

CRS 430: Intercultural Communication Spring 2017

<u>Instructor:</u>	Dr. S. Sierra
<u>Office:</u>	Sims 310
<u>Office Hours:</u>	Wednesdays 12:30pm-2:30pm (and by appointment)
<u>Class meeting place:</u>	Sims 129
<u>Class meeting times:</u>	Tuesdays and Thursdays, 11:00am-12:20pm
<u>Email:</u>	ssierra@syr.edu (email is the best way to reach me)
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Course Description

This course explores the nature of intercultural communication from the perspective of interactional sociolinguistics. We take a broad view of “culture”, which includes geographic region, ethnicity, age, socioeconomic class, and gender. We examine the relationship between language and culture by investigating aspects of language use that vary by culture, including turn-taking, speech acts, silence, politeness, and nonverbal cues. In addition to considering language use in everyday conversation, we examine communication in institutional contexts, including education, business, law, and medicine. Class activities include lectures, discussion in whole-class and small-group formats, video presentations, and hands-on data analysis. Requirements include a solid attendance record, active participation in class discussions, a written mid-term and a final paper or project, and a presentation of a reading.

Course Objectives

At the end of class, students will be able to (1) read, understand, and be able to compare and critique intercultural studies, (2) describe cultural differences in communication and identify the factors which contribute to them, (3) conduct and write analyses of new intercultural communication data, and (4) develop ideas for using intercultural methodology in their particular areas of interest.

Course Requirements

Required Materials

1. Tannen, Deborah. 1986. *That's Not What I Meant!* New York: Harper Collins.
 2. Additional articles and book chapters, available electronically on Blackboard
- A recording device for recording and transcribing a conversation (with permission!), e.g., a tape recorder, digital recorder, cell phone with a recording option, or camcorder.

In order to successfully complete the course, students must:

- Read all assigned material
- Attend and participate in classroom discussions and activities
- Successfully complete in-class reading response activities, record and transcribe 2-3 minutes of recorded conversation, lead discussion of an assigned article, complete 1 mid-term paper based on the transcript and 1 final paper/project

Attendance and participation

This class relies on lively discussion and group work in class and attendance is required; active note-taking in class and active participation in class discussions based on required readings and analysis of texts is expected. Arrive to class on time; I will take attendance at the beginning of every class and will not stop class to update the attendance or to fill you in on what is happening if you arrive late. **Chronic tardiness or leaving class early WILL negatively affect your attendance grade.** *Excused absences* include legitimate illnesses and emergencies, religious holidays, and University events, and they must be documented by your doctor or a religious or University official. **If you are absent for an illness or emergency, I request that you NOT email me about it unless it is to provide documentation for an excused absence.** In such cases I will mark you absent unless you provide documentation for an excused absence. In the case of an unavoidable absence, it is **your responsibility** to keep up with coursework, get notes from classmates, etc. I will not post any ppt slides or handouts on readings, data, etc. on Blackboard except in exceptional circumstances. **Students will not receive full credit for the attendance portion of the grade with more than 2 unexcused absences. There is no make-up work for attendance points/reading response activities.** (Note: If you are a student-athlete and must miss class for a university-sanctioned event, let me know in advance. Assignment deadlines are generally the same for student-athletes as for other students, even if the student misses class on a day when work is due.)

In-class Reading Response Activities

In lieu of quizzes or written reading responses, students are required to participate actively during in-class small group reading response activities. I will assign small groups, which will rotate 4 times during the semester, about every 3 weeks. **You are required:**

- 1) to read to assigned reading and *annotate* it (e.g., highlight/underline/take notes)
- 2) to bring the annotated reading to class (whether the textbook or a printed article/book chapter)
- 3) participate actively in your group
- 4) to peer evaluate your group members at the end of each 3 week period (I will provide guidelines when we get there, but basically you will evaluate your group members on the 3 items listed above)

I will assign you a grade based on the peer review and my own note-taking at the end of each 3 week period.

Conversational Transcript

Students will record a casual conversation in which you take part with friends or family (with their permission) and will create a written transcript of a 3 minute segment of the conversation. I will provide you with further instructions on how to transcribe conversational data and the requirements for this transcript early on in the class.

Papers/Projects

Students will turn in two papers/projects in which they synthesize the course readings and discussions and analyze aspects of conversations that they have recorded and transcribed. The

first project should be in a short written paper format (3 pages double-spaced) and based on your conversational transcript. You will also have the option of turning in a one page preliminary analysis before writing the first project, to make sure you are on the right track. The second project may be a paper of 5 pages (double-spaced) or a website, a portfolio, a workshop, a media project (e.g. a film). I encourage you to draw from your personal skills and interests and to be creative! Note on film option: your film can not simply be interviews of your friends/family without any substantive analysis/commentary on what they say. I will show you an example of a good student film project toward the end of the semester.

Papers/projects are due at the beginning of the class the day that they are assigned. LATE WORK WILL NOT RECEIVE FULL CREDIT. If you are going to be absent, you need to make arrangements to have your work in before class time. Late work is marked down for every day that it is late.

Discussion leading

Each student will lead class discussion on an assigned article either individually or in a pair in the second half of the semester. These presentations will be on the dates listed in the syllabus. Students will be able to sign up for the article presentations via a random lottery system. You are expected to:

- 1) using a handout as a guide, clearly describe, using specific examples from the assigned text, one or more terms, concepts, or key points that you want to highlight for the class
- 2) deepen our consideration of these by drawing a connection to something outside of the text (this might be your transcript, a contemporary event, a recent news story, something from your own research for your paper, a comparison/contrast with something else we have read, etc.)
- 3) pose a series of thoughtful, stimulating, and complex questions for your classmates to discuss.

Your presentation should take approximately 15-20 minutes. Your presentation should be as engaging as possible, with opportunities built in for your classmates to participate in the discussion. The remainder of the class will be devoted to conversation. You are not expected to moderate the conversation after you have completed your presentation, nor are you responsible for filling the entire class period, but you should remain active in helping to direct the discussion. The primary goals of this assignment are to encourage you to think about the themes that emerge from each of our readings (and that cut across multiple readings) and to make sense of the readings in a more robust context relevant to your own lives. I urge you to read ahead and begin preparing well in advance for your discussion leading session; you are also always welcome to meet with me about your ideas. Send me your handout at least 2 days ahead of your presentation.

Evaluation

The final grade will be calculated based on the following distribution of graded class assignments:

In-class Reading Response activities:	12% (graded every 6 weeks 4x; 3 pts per 6 weeks)
Conversational Transcript:	20%
Paper 1:	15%
Paper/project 2:	25%
Paper/project 2 informal presentation:	5%
Attendance:	13% (26 days of class after 1 st week of class)
Discussion leading:	10%

Grades are EARNED – they are not subject to negotiation, and I do not allow “extra credit.” It is YOUR responsibility to keep up with assignments and to monitor your progress as well as grades on Blackboard; I will not email you or chase you down if you are missing an assignment or are chronically tardy, absent, etc.

Grading criteria will be made explicit for all assignments. Assignment rubrics will generally be handed out one week before the assignment is due and I will post examples, or ‘exemplars’ of each assignment on Blackboard.

Other Course Policies:

1. Classroom conduct: Arrive on time and prepared to engage with the material and other people in a respectful manner. Do not engage in disruptive behavior such as chatting during a lecture. **Cell phones, laptops, and other electronic devices are prohibited (except in cases of special permission from the instructor) in an effort to facilitate classroom interaction.** Violators of these policies will be marked absent for the class period; repeat offenders will lose additional participation and/or activity points.
2. Grades: Grades are not up for negotiation. However, if you feel a grading error has been made, or if you do not understand a written comment on your work, set up an appointment to discuss your concerns. The policy of this class is not to discuss grades until 24 hours have elapsed since assignments are returned; this gives students the opportunity to re-consider the assignment sheet, re-read their work, and consider the instructor’s written remarks prior to discussion.
3. Blackboard: On the Blackboard site you will find certain course readings—indicated with (Bb) in the syllabus—along with other course documents, a record of your grades, etc. Note that course readings posted on Bb are required.
4. Contacting your instructor by email: In the university context, email should be considered as a form of professional communication. Send emails from your syr.edu account. The message subject line should include our course number, your first and last name, and your reason for emailing (e.g., CRS XXX Rosa Meraz assignment question). Please check your

spelling, capitalization, punctuation, and grammar in your message. If you do not follow these requirements, you might not receive a response.

8. Academic Integrity: Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://academicintegrity.syr.edu>. If you have any questions about academic integrity, proper citation of sources, inappropriate collaboration, and so on, please come see me.

If a student violates SU's Integrity Policy on any aspect of this course, they will receive a "zero" for the maximum point total for the assignment/quiz/exam. Note too that all violations of the University's Integrity Policy, without exception, will be reported to the Academic Integrity Office.

9. Academic Accommodations for Students with Disabilities: If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), visit the ODS website– <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call [\(315\) 443-4498](tel:3154434498) or TDD:[\(315\) 443-1371](tel:3154431371) for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. For more information, see: <http://www.syr.edu/accessiblesu/>

10. Educational use of student work: I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

11. Faith tradition observances: SU's religious observances policy, found at supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be

missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

12. Verification of Medical Condition: Excuses for class absences for medical reasons will be given only if such absences are advised by a health care provider at the Health Center, based on clinical findings and prescribed treatment recommendations. Excused notes will not be given solely to confirm a visit to the Health Center. For complete details on excuse notes, visit: <http://health.syr.edu/students/policies.html>.

Schedule of Readings and Assignments (subject to change)

Date	Topic	Readings Due	Assignments/Notes
T 1/17	Introduction	Syllabus	<i>Student info sheets Paper Bags</i>
TR 1/19	Introduction to Interactional Sociolinguistics and the Discourse Approach	-Listen to NPR interview with Tannen on John Gumperz Gumperz & Cook-Gumperz 2012 – Interactional sociolinguistics AND Scollon Scollon & Jones 2012 - What is a discourse approach?	Bring your paper bags! <i>Descriptivism lecture Assign reading groups</i>
T 1/24	Conversational Style	TNWIM: Preface-Chapter 3	
TR 1/26	Conversational Style	Tannen – New York Jewish Conversational Style	<i>Sign up sheet for student presentations</i>
T 1/31	Turn-taking	Wieland – Turn-taking structure in French-American cross-cultural conversation	
TR 2/2	Turn-taking	Zupnik – Interruption in Israeli-Palestinian dialogue	<i>Recording and Transcribing guidelines Student presentation</i>
T 2/7	Framing	TNWIM: Chapters 4-6 AND Tannen Conversational Style excerpt on methods	
TR 2/9	Framing	Watanabe – Cultural differences in framing	1st Peer Review of Reading Activities

			<i>Paper Instructions; Doing/Writing a DA</i> Student presentation
T 2/14	Speech Acts	Meyerhoff – Sorry in the Pacific Béal – Keeping the peace	Student presentation Student presentation
TR 2/16	Transcription	None! Work on your transcript; we will listen to all of the recorded conversations in class	Transcript due (bring 24 copies for the class)
T 2/21	Gender	TNWIM: Chapter 7 (focus on complementary schismogenesis section) Tannen – You Just Don't Understand (Chapters 1-3)	Student presentation
TR 2/23	Narrative	Michaels - "Sharing time": Children's narrative styles and differential access to literacy	Optional preliminary analysis due (1 page max) Student presentation
T 2/28	Agonism	Kakava – Opposition in Greek discourse Tannen – Agonism in the academy	Student presentation Student presentation
TR 3/2	Agonism	Johnstone – Arguments with Khomeini	Student presentation 2nd Peer Review of Reading Activities
T 3/7	Deaf Culture/ASL	Lane, Hoffmeister, & Bahn - A Journey into the Deaf-World Chs 1,3,5	Student presentation
TR 3/9	Intercultural communication in the workplace	None! Work on your paper!	<i>Midsemester review & course evaluation</i> <i>Crosstalk</i> Paper 1 due
T 3/14 (NO CLASS)			
TR 3/16 (NO CLASS)			
T 3/21	Social Media Communication	Gershorn – The Breakup 2.0 (Intro, Ch1)	Student presentation

TR 3/23	Social Media Communication	Tannen - "Oh mom . . . brb" : how e-mail & instant messaging are changing relationships	<i>Paper 2 Instructions</i> Student presentation
T 3/28	XCC in Institutions (Education)	Phillips – Indian & Anglo communicative behavior in classroom interaction Mallinson & Hudley - Linguistic Insight to Address Educational Inequality	Student presentation Student presentation
TR 3/30	Institutions (Business)	Spencer-Oatey & Xing - Issues of face in a Chinese business visit to Britain	Student presentation
T 4/4	Institutions (Medicine)	Davidson - The Interpreter as institutional gatekeeper	Student presentation 3rd Peer Review of Reading Activities
TR 4/6	Institutions (Law)	Eades – Beyond difference and domination	Student presentation <i>Institution Comparison handout</i>
T 4/11	Bilingual and bicultural identities	Wierzbicka – Bilingual lives, bilingual experience	Student presentation
TR 4/13	Bilingual and bicultural identities	Bailey - Multiple identities among Dominican Americans	Student presentation
T 4/18	Humor & culture	Rogerson-Revell 2007 – Humor in business: A double-edged sword	Student presentation
TR 4/20	Silence and Noise	Saunders – Silence and Noise in Italian Lehtonen & Sajavaara – Silent Finn Becker – Silence across languages	Student presentation Student presentation
T 4/25	Wrapping it up	TNWIM: Chapter 10	4th Peer Review of Reading Activities
TR 4/27	Knowledge vault; course evaluations	None; be working on your final paper/project	Bring laptops! <i>Course evaluation</i>

T 5/2	Online Class; Final Paper/Project presentations		Final Paper/Project due T 5/2 by 11:00 am
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