

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 345 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add COMM 345 to the cultural literacy menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-15-2022 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	COMM345 Intercultural Communication
Terms offered:	Fall, Spring
Catalog description:	Stresses understanding of contrasting cultures and ways of communicating with individuals and groups from around the world as well as co-cultures within the United States. May be used to satisfy University Requirements.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	COMO 345

Other general education menus on which the course appears or you are applying for:	N/A
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

COMM345 – Intercultural Communication is based on the premise that to navigate all aspects of life in the modern world, an individual must be aware of cultural differences to successfully interact with people of different nationalities, ethnicities, backgrounds, etc. This includes acquiring knowledge, attitudes, and skills that will be appropriate, effective, and adaptive. The five course objectives (see syllabus) directly address these goals. COMM345 fits the outcomes of the Cultural Literacy menu. The objectives align with the stated Cultural Literacy outcomes “to demonstrate competent discourse in global, historical, and cultural experiences of diverse populations” (B1), “to understand the interconnectedness of human exp[erience with a posture of humility while celebrating difference” (B2), and working towards “interrogating one’s internal and external views and values for greater self-awareness” (B3).

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.

- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.

- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	The entire course is centered on learning about cultural/ethnic differences, divergent perspectives, worldviews, values, norms, and practices. All of this is geared towards becoming flexible intercultural communicators. A typical class session consists of a short lecture over the reading for the day, followed by either an intercultural simulation activity, or a group mini case study. There are also 3 major group case studies during the course of the semester.
Outcome B2	Understanding the interconnectedness of human experience and developing a posture of humility is addressed through class discussions about cultural/racial/ethnic differences and the role of ethnocentrism in our interactions and evaluations of others. This includes learning how to become mindful and ethnorelative. Case studies and intercultural simulations give students the opportunity to observe or actually for a short time experience being "the other."

Outcome B3	Readings, lecture, and discussions regarding biases, prejudice, stereotyping, discrimination, and managing intercultural conflict require students to examine their own social location and that of those around them (group case studies and intercultural simulations).
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Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Final Exam
Outcome B2	Case Studies
Outcome B3	Final exam self reflection

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Intercultural Communication

COMM345 - Spring 2022

Dr. Cynthia Roper

E-mail: roperc@acu.edu

“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men {and women} and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.” Mark Twain

Office hours: MW 1:00 - 3:30pm; TR 12:00 - 1:30pm

Please keep in mind I take time for rest, worship and family on weekends and holidays, so I may not be able to answer questions within the 24 hour time limits during those times.

Mission of Abilene Christian University

“To educate students for Christian service and leadership throughout the world.”

Mission of Department of Communication

“To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.”

Course Description & Goal

This course is designed to introduce students to intercultural communication theory, research, and selected applications. Topics include conceptualizing intercultural communication theoretically, trends in research, nationality barriers, and training for foreign assignments. Class format will include lecture, discussion groups, case studies, and simulations. In order to communicate the gospel in a multi-cultural world, we must learn to understand, appreciate, and work with both our differences and our similarities. This is the primary goal of this course.

Course Objectives

1. To acquire knowledge, attitudes, and skills of intercultural communication that lead to appropriate, effective, and adaptive behaviors in intercultural interactions. (Acquired by readings, lecture, group discussions, and intercultural simulations; assessed by exams & group case studies)

2. To survey selected areas of research in intercultural communication. (Acquired by readings & lecture/discussion; assessed by exams)
3. To increase awareness of your strengths and weaknesses when communicating in intercultural situations. (Acquired by readings, lecture, group discussions, and intercultural simulations; assessed by exams & group case studies)
4. To develop effective communication strategies leading to better intercultural skills. (Acquired by readings, lecture, group discussions, and intercultural simulations; assessed by exams & group case studies)
5. To increase awareness of the importance of intercultural communication in business, education, and daily living. (Acquired by readings, lecture, group discussions, and intercultural simulations; assessed by exams & group case studies)

Textbook

Ting-Toomey, S., & Chung L. C. (2012). *Understanding intercultural communication* (2nd ed.).

New York: Oxford Press.

Grading

50% Unit Exams: There will be three unit exams. These exams will consist of both objective and short answer/discussion questions. In order to take exams (including the final exam), you **MUST** download LockDown Browser. *No one may leave the classroom during an exam.*

30% Comprehensive Final Exam: There will be a comprehensive final exam. This exam will consist of both objective and short answer/discussion questions. *No one may leave the classroom during an exam.*

15% Group Major Case Studies: During the semester we will watch three movies in class as case studies. Then, each group will discuss and apply concepts we have been studying to the movie. Finally, each group will answer specific questions in essay form as a Word document. This document will be submitted electronically at the end of class. You will be graded as a group, so each member of the group will be responsible for the content of all questions. Therefore, you should each strive for depth and clarity in collaboratively formulating your responses to the questions. Your answers should include good reasons for your choices and specific examples from the case study (movie). These case studies will become a part of the Department of Communication student work collection.

05% Group Mini-Case Studies: During the course of the semester, we will watch several movie clips in class. Then, each group will discuss and apply concepts we have been studying to that movie clip. Finally, each group will answer specific questions in essay form as a Word document. This document will be submitted electronically at the end of class. You will be graded as a group, so each member of the group will be responsible for the content of all questions. Therefore, you should each strive for depth and clarity in **collaboratively** formulating your responses to the questions. Your answers should include good reasons for your choices and specific examples from the case study (movie). These case studies will become a part of the Department of Communication student work collection.

NOTE: If you are absent on the day a Group Major Case Study or a Group Mini-Case Study is being written, you should either:

1. **Write and share your responses to the questions with the other members of your group before class.**
2. **Or write and submit your own Major Case Study or Mini-Case Study for that movie clip, and then submit your answers directly to the instructor via email at roperc@acu.edu .**

NOTES:

- **There are *NO extra credit assignments* in this class. The time to work toward the final grade you want in this class is now.**

For your own protection, please keep a backup of all of your written/other assignments until after you receive a final grade for the course.

Participation & Engagement

- The assignments in this class are designed to achieve the above goals. Readings, class lectures/discussions, and in-class activities will not only provide you with information about major concepts but will also allow you the opportunity to experience these concepts. Therefore, regular attendance is essential.
- You are responsible for any information you miss in class (e.g., missed notes or assignments, changes to the syllabus, etc.).

Assignment Due Dates

Assignments are due the day assigned. All of these due dates are clearly indicated in the course calendar and in the assignments themselves.

Make-Up Policy

- If you miss an assignment for a legitimate reason (serious illness, death in the family, etc.), please email me (roperc@acu.edu) as soon as possible.
- If you are ill, please contact Wildcat Care or the MACCC.
- If you are unable to participate in one of the group mini-case studies for a legitimate reason, you will be able to complete and submit the assignment separately from your group.

Ethics/Honesty

Cheating is not permitted or tolerated. University guidelines will be followed. Plagiarism will not be tolerated under any circumstances. The *American College Dictionary* defines plagiarism as “copying or imitating the language, ideas, and thoughts of another and passing off the same as one’s original work.” This includes the use of quotations without citation and extensive

paraphrasing of others' ideas without citation. The key here is failure to cite your sources. While extensive citing of other people's ideas and wording is unoriginal, it is not dishonest. Students are encouraged to do original work, but more fundamentally, they are required to cite their sources. **DO NOT** allow your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, check with your instructor.

Contact With Instructor

Please feel free to visit with me during my virtual office hours or other times can be arranged by appointment. I really would like to help you with this class, and it is helpful if you give me feedback regarding your concerns and challenges with the material.

Tentative Daily Class Schedule

DATE		TOPIC	READING
August	30	Introductions/Syllabus	
Sept.	01	<i>Intercultural Simulation – Barnga</i>	
	06	Why study intercultural communication?	Ch. 1
	08	What is intercultural communication flexibility?	Ch. 2
	13	What are the essential cultural value patterns?	Ch. 3
	15	What are the keys to understanding cultural & ethnic identities?	Ch. 4
	20	<i>Case Study 1: Gung Ho</i>	
	22	<i>Case Study 1: Gung Ho</i>	
	27	<i>Case Study 1: Gung Ho</i>	
	29	Exam 1 (Class notes & Chapters 1, 2, 3, 4)	
Oct.	04	What is culture shock?	Ch. 5
	06	<i>Intercultural Simulation – Bafa Bafa; Reserve Room 215</i>	
	11	What is the connection between verbal communication & culture?	Ch. 6
	13	What are the different ways to communicate nonverbally across cultures?	Ch. 7
<i>October 13 – 15: ACU Summit and Homecoming</i>			
	18	What causes us to hold biases against outgroups?	Ch. 8
	20	<i>Case Study 2: End of the Spear</i>	
<i>Oct. 21 – Fall Break</i>			
	25	<i>Case Study 2: End of the Spear</i>	
	27	<i>Case Study 2: End of the Spear</i>	
Nov.	01	Exam 2 (Class notes & Chapters 5, 6, 7, 8)	
	03	How can we manage intercultural conflict flexibly?	Ch. 9
	08	<i>Intercultural Simulation – Alpha & Omega</i>	
	10	What are the challenges in developing an intercultural-intimate relationship?	Ch. 10
	15	What are the communication issues facing a global identity?	Ch. 11
	17	NCA Convention – No Class	
	22	How can we become ethical intercultural communicators?	Ch. 12
	24	<i>Thanksgiving Break</i>	

Dec. 29 *Case Study 3: My Big Fat Greek Wedding*
01 *Case Study 3: My Big Fat Greek Wedding*

06 **Exam 3 (Class notes & chapters 9, 10, 11, 12)**
08 Course Wrap-up & Final Review

12 Dead Day
13 **Tuesday, 12:00 – 1:45 pm, COMPREHENSIVE FINAL EXAM**