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| **COURSE SYLLABUS**  **INTERCULTURAL COMMUNICATION**  **COM 201.1**  Spring 2021 Thursday, 14:45 – 17:30  Dr. Karen Grunow-Hårsta, Ph.D.  karen.grunow[@aauni.edu](mailto:%20eva.eckert@aauni.edu)  Room: MSTeams  Office hours: Thursday 13:45 – 14:45  and by appointment | | |  | |
| **Credits US/ECTS** | 3/6 | **Level** | | Intermediate | |
| **Length** | 15 weeks | **Pre-requisites** | |  | |
| **Contact hours** | 42 hours | **Course type** | | Bachelor Elective | |

1. **Course Description**

Intercultural Communication (ICC) is an intermediate course which examines the intersection of language, communication, community and culture. It presents differing perspectives on issues central to ICC and explores cultural and linguistic diversity and contact, and language endangerment. It examines the formation of identity, such as gender, status and ethnicity, and culture through language.

1. **Student Learning Outcomes**

Upon successful completion of COM 201 the student will have:

* comprehended the concepts of communication, culture and language from diverse theoretical perspectives;
* studied their interconnection and application in various linguistic cultures;
* analyzed key readings on ICC;
* understood the implications and effects of language contact;
* explored, questioned and compared communicative strategies and language rituals across cultures;
* assessed factors complicating intercultural communication; i.e., ethnicity, privilege, social inclusion and exclusion, migration and globalization;
* collected and evaluated data in order to explore issues and topics in ICC first-hand;
* presented a research report which examines and explains an ICC issue;
* written a research paper.

1. **Reading Materials:** Both required and recommended readings are listed in detail the course schedule and are uploaded to Neo.
2. **Teaching Methodology:** COM201 is taughtas a combination of lecture and seminar. Topics are introduced in class and in readings. Students are guided through research and analysis of these topics. Students also independently investigate, collect, analyse and present data on assigned topics.

In order to accommodate both remote and on-campus students, lectures will be recorded. Remote students are encouraged to join the live streamed class. Part of class time will be dedicated to individual live and remote consultations.

1. **Course Schedule**

Readings and assignments are posted on Neo**.**

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|  | **Lecture Topics and Assignments** |
| **Lecture**  **1**  Feb. 11 | **Course Introduction**  **Language & Communication**  **Human & Non-human communication**  **Verbal & Non-verbal communication & Cultural contrasts**  **Required material for this class** *(posted on Neo)*:  Rowe, B. & D. Levine “The Nature of Communication” & “Skepticism over Ape Language studies”  Sperber, D. “How do we communicate?”  Kanzi in the kitchen <https://www.youtube.com/watch?v=KxmvRpnVXJQ>  Kanzi’s first phone call <https://www.youtube.com/watch?v=AJ_3l1z5r0s>  **Additional Recommended Material**  Speaking in Tongues: The History of Language - Episode # 1 Let There Be Words <https://www.youtube.com/watch?v=OuUAPVFFCRQ>  Tannen, D. “The Pragmatics of Cross-cultural Communication”  Matsumoto D. & H. Hwang “Non-verbal Communication” Bowden, M. “The Importance Of Being Inauthentic” <https://www.youtube.com/watch?v=1zpf8H_Dd40> ***(Assignment 1: Non-Verbal Communication or Politeness & Face Saving: See instructions and due dates on Neo)*** |
| **Lecture**  **2**  Feb. 18 | **Language & Culture: What is culture?**  **Politeness & Face**  **Address & Greetings**  **Culture Clash**  **Required material for this class; read or view before class** *(posted on Neo)*:  Wardhaugh, R. “Address terms and politeness”  Griffin, E. “Face Negotiation Theory of Stella Ting-Toomey” Kim, K. “What is Behind "Face-Saving in Cross-Cultural Communication?” Bourrelle, J. “How Culture Drives Behaviours” <https://www.youtube.com/watch?v=l-Yy6poJ2zs> **Additional Recommended Material**  Ogiermann, E. “Politeness and in-directness across cultures: A comparison of English, German, Polish and Russian requests”  Goddard C. & A. Wierzbiczka “Cultural Scripts”  Cheng, W. “Speech acts, facework and politeness” |
| **Lecture**  **3**  Feb. 25 | **Data Presentation Assignment 1:** **Non-Verbal Communication or Politeness & Face Saving**  *(10 min. presentation + 5 min discussion & questions) See Neo for date of submission of written report)*  **Language & the Mind: Linguistic Determinism & Relativity**  **Required material for this class; read or view before class** *(posted on Neo)*:  Bergmann, A., K. Hall & S. Ross“Language and Thought” 13.3  Wardhaugh, R. “Words and Culture”  **(*Assignment 2 Linguistic Determinism: Summary and Comparison: See due date on Neo)*** |
| **Lecture**  **4**  Mar. 4 | **Conversation: Principles & Maxims**  **Relevance theory**  **Required material for this class; read or view before class** *(posted on Neo)*:  Bergmann, A., K. Hall & S. Ross “Rules of Conversation & Drawing Conclusions” 7.2 -7.3  Crystal, D. “Pragmatics” https://video.search.yahoo.com/search/video?fr=mcafee&p=david+crysta%3B+pragmatics+youtube#id=1&vid=7a3f1eccf967e0f971e9666f6b7a66d8&action=click  Grice, P. “Logic and Conversation”  **Additional Recommended Material**  Wilson. D & D. Sperber “Relevance Theory”  Allott, N. “Relevance Theory”  ***(Assignment 3: Conversation Analysis or Code Switching / Code-mixing: See instructions and due dates on Neo)*** |
| **Lecture**  **5**  Mar. 11 | **Test 1 *(Timed 2.5 hour open-book test given and submitted on Neo)*** |
| **Lecture**  **5**  Mar. 18 | **Languages & Dialects:**   * **Dialect continuums** * **Regional & Standard Dialects** * **Prestige dialects** * **Prescriptivism vs. Descriptivism** * **Language as Symbolic Capital** * **Overt & Covert Prestige**   **Required material for this class; read or view before class** *(posted on Neo)*:  McWhorther, J. “What’s a Language Anyway?”  La France, A. “Teens Aren't Ruining Language”  Bergmann, A., K. Hall, & S. Ross, “Language Variation” 10.1- 10.4  Labov and dialects [https://www.you tube.com/watch?v=aL0--f89Qds](https://www.youtube.com/watch?v=aL0--f89Qds)  Wired Accent Tour <https://www.youtube.com/watch?v=H1KP4ztKK0A>  **Additional Recommended Material:**  Speiser, M. “The Eleven Nations of the United States”  Chomsky on language change and dialects <https://www.youtube.com/watch?v=hdUbIlwHRkY> |
| **Lecture 7**  Mar. 25 | **Linguistic Codes:**   * **Bilingualism** * **Multilingualism** * **Speech Communities** * **Codeswitching** * **Codemixing**   **Required material for this class; read or view before class** *(posted on Neo)*:  Wardhaugh, R. “Codes”  Thompson, M. “Five reasons people codeswitch”  John McWorther “Talking Back, Talking Black” <https://www.youtube.com/watch?v=eoWGx060lyA>  **Additional Recommended Material**  Griffin, E. “Communication Accommodation Theory of Howard Giles”  WHRO Codeswitching <https://www.youtube.com/watch?v=gO7cjyEYtGM&t=3005s> |
| **Lecture**  **8**  Apr. 1 | **Data Presentation Assignment 3** **Conversational Analysis** or **Codeswitching / Codemixing**  *(10 min. presentation + 5 min discussion & questions. See Neo for date of submission of written report)*  **Language & Gender:**   * **Crosslinguistic gender codes** * **Genderlects** * **Public and private talk** * **Gender bias**   **Required material for this class; read or view before class** *(posted on Neo)*:  Mooney A. & B. Evans “Language and gender”  Griffin, E., “Genderlect styles of Deborah Tannen”  Deborah Tannen - You’re The Only One I Can Tell: Inside the Language of Women’s Friendships  <https://www.youtube.com/watch?v=uZ5rWGYboSs> Pinker, S. “The Truth Cannot be Sexist - Steven Pinker on the biology of sex differences” <https://www.youtube.com/watch?v=n691pLhQBkw>  **Additional Recommended Material:**  Sedivey, J. “Donald Trump talks like a woman”  Tannen, D. “Ethnic style in male-female conversation”  Tannen, D. “The Power of Talk”  White, K., Crites, S., Taylor, J. & Corral, G. “Wait, what? Assessing stereotype incongruities using the N400 ERP component”  Osterhout, L., M. Bersick & J. Mclaughlin “Brain potentials reflect violations of gender stereotypes”  Fairbairn, B. & K. Eccleston “Putting on the Dish: Polari” <https://vimeo.com/125398425> MacDonald, Fiona ‘Polari’ <http://www.bbc.com/culture/story/20170726-the-secret-language-that-broke-taboos> ***(Research Project Proposal Assignment: See instructions and due dates on Neo)*** |
| April 8  No class | **MIDTERM BREAK** |
| **Lecture**  **9**  Apr. 15 | **Language & Identity:**   * **Speech Communities and networks** * **Common ground and memes** * **Ethnicity** * **Crossing** * **Reclaiming terms**   **Required material for this class; read or view before class** *(posted on Neo)*:  Bergmann, A., K. Hall & S. Ross “Identity” 13.1  Fantini, A. “Language: Its Cultural and Intercultural Dimensions”  Ricardi, P. “Cross Cultural Communication” <https://www.youtube.com/watch?v=YMyofREc5Jk>  **Additional Recommended Material:**  Cutler C. “Yorkville Crossing”  Fishman, J. “Language and Ethnicity” |
| **Lecture 10**  Apr. 22 | **Language Contact:**   * **Ethnolects** * **Multiethnolects** * **Lingua Francas** * **Pidgins and Creoles**   **Required material for this class; read or view before class** (posted on Neo):  Bergmann, A., K. Hall, & S. Ross “Language Contact”  McWhorther, J. “How immigration changes languages”  What are Creoles and Pidgins? And What`s the Difference? <https://www.youtube.com/watch?v=qqJI7SdS9Gg>  **Additional Recommended Material:**  Pillar, I. “English the non-language”  Lingua Franca <https://www.youtube.com/watch?v=a9ZdC6wZnks>  **Assignment 4: Pidgins** *(This will be done in part in class. See Neo for date of submission of written report)*  **Research Project Proposals Due** (*See Neo for instructions and due date)* |
| **Lesson 11**  Apr. 29 | **Language Change:**   * + **Shift**   + **Imperialism**   + **Endangerment**   + **Death**   **Required material for this class; read or view before class** *(posted on Neo)*:  Bryson, B. “The future of English”  Crystal, D. “Language death”  Gavin, M. *“*Why cultural diversity matters” <https://www.youtube.com/watch?v=48RoRi0ddRU>  Why Did English Become the International Language?  https://www.youtube.com/watch?v=iqDFPU9YeQM  **Additional Recommended Material:**  Thurman, J. “Can dying Languages be saved?”  McWhorther, J. “What the world will speak in 2115”  **Review for test** |
| **Lecture 12**  May 6 | **Test 2**  **Research project consultations** |
| **Lecture 13**  May 13 | **Student Presentations of Research Projects** (*See assignment on Neo)*  **( 20 min. + 10 min. discussion)** |
| **Lecture 14**  **May 20** | **Student Presentations of Research Projects** (*See assignment on Neo)*  **( 20 min. + 10 min. discussion)** |
| **May 27** | **Submission of Written Research Projects** (*See assignment on Neo)* |

1. **Course Requirements and Assessment (with estimated workloads)**

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| **Assignment** | **Workload**  150 hours | **Weight in Final Grade** | **Student Learning Outcomes** | **Evaluated Institutional Learning Outcomes** |
| Participation | 42 hours | 10% | Students are expected to participate and be prepared to contribute positively to ALL discussions. Peer evaluations for assignments will impact this grade | (1, 2, 3) |
| Assignments and presentations  (2 x 7% + 2 x 3%) | 30 hours | 20% | Students are expected to collect, test and analyze data on assigned topics and to present findings in class in a cogent manner, as well as to submit a written report. | (1, 2, 3) |
| Tests  (2 x 15%) | 20 hours | 30% | Students are expected to demonstrate comprehension of course material as presented in lectures and readings. | (1 ,2) |
| Research proposal | 10 hours | 10% | Students are expected to research and write a well-organized research proposal on an issue relevant to ICC | (1,2,3) |
| Research presentation | 10 hours | 10% | Students are expected to research and present an issue relevant to ICC in a cogent oral presentation, and to respond to questioning and feedback. | (1,2,3) |
| Research paper | 28 hours | 20% | Students are expected to write a research paper on an issue relevant to ICC. The paper should demonstrate evidence of original research, critical thought and analysis. Students will also submit a peer evaluation. | (1,2,3) |

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

1. **Detailed assessment breakdown of the assignments**

**Attendance and participation**

**Assessment breakdown**

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| --- | --- |
| **Assessed area** | **Percentage** |
| Preparedness  Active engagement | 50% |
| Positive, constructive contribution to discussions and presentations, and the application of relevant course concepts | 50% |

**Data assignments**

**Assessment breakdown**

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| --- | --- |
| **Assessed area** | **Percentage** |
| Oral presentation (structure, content & relevance, style & clarity) | 50% |
| Written submission (structure, content & relevance, style & clarity and grammatical accuracy) | 50% |

**Test 1 & 2**

**Assessment breakdown**

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| --- | --- |
| **Assessed area** | **Percentage** |
| Comprehension and application of course material | 100% |

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| --- | --- |
| **Assessed area: Research proposal** | **Percentage** |
| Organization: clarity and logical development | 30% |
| Content: salient, original, well-researched with evidence of development and critical thinking. | 30% |
| Style: appropriate register, word choice, syntax and conciseness and clarity | 20% |
| Accuracy: spelling, grammar, punctuation, correct citation format and work cited. | 20% |

**Research presentation**

**Assessment breakdown**

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Organization: clarity and logical development | 30% |
| Content: salient, original, well-researched with evidence of development and critical thinking. | 30% |
| Delivery: language quality, appropriateness, conciseness and clarity | 20% |
| Positive interaction with peers and response to feedback | 20% |

**Research Report**

**Assessment breakdown**

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| --- | --- |
| **Assessed area** | **Percentage** |
| Structure: clarity and logical development use of section headings | 30% |
| Content: salient, original, well-researched with evidence of development and critical thinking. | 45% |
| Style: appropriate register, word choice, syntax and conciseness and clarity | 10% |
| Accuracy: spelling, grammar, punctuation, correct citation format and work cited. | 10% |
| Peer Evaluation | 5% |

**Written Assignment Format:**

All submitted assignments should be typed in Times New Roman 12pt. font and double-spaced. Assignments should have a cover page with a title, class name, student name and number, instructor’s name and the date. Pages should be numbered and have one inch margins. Written assignments will be submitted electronically in a single file via TURNITIN The file name should be the student’s last and first name, assignment and class, e.g., Smith.John.Assignment 1.COM201.

## **General Requirements and School Policies**

## **General Requirements**

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

## **Electronic Communication and Submission**

The university and instructors shall only use students’ university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: “COM101-1 Mid-term Exam. Question.”

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

## **Attendance**

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic. The class is interactive, attendance is strongly recommended. Students are graded on participation. Remote students who cannot attend the live streamed lecture will be required to provide alternative assignments.

## **Absence Excuse and Make-up Options**

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Dean of Students. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if the student submits an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor of the absence in advance.

Students whose absence has been excused by the Dean of Students are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

## **Late work**

## Please follow the deadlines. Late submissions will be penalized at the discretion of the instructor and may not be accepted.

## **Electronic devices**

Any electronic devices (phones, tablets, laptops…) may be used only for class-related activities (taking notes, looking up related information…). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the exams.

## **Eating is not allowed during classes.**

## **Cheating and disruptive behavior**

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

A student engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior, the student will be expelled from the exam, and the exam will be marked as failed.

## **Plagiarism and Academic Tutoring Center**

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at

< <http://go.turnitin.com/paper/plagiarism-spectrum> >) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; to self-plagiarise.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text’s original wording and/or structure.

As the minimum policy, the types of plagiarism from 1 through 8 result in a failing grade for the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail a disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: < http://atc.simplybook.me/>

**Students with Disabilities** are asked to contact their lecturer as soon as possible to discuss reasonable accommodation.

**9. Grading Scale**

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| **Letter Grade** | **Percentage** | **Description** |
| A | 95 – 100 | **Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A- | 90 – 94 |
| B+ | 87 – 89 | **Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83 – 86 |
| B- | 80 – 82 |
| C+ | 77 – 79 | **Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73 – 76 |
| C- | 70 – 72 |
| D+ | 65 – 69 | **Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60 – 64 |
| F | 0 - 59 | **Fail**. The student has not succeeded in mastering the subject matter covered in the course. |

Submitted by: Karen Grunow-Hårsta

Approved by: School of Humanities and Social Sciences