

Communication & Global Competence

UNH Course Number: COM340

Subject Area: Communication, Cultural Studies

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

With the rise of global mobility and communication, encountering people from a variety of cultures, and the need for effective communication, is commonplace. This course explores the interaction between culture and communication and introduces students to the knowledge and skills necessary to attain global competence. In addition, this course introduces the construct of global competence; creates the opportunity to analyze and evaluate how our own cultural identity influences communication with others; engages interaction with the host culture; and prepares the students with knowledge and skills to be effective and ethical intercultural communicators. This class will include lectures, class discussions, simulations, interactive examples, case studies, media presentations cultural encounters, and field experiences.

Learning Objectives:

- Understand the role that culture plays in effective communication.
- to assess the students global knowledge and skills.
- to facilitate the acquisition of global competence perspectives.
- to engage students in activities with host culture which contribute to acquiring global competence.
- to identify contexts where intercultural communication skills are important to success.
- Apply knowledge to several personal and professional communication settings.

Instructional Format:

This course is student centered and designed to engage students in learning about and achieving global competence perspectives. Instructional methods include lectures, in-class discussions, experiential exercises, cultural encounters, a research project, field experiences, multi-media resources and active class participation.

Forms of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific instructions for all assessment categories but the basic breakdown is as follows below. A passing grade in all of these categories is required in order to pass the course.

| | |
|----------------------|-----|
| Class Participation | 10% |
| Culture Encounters 4 | 40% |
| Final Project | 15% |
| Midterm Examination | 15% |
| Final Examination | 20% |

Class Participation: When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

| Criteria for Assessing Class Participation | Grade |
|--|---------------------------|
| You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues. | A+ 9.70-10.00 |
| You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research. | A-/A 9.00-9.69 |
| You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings. | B/B+ 8.40-8.99 |
| You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings. | C+/B- 7.70-8.39 |
| You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings. | C 7.40-7.69 |
| You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation. | D+/C- 6.70-7.39 |
| You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class. | D-/D 6.00-6.69 |
| You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness. | F Below 6.00 |

4 Cultural Encounters: Cultural Encounters are experiential activities designed to engage you with the host culture. Each activity involves communication concepts from text chapters and will be tied to components of global competence. You will interact with members of the host culture, apply course concepts, evaluate the experience, and assess your skills and competencies. The goal is to have you engage meaningfully with members of the host culture and help you to develop your ability to interact in a variety of settings.

Final Project Guidelines: The purpose of the final project is for you to investigate a topic of interest to you and discuss how intercultural communication and global competence are essential to effective communication. Your final project may be completed as an individual or a group. If completed as a group, all members evaluate the other group members and this evaluation will contribute to the final grade. The final project may have different forms such as a paper, multi-media presentation, film. In addition, individuals and groups will present project finding to the class.

Final project guidelines will be distributed in class, and the instructor will assist you in selecting topics, project formats and resources for successfully completing your project. Topics and projects must be approved by instructor to ensure they are in accordance with the guidelines.

Midterm & Final Examinations: The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. They are comprised of both ID and essay questions which test your abilities identify, apply, and synthesize course content.

Student Engagement

As an added feature of this class students will have the opportunity to network with other students and faculty through a specially created social networking site designed to allow you to share your experiences with others and exchange information.

Students will also have the opportunity to attend a Global Film Festival at the CEA Barcelona Center. These documentary and commercial films were specifically selected to focus on people in a cross cultural environment.

CEA field trips will also provide the opportunity explore cross cultural situations and add to your experiences interacting with the host culture.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required text for this class is

Martin, Judith and Thomas Nakayama. *Experiencing Intercultural Communication*, (3rdEd.) New York : McGraw Hill, 2008.

Additional required readings :

Deardorff, Darla K., & Hunter, William. (2006). Educating global-ready graduates . *International Educator*, May and June 2006, p. 72-83. ...

Fantini, Alvino E. A Central Concern: Developing Intercultural Competence, *World Learning*, Brattleboro, VT. 2000.

Farouky,, Jumana. The Many Faces of Europe, *Time.com* , 2/15/2007.

<http://www.time.com/time/magazine/article/0,9171,1590190,00.html>

Ford, Peter. Why do they hate us ?, *The Christian Science Monitor*, September 27, 2001.
<http://www.csmonitor.com/2001/0927/p1s1-wogi.html>

Gardenfors, Peter. Understanding Cultural Patterns. In Marcelo M. Suarez-Orozco, ed. *Learning in the Global Era*, Berkeley : University of California Press, 2007, 67-84.

Hulstrand, Janet. Being Proficient is Becoming Increasingly Important to the Global Workforce in Today's 'flat' World. *International Educator*, Sept-Oct '08, 25-31.

Johnson, Paul. Must the Whole World Speak English ?, *Forbes.com*. 11/24/04
<http://www.forbes.com/business/forbes/2004/1129/039.html>

Massina, Sergio. The Grip of Culture : Edward T Hall
<http://ishkbooks.com/hall.pdf>

Recommended Reading

Cornwell, G. H., and E.W. Stoddard. Freedom, diversity and global citizenship. *Liberal Education*; 2006 Vol. 92 Issue 2, p26-33.

Friedman, Thomas L. *From Beirut to Jerusalem*. New York : Anchor Books, Doubleday, 1995.

Friedman, Thomas L. *The World is Flat : A Brief History of the 21st Century*. New York : Farrar, Straus and Giroux, 2005.

Gladwell, Malcolm. *The Tipping Point : How Little Things Can Make a Big Difference*. Boston : Little Brown, 2000.

Hall, Edward T. *The Hidden Dimension*, New York : Anchor Books, 1990.

Hall, Edward T. *Beyond Culture*, New York : Anchor Books, 1989.

Hall, Edward T. and Mildred Reed Hall. *Understanding Cultural Differences*, Yarmouth, ME : Intercultural Press, 1990.

Labriola, Tony. *Cross cultural communication in diverse setting*. New York, NY : Insight Media, 1993.

Levis, Kenneth. *Does Europe hate us? : Thomas L. Friedman Reporting*. Silver Spring, MD : Discovery Communications, 2003. Video recording

Communication and Global Competence

Course Content

| Session | Topic | Activity | Student Assignments |
|---------|--|---|--|
| 1 | Introduction to Class Syllabus and requirements introduced Student Assessment | Student Assessment | Culture Self Evaluation M&N 1-25 |
| 2 | What is culture | Culture Awareness Exercises | M&N 26-34 Gardenfors, 67-84 |
| 3 | Cultural Dimensions of Communication | Hall Primary Message Systems | M&N 34-61 Sergio Massina, The Grip Of Culture, 1-15 |
| 4 | History and Intercultural Communication | Lecture and Discussion | M&N 63-84 |
| 5 | Introduction to Global Competence : The Beginning | Discussion YOGA Self Evaluation | Read Fantini , CENTRAL CONCERN: DEVELOPING INTERCULTURAL COMPETENCE”, 1-18 |
| 6 | The Global Competence Matrix: Acquiring skills, knowledge, and experience. | Lecture and Discussion | Read Deardorff Educating Global-Ready Graduates. |
| 7 | Identity and Intercultural Communication | Lecture and Discussion | M&N 85-122 Culture Encounter 1 : Identity |
| 8 | Identity and Intercultural Communication | Cultural Encounter Discussion | |
| 9 | Language and Intercultural Communication | Lecture and Discussion | M&N 123-158 |
| 10 | English as a World Language Societal Bilingualism | Language Policy Case Discussion | Read Paul Johnson. Must the Whole World Speak English ? Local Language Policy Case |
| 11 | NonVerbal Communication | Personal Space Exercise & Discussion | M&N 160-184 |
| 12 | Popular Culture | Film | M&N 187-207 |
| 13 | The New Media and Impact | Lecture Discussion | Culture Encounter 2 : Popular Culture |
| 14 | Popular Culture | Cultural Encounter Discussion | Farouky, Many Faces of Europe, 1-6 |
| 15 | Midterm Examination | Examination | Review session 1-14 |
| 16 | Crosscultural Conflict | Case Study Discussion | M&N 209-222 |

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| Session | Topic | Activity | Student Assignments |
|---------|--|---|--|
| 17 | Intercultural Relationships | Lecture and Discussion | M&N 235-265 |
| 18 | Perceptions of Americans | Film : The Listening Project * | Culture Encounter 3 |
| 19 | Intercultural Communication in Tourism | Culture Encounter Discussion | M&N 268-286 |
| 20 | Intercultural Communication in Business | Guest Lecture : European Business Practices | M&N 288-310 Hulstrand, Building a Fluent Workforce International Educator Sept-Oct 2008, 25-31. |
| 21 | Globalization in Business | Discussion | |
| 22 | Intercultural Communication in Education | Lecture and Discussion | M&N 313-331 |
| 23 | Intercultural Communication in Health contexts | Lecture and Discussion | M&N 334-349 |
| 24 | Achieving Global Competence :The Path Ahead | Assessment of Progress | Culture Encounter 4 |
| 25 | Communication in Applied Settings | Culture Encounter Discussion | |
| 26 | Communication and Sustainable /Development | Lecture and Discussion | Final Project DUE |
| 27 | Student Présentations | Final Project Présentations | |
| 28 | Student Présentations | Final Project Présentations | |
| 29 | Student Présentations | Final Project Presentation | |
| 30 | Final Examination | | Review material session 16-29 |