



## Course Number, Title and Credits

**COMU 315** - Intercultural Communication - 3 credits

## Course Catalog Description

This course explores the communications process from a variety of interfacing cultures and subcultures. Special emphasis is given to each culture's worldview and its impact on intercultural communications, through utilizations of traditional and new media. Students will apply communication theory through case studies and consider the value-added aspects of expanding diversity, equity and inclusion. 3 credits.

## Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

[Click here](#) to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

## Restrictions

None

## Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

## Additional Required Equipment and Facilities

None

## Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

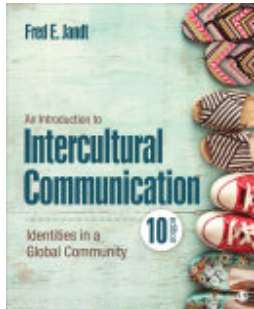
The [UMass Global online library](#) provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

## University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the [University Catalog](#).

## Required Textbooks



### **An Introduction to Intercultural Communication**

Identities in a Global Community

978-1544383866

An Introduction to Intercultural Communication equips students with the knowledge and skills to be competent and confident intercultural communicators. Best-selling author Fred E. Jandt guides readers through key concepts and helps them connect intercultural competence to their own life experiences in order to enhance understanding. Employing his signature accessible writing style, Jandt presents balanced, up-to-date content in a way that readers find interesting and thought-provoking. The Tenth Edition gives increased attention to contemporary social issues in today's global community such as gender identifications, social class identity, and immigration and refugees.

Fred E. Jandt

SAGE Publications

2020-07-24

10th ed.

520

All student textbooks are available at the University of Massachusetts Global Bookstore:

<https://www.bkstr.com/umassglobalstore>

## Course Learning Outcomes

By the end of the course students should be able to . . .

- define terms and theoretical models common to “cultural studies” and intercultural communication;
- explain how a culture’s worldview evolves and how cultural values shape communication practices and perceptions of messages;
- apply their understanding of high/low context, individualistic/collectivistic, and masculine/feminine/third gender contact cultures to real world case studies;
- measure the effects of a dominant culture’s hegemonic media and the disruptive potential of “new media”;
- recognize cultural differences to gain a better understanding of the value of greater diversity, equity and inclusion

# Major Study Units

Major Study Units:

Week One: Reflecting on your own Cultural and Tribal Identity

Week Two: Barriers to Intercultural Communication with the Other

Week Three: High-context and Low-context Cultures

Week Four: Feminine versus Masculine Cultures and Respect for Age (Global Cultures Signature Assignment)

Week Five: Other Genders and Sexual Orientation Cultures

Week Six: Disabled or Differently-abled Cultures, Ageism and questioning labeling

Week Seven: Shifting Cultural and Economic Borders

Week Eight: Bridging over Troubled Waters (Civic Engagement Signature Assignment)

# Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

# Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related

assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.

- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

## Letter Grade/Percentage Equivalent

### Grade Point System

(Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C - = 70%-73%	D - = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 59% and below

## Methods of Evaluation for Determining Grades

### Assignment Detail for Fully Online Course:

Assignments for Fully Online course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Week 4 SA Writing Assignment  **SIGNATURE ASSIGNMENT** for the ILO for Global Cultures	80 pts.
Week 8 SA Writing Assignment  **SIGNATURE ASSIGNMENT** for the ILO for Civic Engagement	80 pts.
Three Course Embedded Assessments - (10 pts. each)	30 pts.
Actively participate in eight weekly Discussion Boards. (45 pts. each)	360 pts.
Complete six regular weekly writing assignments. (75 pts. each)	450 pts.
	<b>Total:1,000</b>

### Class by Class Outline for Fully Online Course:

Week	Topics	Assignments
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<b>Week 1</b>	Reflecting on your own Cultural and Tribal Identity	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – Self-reflection essay on Cultural Identification (75 pts.)
<b>Week 2</b>	Barriers to Intercultural Communication with the Other	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Week Two Embedded Course Assessment (10 pts.) Writing Assignment – Overcoming barriers to intercultural communications case study paper (75 pts.)
<b>Week 3</b>	High-context and Low-context Cultures	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – Analysis of the case study on “high context” vs. “low context” cultures (75 pts.)
<b>Week 4</b>	Feminine versus Masculine Cultures and Respect for Age	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Global Cultures Signature Writing Assignment – Comparative global cultures essay based on the Belgian/French film “Fear and Trembling” (75 pts.)
<b>Week 5</b>	Other Genders and Sexual Orientation Cultures	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – Analysis of Supreme Court case studies on LGBTQ issues (75 pts.)
<b>Week 6</b>	Disabled or Differently-abled Cultures	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Week Five Embedded Course Assessment (10 pts.) Writing Assignment – The value-added of including differently-abled individuals essay (75 pts.)
<b>Week 7</b>	Shifting Cultural and Economic Borders	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – A position paper about the advisability of future enterprises such as the one between China and the U.S. documented in the film “American Factory” (75 pts.)
<b>Week 8</b>	Bridging over Troubled Waters	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.)

	Week Eight Final Embedded Course Assessment (10 pts.) Civic Engagement Signature Writing Assignment – A prospectus for creating a local community project to raise awareness of diversity issues (75 pts.)
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## Methods of Evaluation for Determining Grades

### Assignment Detail for Blended Course:

Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Week 4 SA Writing Assignment **SIGNATURE ASSIGNMENT** for the ILO for Global Cultures	75 pts.
Week 8 SA Writing Assignment **SIGNATURE ASSIGNMENT** for the ILO for Civic Engagement	75 pts.
Three Course Embedded Assessments (40 pt. total)	40 pts.
Actively participate in eight weekly in-class discussions or Discussion Boards. (45 pts. each)	360 pts.
Complete six regular weekly writing assignments. (75 pts. each)	450 pts.
	<b>Total:1,000</b>

### Class by Class Outline for Blended Course:

Week	Topics	Assignments
<b>Week 1</b>	Reflecting on your own Cultural and Tribal Identity	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – Self-reflection essay on Cultural Identification (75 pts.)
<b>Week 2</b>	Barriers to Intercultural Communication with the Other	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Week Two Embedded Course Assessment (10 pts.) Writing Assignment – Overcoming barriers to intercultural communications case study paper (75 pts.)
<b>Week 3</b>	High-context and Low-context Cultures	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.)

		Writing Assignment – Analysis of the case study on “high context” vs. “low context” cultures (75 pts.)
<b>Week 4</b>	Feminine versus Masculine Cultures and Respect for Age	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Global Cultures Signature Writing Assignment – Comparative global cultures essay based on the Belgian/French film “Fear and Trembling” (75 pts.)
<b>Week 5</b>	Other Genders and Sexual Orientation Cultures	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – Analysis of Supreme Court case studies on LGBTQ issues (75 pts.)
<b>Week 6</b>	Disabled or Differently-abled Cultures, Ageism and questioning labeling	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Week Five Embedded Course Assessment (10 pts.) Writing Assignment – The value-added of including differently-abled individuals essay (75 pts.)
<b>Week 7</b>	Shifting Cultural and Economic Borders	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Writing Assignment – A position paper about the advisability of future enterprises such as the one between China and the U.S. documented in the film “American Factory” (75 pts.)
<b>Week 8</b>	Bridging over Troubled Waters	Textbook readings and articles In-class and/or Discussion Board activities (45 pts.) Week Eight Final Embedded Course Assessment (20 pts.) Civic Engagement Signature Writing Assignment – A prospectus for creating a local community project to raise awareness of diversity issues (75 pts.)

## UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with [Section 504 of the Federal Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990 \(ADA\)/Americans with Disabilities Act Amendments Act of 2008 \(ADAA\)](#). Registration with OAE is on a voluntary, self-identifying basis. Please visit the [Office of](#)



[Accessible Education \(OAE\) website](#) for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

## UMass Global's CARES Team

The [CARES team](#) is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing [cares@umassglobal.edu](mailto:cares@umassglobal.edu) or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

## UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at [civilrightscomplaints@umassglobal.edu](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy](#)