



**LIVING &  
LEARNING**

## **ICC 300: Intercultural Communication (3 credits) Quito, Ecuador**

### **COURSE DESCRIPTION:**

This course is designed to combine the cognitive with the practical by examining the principles and processes of communicating across cultures while living within a cross-cultural setting. We will focus on understanding and adapting to cultures, the verbal and non-verbal aspects of communication, how cultural values and worldview are linked to communication patterns and the linkage of these principles to Christian witness in all contexts. Throughout the course the students will be given opportunities to apply these principles in an analysis of their living and learning environment.

### **COURSE OBJECTIVES:**

- Explain the dynamics of communication
- Understand how and why these dynamics of communication are complicated when the communicator and receptor do not share the same culture
- Recognize the importance of focusing upon the receptor's understanding of the message
- Analyze the link between cultural values and worldview with forms of communication
- Recognize that stereotypes, prejudice and personal values can shape our communication delivery and impede clear reception of the message
- Apply the cognitive knowledge gained regarding intercultural communication to the Ecuadorian home stay, language learning experience and internship experiences
- Analyze the Scriptural models of intercultural communication in order to apply them to all forms of communication

## REQUIRED TEXTS:

~~Large Eastern/Small Southern~~  
Ting-Tong, J. (2005).  
Oxford, England: Oxford University Press.

~~Miller, B. Cross, G. & M. K. Mayers (2003)~~  
*Intercultural Relationships, 2<sup>nd</sup> ed.*  
Academic. Grand Rapids, MI: Baker

### Reading Compendium provided by the professor:

~~Cultures Collide: Leading & Following~~  
Ding, A. (2006). When . Boston:  
Nicholas Brealey International. (Chapter 11).

~~Intelligence: Improving Your Critical Thinking~~  
Livingstone, D. (2009).  
. Grand Rapids, MI: Baker Academic. (Chapter 3 & 4).

~~Intelligence: A Guide to Persuasion~~  
Peterson, B. (2004).  
Boston, MA: Intercultural Press. (Part 2)

Priest, Robert J. (1994) Missionary Elenctics: Conscience and Culture. *Missiology: An International Review*, Vol. XXII, No. 3, July 1994.

## COURSE EXPECTATIONS (for all courses):

- \_\_\_\_\_:  
Engagement and participation are essential to learning in any environment. Active course participation is therefore considered mandatory. Therefore it is required that students arrive ON TIME and attend each class session. If there is some extreme emergency for missing a class or arriving late, please contact the professor by phone or e-mail with as much advanced notice as possible (contact information on page 1). Absences, tardies and participation will impact the final grade (see grading information). Good preparation on the part of all members of the class will enhance the learning experience for everyone. Any student that misses 50% of the course sessions will not receive credit for the course.
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Class hours will be focused on the class content and the community within the classroom. All cell phone use, social networking and e-mailing should be avoided. Cell phones should be turned off in consideration of others. Failure to do so could impact the final grade. Students may use laptop computers to take notes as long as the computer is used solely for class purposes.
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  1. All written assignments should be typed in 12-point Times New Roman, double-spaced, in APA format, with 1-inch margins, with properly formatted citations and References/Works Cited page.

2. Whether students quote or paraphrase the ideas, concepts, or words of another author they are required to give credit to the author by citing the source (in-text & in works cited page). Wikipedia is not to be used as a credible source.
3. All written assignments will have a length specified in the assignment description. Points will be deducted for assignments that do not meet the specified length – unless a range has been provided, and the specified length is a minimum. In striving for clear and concise writing, students should not exceed the specified length by 20%. References/Works Cited pages do not count towards the word or page length of a written assignment.
4. Written assignments are expected to have few, if any, grammatical, punctuation or spelling errors. Points will be deducted for such errors.
5. Avoid long quotes and seek to put information into your own words.
6. Any work that is plagiarized will be given a failing grade. For a clearer understanding of the types of plagiarism and how to avoid it, see: <http://www.plagiarism.org/>

■ \_\_\_\_\_  
Course assignments (e.g., homework, projects, exams) will generally not be accepted late. Late work, when accepted, will not be awarded full credit.

■ \_\_\_\_\_  
The syllabus is a guideline, not a contract, and is subject to change at the instructor's discretion as circumstances warrant. Changes will be communicated via email and/or in-class.

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Evaluation of your work is based on many factors. These include but are not limited to: participation, written assignments, and examinations. A "C" grade indicates adequate performance, a "B" grade indicates good, competent and complete work, and an "A" grade indicates creative excellence that is integrative and exceeds requirements.

## COURSE REQUIREMENTS:

- **Reading Reports/Response Papers:** (See the reading report formats in your packet. The reading assignments and reports should be done previous to class.)
- **Quizzes:** There will be two quizzes based on the Ting-Toomey text.
- **Final Project:** This will be based on the assigned reading in the compendium about Cultural Intelligence with the goal of using the Cultural Intelligence article as an assessment guide of your growth and use of Intercultural skills during your home stays.

- **Field Projects:** There are six field projects that have been designed to help the student use the material in class as a means of reflecting on the cultural experiences they find themselves immersed in.

## COURSE OUTLINE:

| DATES    | TOPICS   | ASSIGNMENTS DUE THIS DAY   |
|----------|--|--|
| Class #1 | Introduction to Course<br><br>What is culture?<br><br>Hidden Culture | Read Assignment from the Compendium<br>(When Cultures Collide: United States of America; The Average American)   |
| Class #2 | Hidden Culture cont.<br><br>Culture "Pushback"                       | <b>Field Project #1 Due: Hidden Culture</b><br><br>Begin reading Lingenfelter  |
| Class #3 | Cultural Adaptation<br><br>Intro. To Concept of Worldview            | <b>Reading Report #1 on Lingenfelter Due:</b> Please use the report format in your packet. Also make sure you complete the inventory as we will be using this in class later on.<br><br>Finish reading Lingenfelter  |
| Class #4 | Worldview Cont.  | <b>Make sure you are working on Field Project #2 while in the Jungle/Print out the Projects and take specific notes while there.</b><br><br>Begin planning ahead here so that you can get Field Project #3 done with your host family. This will take some intentional time of sitting down with them. |
| Class #5 | Essential Cultural Value Patterns<br><br>Building Blocks of Culture  | <b>Field Project #2 Due: Observation</b><br><br>Read Chapters 1, 2, 5 of Ting-Toomey<br><br><b>Quiz #1 Ting-Toomey</b>   |
| Class #6 | Receptor's Role in Communication                                     | <b>Field Project #3 Due: Discovering Values Via Sayings</b>  |

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|-----------|--|--|
|           |  | <p>Read Chapters 3,4,6 of Ting-Toomey</p> <p><b>Quiz #2 Ting-Toomey</b></p>  |
| Class #7  | How does meaning happen?   | <p><b>Field Project #4 Due: Discovering Worldview Interview (we waited for this in order to allow you time to settle into your homestays before doing this more involved project.)</b></p>                 |
| Class #8  | Prejudice and Stereotypes  | <p><b>Field Project #5 Due: Self-Disclosure and Taboo Topics</b></p> <p>Read Missionary Elentics (Included in compendium)</p>  |
| Class #9  | Cultural Intelligence  | <p><b>Reading Report #2 Due-Missionary Elentics (use the question guide provided)</b></p> <p>Read Compendium Material on Cultural Intelligence</p>   |
| Class #10 | <p>Verbal Communication</p> <p>Non-verbal Communication</p>                                  | <p><b>Field Project #6 Due: Visit local Catholic Church Service</b></p> <p>Read Chapter 7&amp;8 of Ting-Toomey</p>   |
| Class #11 | <p>Intercultural Conflict</p> <p>Moving towards Intercultural Thinking and Communication</p> | <p><b>Final Project Using Cultural Intelligence article as an assessment guide of your growth and use of Intercultural skills during your homestays.</b></p> <p>Read Chapters 9 &amp;10 of Ting-Toomey</p> |

**COURSE EVALUATION:**

| <b>Projects</b> | <b>Points</b> |
|-----------------|---------------|
| Attendance      | 20            |
| Participation   | 20            |
| Reading Reports | 2x20=40       |
| Final Project   | 20            |
| Quizzes         | 2x20=40       |
| Field Projects  | 6x15=90       |
| <b>Total</b>    | <b>230</b>    |