and Advocacy: (213) 821-4710 or studentaffairs.usc.edu/ssa
 Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC: (213) 740-2101 or diversity.usc.edu
 Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Office of Equity and Diversity (OED) | Title IX: (213) 740-5086 or equity.usc.edu, titleix.usc.edu
 Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response & Support: (213) 740-2421 or studentaffairs.usc.edu/bias-assessment-response-support
 Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

Relationship and Sexual Violence Prevention Services (RSVP) [24/7 on call]: (213) 740-4900 or engemannshc.usc.edu/rsvp
 Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

National Suicide Prevention Lifeline [24/7 on call]: (800) 273-8255 or suicidepreventionlifeline.org
 Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Course Schedule*

	Date	Topic	Readings
PART I: CONCEPTUAL FOUNDATIONS			
Week 1	Jan. 14	Introduction to Course & Intercultural Communication (IC-C)	-----
	Jan. 16	History of the Study of IC-C and Defining Culture	^T Chpt. 1 & Chpt. 3 (pp. 83-95)
PART II: INFLUENCES ON THE PROCESS OF INTERCULTURAL COMM			
Week 2	Jan. 21	Approaches to the Study of Intercultural Comm.	^T Chpt. 2
	Jan. 23	Approaches to the Study of IC-C (cont.).	
Week 3	Jan. 28	Cultural Influences on Intercultural Comm. (IND-COLL)	-----
	Jan. 30	Cultural Influences on IC-C (PD and UA) ○ Cultural Autobiography due [Fri, Jan. 31]	^T Chpt. 3 (pp. 95-102 <u>only</u>)
Week 4	Feb. 04	Cultural Influences on IC-C (MAS-FEM)	-----
	Feb. 06	Sociocultural Influences on IC-C (Origins of Social Identity)	^T Chpt. 5 (pp. 167-176 <u>only</u>)
Week 5	Feb. 11	Sociocultural Influences (cont.): Ethnic/Racial Identification	^T Chpt. 5 (pp. 177-208 <u>only</u>)
	Feb. 13	Sociocultural Influences (cont.) & Exam I Review ○ Journal #1 due [Fri., Feb. 14]	-----
Week 6	Feb. 18	Exam I	-----
	Feb. 20	Psychological Influences on IC-C (Expectations, Stereotypes)	^T Chpt. 5 (pp. 209-223 <u>only</u>)
Week 7	Feb. 25	Psychological Influence on IC-C (Prejudice, Discrimination)	-----
	Feb. 27	Psychological Influences on IC-C(cont.) ○ Journal #2 due [Fri., Feb. 28]	-----
PART III: INTERPRETING AND TRANSMITTING MESSAGES			
Week 8	Mar. 03	Verbal Messages: Linguistic Relativity and Comm. Styles	^T Chpt. 6 (pp. 224-235 <u>only</u>)
	Mar. 05	Verbal Messages (cont.): Language & Intergroup Behavior	^T Chpt. 6 (pp. 236-273 <u>only</u>)
Week 9	Mar. 10	Verbal Messages: <i>The Linguists</i>	
	Mar. 12	Nonverbal Messages: Facial Expressions & Nonverbal Cues	^T Chpt. 7 (pp. 274-292 <u>only</u>)
Spring Break (March 15 – March 22)			
Week 10	Mar. 24	Nonverbal Messages (cont.).	^T Chpt. 7 (pp. 293-315 <u>only</u>)
	Mar. 26	Exam II Review ○ Journal #3 due [Fri., Mar. 27]	-----
PART IV: INTERACTING WITH STRANGERS			
Week 11	Mar. 31	Exam II	
	Apr. 02	Development of Intercultural Relations: Contact & Attraction	^T Chpt. 10 (pp. 396-419 <u>only</u>)
Week 12	Apr. 07	Development of Intercultural Relations (cont.)	
	Apr. 09	Development of Intercultural Relations (cont.) ○ Journal #4 due [Fri., Apr. 10]	^T Chpt. 10 (pp. 420-439 <u>only</u>)
Week 13	Apr. 14	Managing Conflict and IC-C	
	Apr. 16	Managing Conflict and IC-C (cont.)	^T Chpt. 11
PART V: ADAPTING & BUILDING COMMUNITY			
Week 14	Apr. 21	Communicating Effectively: Competent Communication	
	Apr. 23	Communicating Effectively (cont.)	^T Chpt. 12
Week 15	Apr. 28	Cultural Adjustment and Adaptation	
	Apr. 30	Cultural Adjustment (cont.) & Course Wrap-up ○ Dyadic Research Paper due [Fri., May. 01]	^T Chpt. 8
FINALS WEEK		EXAM III (Wednesday, May 13, 2020; 2:00-4:00 p.m.)	

*Course schedule/content subject to change at Instructor discretion

^TTextbook (Martin & Nakayama)