

COMM 324: Intercultural Communication
4 units

Spring 2023 – Mon. & Wed. – 12:00-1:50 p.m.

Section: 20520R

Location: ANN L101

Instructor: Carmen M. Lee, PhD

Office: ASC 121-F

Office Hours: By appt- <https://calendly.com/carmenml>

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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 major theories and relevant 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.

Student Learning Outcomes

By the end of the semester, you will be able to:

- **identify** and **illustrate** how culture influences communication, and how it interacts with social and psychological factors to influence communication;
- **compare** and **contrast** different culture-based verbal and nonverbal communication behaviors;
- **recognize** the impact that cultural issues have on communication effectiveness;
- **judge** when cultural issues are influencing the development of interpersonal relationships;
- **identify** ethical issues in communicating with someone from a different culture/ethnic group;
- **illustrate** cultural awareness; and
- **apply** 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

This course has no prerequisites, co-requisites, or concurrent enrollment requirements.

Required Readings/Materials

Martin, J. N., & Nakayama, T. K. (2022). *Intercultural communication in contexts* (8th ed.). New York, NY: McGraw-Hill. [Available at the [USC Bookstore](#) or Online via [McGraw Hill](#), [Vital Source](#), [Amazon](#)]

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

Poll Everywhere classroom response system-free and available online at <https://pollev.com> [Join: TBA]
Poll Everywhere is a tool that will allow for greater interactivity in the course to further students' learning experience. Students can use any electronic device, such as web browser (*suggested*), tablet, or mobile phone to complete polls and surveys during course instruction. Students will be automatically enrolled in this (free) USC sponsored tool.

Course Requirements

This course depends on each participant for its energy and vitality! It is expected that students will: (1) read the assigned readings and/or watch assigned videos *before* class, (2) come to each class prepared to discuss course content, and (3) *actively* participate in the class discussions and activities.

1. Course Participation

Regular attendance and participation will assist in your comprehension of course content *and* provide you with opportunities to connect with the Instructor/TA and your peers. There are no 'excused' or 'unexcused' absences. 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.

It is expected that students will make every effort to attend all in-person classes, however it is recognized that personal circumstances will arise which preclude class attendance. Students who miss a class meeting are expected to have read the material *and* actively find out what they missed. You should approach another classmate for missed lecture notes and, if clarification is needed, meet with your instructor or a teaching assistant. Instructor lecture notes or PowerPoint slides are not provided to students in this course.

Based on both objective (quantifiable; e.g., regular class attendance, in-class activities/assignments, speaking in class, attentiveness, attending office hours/scheduled appointments, engagement with course material via Bb) 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. Course participation is worth 60 points; 15% of your final grade.

IMPORTANT: Please do not come to class if you are feeling ill, especially if you are experiencing 'tridemic' related symptoms (i.e., COVID-19, flu, or RSV). Nothing we do in our class is worth your health, my health, or the health of your peers.

2. Cultural Autobiography

The cultural biography is a way to get you to look at your culture, as well as your ethnic group. It should be a 2-3 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 5% of your final grade and **due Jan. 27, 2023 (by 11:59 p.m.)**.

3. Exams

There will be three (3) exams given throughout the course. The exams will be open-note/open-book, timed, and available for a **12-hour window** of time via Blackboard. 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, attention to lecture content and erudition of all assigned readings is essential. There are 'Study Guide' documents associated with each exam that will assist you in: (a) navigating required readings, taking notes, and (b) studying/preparing for the exam. Exams *will* consist of true/false and multiple-choice questions. Each exam is worth 60 points; collectively worth 45% of your final grade.

There are no make-up exams allowed. In the rare event that an *extreme* emergency arises (i.e., you were in the hospital, there was a death in your family), it is your responsibility to inform your instructor prior to the scheduled exam time. If your excuse falls within the spectrum of an extreme emergency, we will work toward a solution. Exam I will be held on **February 13, 2023**; Exam II will be held on **March 27, 2023**; Exam III will be held on **May 05, 2023**.

4. Dyadic Research Paper

You will write a joint paper (7-10 pages) 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 Zoom or any other computer-mediated communication) for a minimum of 20 minutes, preferably longer.

We will divide into dyads on Mon., Jan. 23, 2023 (Week 3). Please make sure you attend class this day. Do not plan 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) **April 28, 2023 (by 11:59 p.m.)**. The dyadic research paper is worth 100 points; worth 25% of your final grade.

IMPORTANT: It is highly recommended that you complete interactions and journals in advance of the due dates to allow yourself enough time to write your dyadic paper (2-3 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). 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. 10; Journal #2, Mar. 03; Journal #3, Mar. 24; and Journal #4, Apr. 14.** It is your responsibility to ensure that your journal was ‘submitted’ properly on Blackboard. Each journal is worth 10 points; collectively worth 10% of your final grade.

Late Submissions

Unless otherwise stated, assignments are due on the dates outlined in this syllabus. Late submissions of written assignments (i.e., cultural autobiography, interaction journals, and dyadic research paper) will receive a 5-point deduction for each day after the deadline. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignment on time, please let me know. I will evaluate these instances on a case-by-case basis.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments. Therefore, every attempt will be made to grade assignments and post grades within 10-14 days. Scores for all assignments are regularly updated on Blackboard. You are responsible for notifying the instructor within one week of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period to dispute a score. To dispute a score, you must submit your reason in writing. This policy is helpful for two reasons: First, if a score change is justified, it provides documentation for change in the record. Second, it gives you a chance to think through and present your argument carefully, to maximize your chances of success. Submit your brief, written argument to the course instructor and teaching assistant. If you fail to inquire/notify us of any discrepancy, missing score, or dispute a score within one week of the date the score is posted, no further changes will be made.

Grading Standards

You will be assessed on the following requirements:

<u>Requirements</u>	<u>% Final Grade</u>	<u>Point Equivalent</u>	<u>Date Due</u>
Course Participation	15%	60	<i>weekly</i>
Cultural Autobiography	5%	20	01/27/23
Exam I		60	02/13/23
Exam II	45%	60	03/27/23
Exam III		60	05/05/22
Dyadic Research Paper	25%	100	04/28/23
Interaction Journals			
Journal #1		10	02/10/23
Journal #2		10	03/03/23
Journal #3	10%	10	03/24/23
Journal #4		10	04/14/23
100%		400 pts. possible	

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

NOTE: 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.”

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.

Letter Grade	Description
A	Excellent; demonstrates <i>extraordinarily</i> high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
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; most expectations are met; 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; deficiencies indicate lack of understanding.

Course Policies

Academic Integrity at Annenberg. 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 2022- 2023](#)).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course.

Academic Integrity at USC. The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Turnitin.com. Students agree that by taking this course 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.

Students and Disability Accommodations. USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Religious Observances. The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If possible, please contact me within the first two weeks of classes to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

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 (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to plan for a make-up of any missed assignments or exams.

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 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 course related purposes (e.g., note-taking and participation). 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.

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. Per the [student handbook](#) “distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study [constitutes violations of academic integrity]. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Also see Class Notes on page 57.)

Recording Policy. Students may not record or distribute 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 the Office of Student Accessibility Services (OSAS) 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. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor.

Classroom Compartment. 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.**

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.

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 not be seen as an alternative to attending class lectures, office hours, or a scheduled appointment. Although responses may be provided quickly, you should allow a 24-hour timeframe for a response during the week (36-hours on weekend). **If you do not receive a response within the expected timeframe, please follow-up via email or in class.**

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

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.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Annenberg Student Success Fund

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Carmen M. Lee (PhD, University of California-Santa Barbara) is a Clinical Associate Professor in the Annenberg School of Communication at the University of Southern California. Professor Lee is also the Assistant Dean, Excellence in Teaching in the Annenberg School for Communication and Journalism. She has authored or co-authored works on interethnic and intercultural relationships, Black masculinity, interpersonal and family relationships, and diversity and inclusion in the media industry. She teaches courses in communication theory, quantitative research methods, interpersonal and intercultural communication, media effects, global organizational communication, and communication, culture, and tourism.

Course Schedule*

	Week	Date	Topic	Readings	Due	
PART I: CONCEPTUAL FOUNDATION	Week 1	Jan. 09	Introduction to Course & Intercultural Communication	-----		
		Jan. 11	History of the Study of IC-C and Defining Culture	^T Chpt. 1 & ^T Chpt. 3 (pp. 78-88 <u>only</u>)		
	Week 2	Jan. 16	No Class – Martin Luther King’s Birthday			
		Jan. 18	Approaches to the Study of Intercultural Comm.	^T Chpt. 2		
	Week 3	Jan. 23	Approaches to the Study of IC-C (cont.)	-----		
		Jan. 25	Cultural Influences on Intercultural Comm. (IND-COLL)	-----	Cult. Auto [Fri. 01/27]	
(Jan. 27: Last day to add, drop w/out mark of “W” and full refund; Change enrollment to P/NP)						
PART II: INFLUENCES ON THE PROCESS OF INTERCULTURAL COM	Week 4	Jan. 30	Cultural Influences on IC-C (PD and UA)	^T Chpt. 3 (pp. 88-115 <u>only</u>)		
		Feb. 01	Cultural Influences on IC-C (MAS-FEM, etc.)			
	Week 5	Feb. 06	Sociocultural Influences on IC-C (Social Identity)	^T Chpt. 5 (pp. 158-168 <u>only</u>)		
		Feb. 08	Sociocultural Influences (cont.): Ethnic/Racial Identity	^T Chpt. 5 (pp. 169-198 <u>only</u>)	Journal#1 [Fri. 02/10]	
	Week 6	Feb. 13	Exam I	-----		
		Feb. 15	Psychological Influences on IC-C (Expectations, Stereotypes)	^T Chpt. 5 (pp. 199-214 <u>only</u>)		
	Week 7	Feb. 20	No Class – President’s Day			
Feb. 22		Psychological Influence on IC-C (Prejudice, Discrimination)	-----			
(Feb. 24: Last day to drop w/out mark of “W” on transcript; Change P/NP to letter grade)						
PART III: INTERPRETING AND TRANSMITTING MESSAGES	Week 8	Feb. 27	Video: <i>Eye of the Storm</i> (Frontline; Time: 53 minutes)			
		Mar. 01	Verbal Messages: Linguistic Relativity & Comm. Styles	^T Chpt. 6 (pp. 215-242 <u>only</u>)	Journal#2 [Fri. 03/03]	
	Week 9	Mar. 06	Verbal Messages: Language & Intergroup Behavior	^T Chpt. 6 (pp. 243-259 <u>only</u>)		
		Mar. 08	Video: <i>The Linguists</i> (Ironbound Films; Time: 1 hr. 4 mins.)	-----		
	Spring Break (March 12 – March 19)					
Week 10	Mar. 20	Nonverbal Messages: Facial Expressions & Cues	^T Chpt. 7 (pp. 262-277 <u>only</u>)			
	Mar. 22	Nonverbal Messages (cont.).	^T Chpt. 7 (pp. 278-299 <u>only</u>)	Journal#3 [Fri. 03/24]		
PART IV: ADAPTING & BUILDING COMMUNITY	Week 11	Mar. 27	Exam II			
		Mar. 29	Cultural Adjustment and Adaptation	^T Chpt. 8		
	Mid-Semester Grades Reporting					
	Week 12	Apr. 03	Popular Culture and Intercultural Communication	^T Chpt. 9		
		Apr. 05	Social, Economic, & Environmental Impact of Tourism	-----		
(Apr. 07: Last day to drop a class w/ mark of “W”)						
Week 13	Apr. 10	Development of Intercultural Relations	^T Chpt. 10 (pp. 375-390 <u>only</u>)			
	Apr. 12	Development of Intercultural Relations (cont.)	^T Chpt. 10 (pp. 391-414 <u>only</u>)	Journal#4 [Fri. 04/14]		
PART V: INTERACTING W/ STRANGERS	Week 14	Apr. 17	Managing Conflict and IC-C	^T Chpt. 11		
		Apr. 19	Managing Conflict and IC-C (cont.)			
	Week 15	Apr. 24	Communicating Effectively: Competent Communication	^T Chpt. 12		
		Apr. 26	Communicating Effectively (cont.); Course Wrap-up		Res.Paper [Fri. 04/28]	
FINALS WEEK			EXAM III (Friday, May 05, 2023)			

*Course schedule/content subject to change at Instructor discretion

^TTextbook (Martin & Nakayama)

^{Bb}Blackboard Reading