

George Mason University
Honors 230, Cross-Cultural Communications
COURSE SYLLABUS – Spring 2017

Course: HNRS 230.003
Days/Time: TH, 9:00 am - 10:15 am
Location: Thompson Hall 1017

Instructor: Megan Patrick
Email: mpatric9@gmu.edu (best method of communication)
Prerequisite: HNRS 110 Research Methods

COURSE OBJECTIVE AND DESCRIPTION

This course in cross-cultural communications is designed to provide students with the fundamental principles to understand the diverse cultures that inform the operations of a 21st century professional environment.

The course will explore how professional language, behavior, work practices, and organizations are shaped by culture and interpreted through one's own cultural locus. By establishing mindfulness of our own cultural programming, as well as an understanding of the obstacles to cross-cultural engagement, participants will build the necessary skill set to navigate the contemporary workplace.

COURSE GOALS

Students will:

1. Develop awareness of their own cultural norms and values;
2. Learn about the ways people from different cultural backgrounds think, communicate, and behave based on the value systems, worldviews, and narratives that ground them;
3. Explore the obstacles and dynamics that arise in cross cultural interactions;
4. Learn ways to approach interaction with those who exhibit a different worldview, value system, or communicative style; and
5. Explore how effective cross-cultural communication is applied in various academic and professional environments.

REQUIRED TEXTBOOKS

Ting-Toomey, S., & Chung, L. C. (2012). Understanding Intercultural Communication, Second Edition. New York: Oxford University Press.

COURSE EVALUATION AND GRADING

Note: all assignment overviews will be available on Blackboard under the assignments link. Hard copies will not be distributed in class.

Grading Scale

A+ 100	B 86-84	C- 73-70
A 99-94	B- 83-80	D 69-60
A- 93-90	C+ 79-77	F Below 60
B+ 89-87	C 76-74	

PARTICIPATION, 20% of grade

For this course, *as well as every course you take in the future*, come to class prepared as to why this specific reading was assigned. What is the author's main point? How does it fit into the overall theme of the subject? Be able to intelligently respond to the course material by having read assigned chapters and/or articles.

Engage in class dialogue without distraction from phones, laptops, etc. Class attendance will be taken regularly and punctuality is expected. If you have an emergency circumstance, please notify me before class via email and provide any relevant documentation.

Important:

Due to the sensitive and personal nature of cultural identity, it is required that all participants recognize the impact of their words and opinions on their classmates. Please, however, do not avoid difficult issues. Expect difference of opinion, but be mindful of 1) one's own defensiveness, and 2) one's aggression in voice or tone.

Please anchor your comments and contributions from the readings, rather than reactionary emotion.

You are responsible for creating an environment that allows constructive, productive challenge. Take ownership of getting the most out of this course as possible.

WEEKLY ASSIGNMENTS, 20% of grade

Read the assigned chapters and articles by Tuesday's class each week. A short writing assignment based on the readings will be posted to Blackboard Monday afternoon and due to my inbox by class Wednesday. If the assignment is submitted late, expect partial credit.

In the subject line of your email, include: Name, Section, Date MO.DY.YR

TWO PAPERS, 60% of grade

Expository, MLA style, 5+ paragraph format
1-inch margins
2.0 line height (double-spaced)
No extra spacing after paragraphs
12-point typeface (Times New Roman)

By participating in this writing-intensive course, you will receive one round of reviews/edits for the first paper. The instructor will provide the edits for the first paper and a peer for the second. You are responsible for addressing corrections and comments after each review. The markup after the second round will determine your final grade for each paper.

Paper #1	Round 1 due 03.23.17	Professor review and feedback	Round 2 due 03.30.17
Paper #2	Round 1 due 05.2.17	Peer review and feedback	Round 2 due 05.9.17

For each day a paper is submitted after the due date, it will drop a half letter grade down after grading.

Go to the Writing Center

Make an appointment with the Writing Center for every paper well before they are due.

Robinson Hall, Room 114A

Monday-Thursday, 10:30 - 6:30

Friday, 9:30 - 2:30

writingcenter.gmu.edu/tutoring/make-an-appointment

UNIVERSITY POLICIES AND RESOURCES

Digital Communication

All correspondence regarding this course should be sent from a George Mason email account. Students can expect a response to an email within 24 hours from the time sent.

Code of Student Conduct

<http://studentconduct.gmu.edu/university-policies/code-of-studentconduct/>

Honor Code

<http://oai.gmu.edu/honor-code/>

Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously. No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to

this rule is information termed general knowledge—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.” Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

Accommodations for Disabilities

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office for Disability Services (SUB I, Rm. 4205; 993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs. Both GMU and the instructor will do everything possible to accommodate any specific needs.

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

TENTATIVE WEEKLY SCHEDULE

Date	Topic	Reading Assignment
Jan 24, 26	Welcome, Course Overview, Why Study Intercultural Communication	Ting-Toomey/Chung — Ch 1
Jan 31, Feb 2	What is Intercultural Communication Flexibility?	Ting-Toomey/Chung — Ch 2
Feb 7, 9	The Deep Structure of Culture	Martin/Nakayama – Ch 3
Feb 14, 16	What are Essential Cultural Value Patterns?	Ting-Toomey/Chung — Ch 3
Feb 21, 23	History and Intercultural Communication	Martin/Nakayama – Ch 4
Feb 22, 24	Communicating Identity and Worldview	Martin/Nakayama – Ch 5
Feb 28, March 2	What are Keys to Understanding Cultural and Ethnic Identities?	Ting-Toomey/Chung — Ch 4 Intro to American Nations , by Colin Woodard Optional: Life May Differ In Your Region Up in Arms
March 7, 9	Whiteness Masculinity	On Being White and Other Lies , by James Balwin “The Souls of White Folk” by W.E.B. Du Bois. The Possessive Investment in Whiteness: How White People Profit from Identity Politics , Intro and Ch 1 The Social Organization of Masculinity and HEGEMONIC MASCULINITY Rethinking the Concept , both by RW Connell
Spring Break		
March 21, 23	Verbal Communication and Culture	Ting-Toomey/Chung — Ch 6 “The Power of Talk: Who Gets Heard and Why,” Deborah Tannen
March 28, 30	Language and Intercultural Communication	Martin/Nakayama – Ch 6 Politics and the English Language , by

		George Orwell
April 4, 6	Nonverbal Communication Across Cultures	Ting-Toomey/Chung — Ch 7
April 11, 13	Bias and Outgroups	Ting-Toomey/Chung — Ch 8
April 18, 20	Culture, Communication and Conflict	Ting-Toomey/Chung — Ch 9
April 25, 27	Culture, Communication and Conflict	Martin/Nakayama - Ch 11
May 2, 4	Ethical Intercultural Communication Practices	Ting-Toomey/Chung — Ch 12