

<b>CJ301 <i>Inter-cultural</i> Communication Spring '02</b>
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### I. Overview:

The University Catalog notes that goals for ALL Communication and Journalism Majors includes the following:

1. Oral, written, and visual communication skills;
2. Research and information gathering skills;
3. Critical and analytical thinking skills; and
4. Awareness and knowledge of communication processes in diverse cultural, social, legal, and ethical contexts.

The overall function of this course is to reinforce those goals via particular subject matter.

### II. Catalog Description:

*"Develops an awareness, appreciation, and understanding of the complexity of communicating across cultures. Analysis and application of appropriate principles and theories."*

Instructors approach: I perceive this as another oral communication course wherein emphasis is placed on the acquisition of understanding theoretical basics which are directed toward cognizing particular, specific, and relevant **oral** communication skills. Such an approach demands two things of participants. **First**, consistent **attendance**, so as to allow you to share your abilities with others. **Second**, consistent **participation** in class activities -- via questions, responses, conversation, leadership roles, etc. That is, the only way I can begin to know and assess your progress in developing Intercultural oral communication skills is if you are here and participate.

### III. Course Objectives:

- 1) To **recognize** barriers to Intercultural communication.
- 2) To **know** the key Intercultural and interpersonal concepts.
- 3) To correctly **practice** the key Intercultural and interpersonal concepts.

### IV. Course Structure (General):

(Overview): As can be seen by the accompanying calendar, various "skills" are emphasized and rotated. These periods will be organized so as to allow for 1) lectures, 2) exercises (skills practice and acquisition) and 3) discussion. Additional, there are specific graded assignments (see "Grading" below).

### V. Course Structure (Specific):

For this term assume that you are walking into a new and unknown culture. I know what this culture is about, it is mine. I will inform you of the rules of this

culture. As with any Intercultural experience, learning ( and even becoming informed about) these rules will be difficult and take time. What is important is that you realize this is NOT merely a classroom exercise but experience in practical, everyday Intercultural communication. To misapply the rules of the culture of this class, or to forget them, is to offend the culture as a whole. This may lead to your embarrassment and even to exclusion from or chastisement by the rest of the culture (e.g. if you address the wrong person, address a person by the wrong title, enter the classroom (culture) inappropriately, others may take offense and not talk to you.)

#### VI. SUMMARY OF 301 CULTURE:

This is the Tvorne culture and herein you are a US-Tvorner. Or, if already a hyphenated person, add that culture also (e.g. Chinese-US-Tvorner). In any reference to yourself (especially in your papers) please indicate your ethnic background.

#### ABOVE ALL REMEMBER IN THE TVORNE CULTURE 'WHAT SEEMS LEAST IMPORTANT IS MOST IMPORTANT'.

- 1) We put a high priority on orality. What we say is more important and carries more weight than what is written (thus, no notes will be taken in class).
- 2) We show respect for others in the class by standing when we speak and when we speak we use words which suggest a collectivist culture -- e.g. we, our, us, this class, etc.
- 3) We are a call/response culture. Thus, when someone says something with which we agree, we respond aloud saying for example "Word", "Emmet", "Yes", "Right on", "A-Ho".
- 4) When we speak we use no hand gestures. To do so would suggest threat. Also, when talking, do not blink. To do so suggests lying.
- 5) We are a culture hierarchical by cultural survivability. We respect our elders, thus we will need to know period of time each person's culture has been in existence. So, when addressing someone whose lineage is older, we show respect by not looking directly at them and by addressing them as "Elder".
- 6) We are a "family." Thus, you need to know everyone. To facilitate this, you are to sit by different people each class period. In other words, move around.
- 7) We put great emphasis on artifacts -- objects which represent us. Thus, if you are not here, make sure that your "object" is here to represent you.
- 8) If you do miss a class, for any reason, you are expected to apologize to the whole class for your absence -- no excuse is to be given, just an apology. (This does NOT mean your absence is excused!)
- 9) We value other's cultures. Thus, participate in and report orally to the class on an intercultural experience you have this term. Base report on the intercultural concepts we study. (See grading)

#### VII. Texts:

Martin, Judith N, and Thomas K. Nakayama. (1997) Intercultural Communication in Contexts. 2nd. Ed. Mountain View, CA: Mayfield Publishing.

Gonzalez, Alberto, et al. (2000). Our Voices: Essays in Culture, Ethnicity, and Communication. 3rd. Ed. Los Angeles, CA: Roxbury.

**VIII. Grading:**

Self-Culture Paper: Feb. 22	10%
Book Analysis: March 22	15%
Bibliography: April 12	15%
Term Paper: May 3	20%
Midterm Examination: March 15	10%
Final Examination: Monday May 13, 3pm	10%
Adherence to Cultural Norms (Attendance and your behaviors/attitudes)	15%
Oral report on intercultural experience (Any class period before 12 <sup>th</sup> .week)	05%

**NOTE: Any assignments handed in late, i.e. in class on the date assigned, for any reason other than those noted as Authorized Absences in the UWEC Services and Standards manual will be lowered one full grade.**

**IX. CJ 301 Calendar:**

**WEEK ONE**  
Overview/Assignments  
Definitions/Models

**WEEK TWO**  
Lecture: Cultural Awareness  
Chapter 11/12 and Part 1 (Our  
Voices)  
Exercise

**WEEK THREE**  
Chapter 1/2  
Lecture: Cultural Acceptance  
Exercise (Proposal Due)

**WEEK FOUR/FIVE**  
Lecture: Self-Awareness  
(Self-Culture Paper  
Due Feb. 22)  
Chapter 3/4  
Exercise

**WEEK SIX/SEVEN**  
Lecture: Self-Disclosure  
Chapter 5/6 and Part 2 (Our Voices)  
Exercise

**WEEK NINE**  
Midterm Examination March 15

**WEEK EIGHT/NINE**  
Lecture: Message Skills  
Chapter 7/8 Exercise  
(Book Analysis Due March 22)

**SPRING BREAK MARCH 25- April 2**

**WEEK TEN/ELEVEN**  
Lecture: Flexibility  
Chapter 9 and Part 3 (Our Voices)  
Exercise

**WEEK TWELVE/THIRTEEN**  
Lecture: Conflict Management  
(Annotated Bibliography  
April 12)  
Chapter 10  
Exercise

**WEEK FOURTEEN**  
Lecture: Stress  
Chapter 11 and Part 4 (Our Voices)  
Exercise

**WEEK FIFTEEN/SIXTEEN**  
Lecture: Ambiguity  
Chapter 12  
Exercise (Term Paper Due May 3)

Final Examination, Monday May 13,  
3pm

**X. CJ 301 Assignments:**

**NOTE: We are not studying the culture as a whole, rather the ORAL/INTERCULTURAL COMMUNICATION aspects of that culture. That is, we are studying WHAT PEOPLE SAY TO EACH OTHER.**

**Paper Form: Use a particular stylebook and stay within its norms. NOTE: For our purposes in this course, please DO NOT PARAPHRASE. I need to know which ideas are yours and which belong to your sources. Thus, there should be a balance between your ideas and those of your sources -- so USE DIRECT QUOTATIONS. See bottom of pg. 6 for further hints,**

**1) SELF-CULTURE PAPER. 3-5 typed double-spaced pages (Due Feb. 22) concerning your own culture (Not that of the USA), as passed on to you by your parents, grandparents and great-grandparents. Discuss, for example, origins, reasons for coming to this land, names, name derivations and other relevant cultural aspects such as celebrations, names, and foods. Use at least 5 scholarly sources of at least three different types to support your ideas. Include at least one precise quotation from each source. When you interview your family members, be sure to take careful notes so you can also include direct, specific quotations from them in your paper. See page 6 for grading details. On the bottom of the cover/title page please include bibliographic data (author, title, city, publisher, and date) of the writers stylebook you will use for your written materials. APA is the standard in this department.**

**2) TERM PAPER: Minimum total 25 pages. This will be a four part project, (A,B,C,D below) each part typed, double-spaced, with numbered pages and appropriate margins. On the bottom of the cover/title page please include bibliographic data (author, title, city, publisher, and date) of the writers stylebook you will use for your written materials. APA is the standard in this department.**

- A) A typed, double-spaced brief PROPOSAL outlining and detailing the topic –See below (Due Feb. 22-ungraded)**
- B) A typed, double-spaced, detailed book analysis based on criteria presented on page 7 (Due March 22). See page 6 for grading details.**
- C) A typed, double-spaced annotated bibliography of at least 25 sources using the book analysis criteria (Due April 12). See bottom of page 7 for details.**
- D) The term paper itself (Due May 3). See top of page 6 for grading details and bottom of page 8 for information on scholarly sources.**

**PROPOSAL: The paper TOPIC must be specific to ORAL/INTERCULTURAL COMMUNICATION. It will include:**

- 1) the definition and discussion of the ORAL ASPECTS of the culture you are considering (e.g. China, Zulu, Sweden, etc.),**
- 2) the main concept ( Power Distance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, or Time Orientation), and**
- 3) the interpersonal skill you are studying (self-awareness, self-disclosure, message skills, conflict management, flexibility, stress reduction, or ambiguity reduction).**

**NOTE: For the term paper itself use the following as BOLD, ALL CAPS. HEADINGS, & organize your paper in five sections: 1) INTRODUCTION/THESIS, 2) OVERVIEW OF ORAL ASPECTS OF THE CHOSEN CULTURE, 3) DEFINITION OF INTERCULTURAL CONCEPT, 4) DEFINITION OF INTERPERSONAL CONCEPT, 5) DISCUSSION (bringing culture and the two concepts together with specific ORAL examples), and 6) CONCLUSION.**

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## XI. Criteria for Assessment of Written Assignments & Exams

For a grade of "A" the student will reflect the ability to:

1. Synthesize scholarly ideas **BEYOND** material available in class discussion, text, personal experience and knowledge.
2. Clearly distinguish between your ideas and those of your sources.
3. Asks **UNIQUE** questions.
4. Develop substantial thought and critical analysis;
  - a. Separate fact from inference and value judgment.
  - b. Utilize evidence which follows from sound reasoning.
  - c. Use substantial evidence (facts, examples, quotations).
  - d. Use critical sources and evidence.
  - e. Avoid inappropriate or excessive use of value judgments.
5. Organize, develop and amplify **UNIQUE** ideas.
6. Recognize and express differing points of view.

For a grade of "B" the student will reflect the ability to:

1. Synthesize scholarly ideas **BEYOND** materials available in class discussion, text, personal experiences and knowledge.
2. Clearly distinguish between your ideas and those of your sources.
3. Show clear signs of critical thought and analysis.
4. Answer questions clearly.
5. Organize, develop, and amplify ideas.
6. Clearly express and defend ideas and arguments.

For a grade of "C" the student will reflect the ability to:

1. Explore general questions.
2. Clearly distinguish between your ideas and those of your sources.
3. Use limited analysis and evidence.
4. Organize, develop, and amplify familiar ideas.
5. Use appropriate and proper research form.
6. Use appropriate and proper grammatical form.
7. Use an appropriate writer's style manual in a consistent manner.

NOTE: DO NOT use the text as a source other than for framing the question you are exploring and DO NOT use generic sources (dictionaries, encyclopedias) as support or evidence. Further, **DO NOT use WEBSITES UNLESS** you can cite the author, show why that author is an expert on the subject in question and clearly indicate the **evidence** they are using to support their claims -- i.e. do not merely pose their summations/conclusions.

## XII. A FEW HINTS REGARDING WRITING FORMALITIES.

1. Provide a clear and precise thesis statement – "In this paper I will . . . . ."
2. Enumerate consistently (e.g. First, Second, Third -- not Firstly, next, finally)
3. DO NOT PARAPHRASE SOURCES. USE DIRECT QUOTATIONS
4. Know the rules about ellipses -- period, space, period, space, etc.
5. DO NOT use quotation marks if quotation is more than 40 words. Set it off.
6. RE: Authors. Say WHO they are and reference their EVIDENCE (not their conclusions).
7. Know the difference between "quote" and "quotation", "over" and "more than".

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8. NUMBER PAGES

9. Underline or Italicize ALL titles (books, movies, TV programs, etc.) Do not use quotation marks.

### **XIII. Questions Relevant to the BOOK ANALYSIS**

The following is a list of questions you should learn to ask (and try to answer) in relation to all texts you use (for any course, not only this one). These are not all-inclusive of the questions one might ask, nor do they suggest that a "yes" answer means the source is a good one, or a "no" means it is a bad one.

However, as reader/researcher you should be able to carefully discern answers to such questions in order to help you make substantive decisions about the merit of the text under consideration.

PLEASE PROVIDE A DIRECT AND SPECIFIC QUOTATION FROM YOUR CHOSEN TEXT(S) TO SUPPORT YOUR ANSWER TO EACH QUESTION. PLEASE NOTE THE PAGE NUMBER IN PARENTHESIS AT THE END OF THE QUOTATION.

1. What is the motivation behind this study?  
What major question is the writer asking?
2. What subsidiary questions are being asked?  
How do they relate to the major question?
3. What types of information (Primary-secondary-tertiary) are being used to answer the questions in order to validate the argument?
4. How effectively does this information and the writer's general methodology seem to fit the nature of the question(s)?  
How does the writer substantiate and report this information?
5. What types of biases or fallacies do you detect on the part of the writer?  
(Can you detect biases on your own part toward the topic?)
6. How does the investigation lead to any issues outside the topic?
7. What have reviewers said about this work?
8. If you were to re-write this study, what would you change? Why?

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### **XIV. Criteria for Grading Annotated Bibliography**

1. Proper and consistent use of bibliographic form. Although APA is the standard in the Communication Department, you may use a style book of your choosing.  
BE SURE TO CITE IT ON THE COVER PAGE OF YOUR PAPERS.
2. Thoroughness--Use a variety of SCHOLARLY sources (e.g. journals, texts, critical reviews, dissertations/theses, interviews).
3. Use the questions cited above as the basis of your work. Cite the question precisely. You need not use all 8 questions but do use at least one question for each citation in your bibliography.

4. To support the annotation, use a DIRECT and SPECIFIC quotation from the source.
5. Organize your bibliography in three categories-- 1) the country, 2) the intercultural concept, and 3) the interpersonal concept.

## XV. Suggested Starting Points for Your Research

AVOID strictly journalistic sources -- e.g. newspapers, news magazines, etc., and generic sources -- e.g. dictionaries, encyclopedias, etc.

Main sources;

Index to Journals in Communication Studies (On Reserve)

On Table 3A -- Communication Abstracts

Linguistics and Language Behavior Abstracts

Abstracts in Anthropology

Dissertation Abstracts (On-line)

Ethnic Newswatch (Computer)

Speech Journals: Central States Speech Journal, Southern States Speech Journal,  
Western States Speech Journal

WEB References:

<http://www.uiowa.edu/~commstud/resources/index.html>

<http://www.aber.ac.uk/~dgc/media/html>

Other Scholarly Material:

American Anthropologist

Communication Monographs

Journal of Cross-Cultural

Psychology

Quarterly Journal of Speech

Communication Quarterly

Communication Studies

Journal of Interdisciplinary History

Journal of International Affairs

Journal of InterAmerican Studies  
and World Affairs

Journal of Latin American Studies

Journal of Japanese Studies

Journal of Jewish Studies

Journal of Ethnic Studies

Journal of European Studies

Journal of Afro-American Issues

Journal of International

Economics

Palestine Perspectives

Palestine Digest

Journal of Southeast Asian

Studies

Modern Asian Studies

Harvard Journal of Asiatic Studies

Journal of Asian Studies

NOTE RE: SCHOLARSHIP AND SCHOLARLY SOURCES: In the context of University study, scholarship is evidence for the assertions set forth which comes from people who are specialists in the subject area. Therefore, when citing scholarly sources do two things: 1) tell us why the person you are citing is a relevant authority on the subject -- having an opinion is not what we are looking for. If you are talking about communication among students you do not ask a roommate. You ask someone who has studied many students (and for our purposes someone with an advanced degree in that field), 2) tell us what evidence the source uses to support the position they are taking -- DO NOT merely tell us their summation.

As such is the case, most all the "sources" you will need for this course can be found ON CAMPUS. There are some 600-700 professors on campus all of whom fit the above definition. Do NOT ask an international student for an opinion. Such a

source will not be accepted as scholarly. In other words, look for people who actually study the subject under consideration, not just people who might be interested in the subject.