USCAnnenberg

COMM 324mw: Intercultural Communication
4 units

Spring 2024 – 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
Contact Info: (213) 740-9897; carmenml@usc.edu

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 Black/African Americans and Latino/a/x 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 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 your own life.

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

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. (2022). *Intercultural communication in contexts* (**8th** ed.). McGraw-Hill.
[Available at the USC Bookstore or Online via McGraw Hill, Vital Source, Amazon]

Additional required readings/course materials will be available on Blackboard (Bb).

Course Requirements

1. Course Participation
This course depends on each participant for its energy and vitality! Meaningful participation occurs when students: (a) read the assigned readings and/or watch assigned videos *before* class, (b) come to each class prepared to discuss course content, and (c) *actively* participate in the class discussions and activities. Students can also show their participation in the course by attending office hours or scheduling an appointment with the Instructor, sending emails discussing the real-world application of course content, and utilizing the resources on Blackboard.

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 10% of your final grade.

Regular attendance fosters an engaging learning environment and ensures academic success. Students are expected to make every effort to attend all in-person classes. However, it is recognized that personal circumstances *occasionally* preclude class attendance. Students who miss a class meeting should read the material and actively discover what they missed. You should approach another classmate for missed lecture notes and, if needed, meet with your instructor for clarification. Instructor lecture notes or slides are not provided.

USC 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). If students miss *more than* six classes, their final course grade will be lowered (e.g., from B+ to B, B to B-, etc.).

2. Discussion Leadership
Classroom discussion is central to the learning experience; it helps to stimulate critical thinking, lively debates, and deeper reflection on course material. As the instructor, I will help guide class discussion; however, I ask each of you (in a dyad/group of 2-3 people) to actively lead a class discussion. You (and your group member/s) will sign up for a class period available for discussion leadership in the course.

As the discussion leader, you are responsible for being "intimately" familiar with your specific topic's assigned reading(s) and providing an overview of the topic and its attendant research. Moreover, you will be required to present a case study demonstrating a "real world" application of the concept/issue (i.e., making connections) and develop discussion questions/prompts for the class based on the readings and case study. **A more detailed description of this assignment can be found on Blackboard** (see 'Discussion Leadership' tab). Facilitation of class discussion is worth 10% of your final grade.

3. Exams
There will be three (3) exams given throughout the course. The exams will be open-note/open-book, timed, and available for an **8-hour time window** via Blackboard. The exams are NOT cumulative; however, concepts 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 navigating required readings, taking notes, and studying/preparing for the exam. Exams will consist of true/false and multiple-choice questions. Exams are worth 25% 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 before 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 12, 2024**; Exam II on **March 25, 2024**; Exam III on **May 03, 2024**.

4. Cultural Identity: Past and Present

Understanding our cultural identity is the first step towards appreciating the diversity of others. This three-part assignment facilitates a deep dive into one's cultural fabric through activities focused on introspection, familial conversations, and retrospection. **A more detailed description of each assignment activity is on Blackboard** (see 'Cultural Identity' tab). Below, find a short description of each activity.

- Cultural Autobiography: Create a cultural autobiography to explore and document your cultural identity. It should be a 2-3 page, double-spaced, typed description of your cultural (and ethnic background) and how you think it influences your communication behavior. The cultural autobiography is <u>worth 10% of your grade</u> and is due **January 21, 2024**.
- Family Interview: Interview a family member from a different generation to understand their cultural perspective. The interview should be *at least* 15 minutes and culminate in a 2-3 page summary of your interview. The family interview is <u>worth 10% of your grade</u> and is due **February 04, 2024**.
- Presentation: Synthesize insights from your autobiography and family interview into a 5-7 minute class presentation. The presentation is <u>worth 15% of your grade</u> and is scheduled for **February 14, 2024**.

5. International Newspaper Assignment

Delve into the cultural narratives and global perceptions presented in international media. This assignment requires you to analyze the portrayal of cultural values and beliefs in news coverage and illustrate how your country and its events are perceived internationally (and vice versa). The analysis must be founded on theory and empirical evidence. Submit a typed, double-spaced report of 4-6 pages. **A detailed assignment description is on Blackboard** (see 'Int. Newspaper Assign' tab). This assignment is <u>worth 20% of your final grade</u> and is due **April 14, 2024.**

Late Submissions

Assignments should be submitted by the dates listed in the syllabus unless communicated otherwise. I understand life can be unpredictable. If you face unforeseen and compelling circumstances preventing timely submission, such as health emergencies or personal crises, please contact me as soon as possible. Assignments submitted after the deadline, without prior discussion, will receive a 5-point deduction for each day they are late unless indicated otherwise.
I will do my best to accommodate genuine challenges. Always keep me informed.

Assignment Feedback & Grade Inquiries Policy

I am committed to providing timely feedback on your work. Therefore, every effort will be made to grade and post scores for assignments within 10-14 days following their submission. Check Blackboard for updates. If you believe there is an error or omission in your score, please let me know within one week (7 days) of the grade being posted. To contest a score, write a brief explanation detailing the issue or reason for the dispute and submit this to the course instructor. This process serves two purposes: It offers a clear record if a grade adjustment is necessary; It allows you to construct a thoughtful argument, increasing the likelihood of a successful outcome. If grade inquiries aren't made within the one-week window, I will assume you agree with the grade, and no further changes will be entertained.

Grading Standards

You will be assessed on the following requirements.

Requirements	% Final Grade	Point Equivalent	Date Due
Course Participation	10%	40	*weekly*
Class Discussion Leadership	10%	40	*vary*
Exams (3)	25%	100	02/12, 03/25, 05/03
Cultural Identity: Past and Present			
Cultural Autobiography		40	01/21
Intergenerational Interview	35%	40	02/04
Cultural Identity Presentation		60	02/14
International Newspaper Analysis	20%	80	04/14
	100%	***400 pts. possible***	

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

Points	%	Grade		Points	%	Grade
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 class's first and last day. 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 to improve 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. The description of letter grades is below.

Letter Grade	Description
A	Excellent; demonstrates *extraordinarily* 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 2023-2024).

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 or Learning Lab without the approval of the instructor.

Academic Integrity at USC. The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

Use of Artificial Intelligence (AI) Generators. This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. The course policy allows using AI tools for assignments **when explicitly permitted and under certain conditions.** You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

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 to detect plagiarism of such papers. You may submit your papers so 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) determines 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. Observing religious holidays and cultural practices is an important part of one's identity—it reflects diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, please review the course requirements for any potential conflicts with your religious observances. If you anticipate such conflicts, contact me within the first two weeks of class. We will work together to make reasonable adjustments to ensure participation without disrupting your religious practices.

Student-Athlete Travel Excuse Letters. Before a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (from their academic counselor) for the classes missed while on the road (i.e., excused absence). Without faculty approval, these arrangements do not relieve student-athletes from submitting all assignments on time.

Computer Access. USC Annenberg has a policy requiring all students enrolled in an Annenberg class to bring their 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: 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. You are responsible for ensuring you have access to a computer that can perform the necessary functions to complete 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, please excuse yourself from the classroom.

Course Content Distribution and Synchronous Session Recordings Policies. USC has policies that prohibit recording and distributing any synchronous and asynchronous course content outside of the learning environment. Students may only record or distribute a portion of a classroom lecture, discussion, or review with **the course instructor's prior and explicit written permission**. The unauthorized use of any 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. Recording a university class without the instructor's express permission and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future and thus infringe on the academic freedom of other students and the instructor (Living our Unifying Values: The USC Student Handbook, p. 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the instructor's express permission for purposes other than individual or group study **is not allowed**. 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 that 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 (Living our Unifying Values: The USC Student Handbook, p. 13).

Classroom Comportment. Students are expected to engage in behaviors that enhance the learning environment. The instructor is responsible for optimizing learning for individual students and 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 criticizing/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 have 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. Students should provide a thoughtful assessment of their experience and their own effort, with comments focused on specific aspects of instruction or the course. Comments on the 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 a helpful way to address questions or concerns that may arise between classes, office hours, or scheduled appointments. While emails are welcomed, please remember that attending class lectures and office hours often leads to a more comprehensive understanding and immediate clarification of course content. When emailing, please be as clear and concise as possible; this ensures your concerns or questions can be addressed efficiently.

I am committed to responding to your emails in a timely manner. Typically, you can expect a reply within 24 hours on weekdays and 36 hours over the weekend. No Response? If you have not received a reply within the expected timeframe, please send a gentle follow-up email or approach me before or after class. I'm here to support your learning journey; sometimes, emails can get overlooked or lost.

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.

Annenberg Embedded Counseling
Annenberg has its own Counseling and Mental Health location (ASC 304). Students can schedule in-person or telehealth appointments through the Student Health MySHR or call (213) 740-9355.

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.

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.

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.

TrojansAlert
TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

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 or Brightspace, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

Violence-Free Campus
Visit the website to read more about prohibited behaviors, reporting responsibilities, and where to report.

ITS Customer Support Center (CSC): (213) 740-5555
The ITS Customer Support Center (CSC) supports the USC community in 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.

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 Professor in the Annenberg School of Communication at the University of Southern California. Professor Lee is also the Assistant Dean of Excellence in Teaching at the Annenberg School for Communication and Journalism and a Research Affiliate with the Annenberg Inclusion Initiative. 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 quantitative research methods, media effects, interpersonal and intercultural communication, global organizational communication, communication theory, and communication, culture, and tourism.

Course Schedule*

	Week	Date	Topic	Readings	Due
PART I: CONCEPTUAL FOUNDATION	Week 1	Jan. 08	Introduction to Course & Intercultural Communication	----------	
		Jan. 10	History of the Study of IC-C and Defining Culture	ᵀChpt. 1 & ᵀChpt. 3 (pp. 78-88 only)	
	Week 2	Jan. 15	**No Class – Martin Luther King's Birthday**		
		Jan. 17	Approaches to the Study of Intercultural Comm.	ᵀChpt. 2	**CultID#1** [Sun. 01/21]
	Week 3	Jan. 22	Approaches to the Study of IC-C (cont.)	----------	
		Jan. 24	Cultural Influences on Intercultural Comm. (IND-COLL)	----------	
PART II: INFLUENCES ON THE PROCESS OF INTERCULTURAL COM			*(Jan. 26: Last day to add, drop w/out mark of "W" and full refund; Change enrollment to P/NP)*		
	Week 4	Jan. 29	Cultural Influences on IC-C (PD and UA)	ᵀChpt. 3 (pp. 88-115 only)	
		Jan. 31	Cultural Influences on IC-C (MAS-FEM, etc.)		**CultID#2** [Sun. 02/04]
	Week 5	Feb. 05	Sociocultural Influences on IC-C : Origins of Social Identity	ᵀChpt. 5 (pp. 158-168 only)	
		Feb. 07	Sociocultural Influences (cont.): Ethnic/Racial Identity	ᵀChpt. 5 (pp. 169-198 only)	
	Week 6	Feb. 12	**Exam I**	----------	
		Feb. 14	Cultural Identity Presentations		**CultID#3** [in-class]
	Week 7	Feb. 19	**No Class – President's Day**		
		Feb. 21	Psychological Influences on IC-C	ᵀChpt. 5 (pp. 199-214 only)	
			(Feb. 23: 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. 26	Psychological Influence on IC-C (cont.)		
		Feb. 28	Video: *Eye of the Storm* (Frontline; Time: 53 minutes)	----------	
	Week 9	Mar. 04	Verbal Messages: Linguistic Relativity & Comm. Styles	ᵀChpt. 6 (pp. 215-242 only)	
		Mar. 06	Verbal Messages: Language & Intergroup Behavior	ᵀChpt. 6 (pp. 243-259 only)	
			March 10-17 Spring Recess		
	Week 10	Mar. 18	Nonverbal Messages: Facial Expressions & Cues	ᵀChpt. 7 (pp. 262-277 only)	
		Mar. 20	Nonverbal Messages (cont.).	ᵀChpt. 7 (pp. 278-299 only)	
PART IV: ADAPTING & BUILDING COMMUNITY	Week 11	Mar. 25	**Exam II**		
		Mar. 27	Tourism: A Gateway to Cultures	----------	
			Mid-Semester Grades Reporting		
	Week 12	Apr. 01	Cultural Adjustment and Adaptation	ᵀChpt. 8	
		Apr. 03	Popular Culture and Intercultural Communication	ᵀChpt. 9	
			(Apr. 07: Last day to drop a class w/ mark of "W")		
	Week 13	Apr. 08	Development of Intercultural Relations	ᵀChpt. 10 (pp. 375-390 only)	
		Apr. 10	Development of Intercultural Relations (cont.)	ᵀChpt. 10 (pp. 391-414 only)	**Int. News** [Sun. 04/14]
PART V: INTERACTING W/ STRANGERS	Week 14	Apr. 15	Managing Conflict and IC-C	ᵀChpt. 11	
		Apr. 17	Managing Conflict and IC-C (cont.)		
	Week 15	Apr. 22	Communicating Effectively: Competent Communication	ᵀChpt. 12	
		Apr. 24	Communicating Effectively (cont.); Course Wrap-up		
	FINALS WEEK		**EXAM III (Friday, May 03, 2024)**		

*Course schedule/content subject to change at Instructor discretion   ᵀTextbook (Martin & Nakayama)   ᴮᵇBlackboard Reading