

THIS SYLLABUS WILL ALWAYS BE AVAILABLE IN ONCOURSE.  
IF YOU STILL FEEL THAT IT IS NECESSARY TO PRINT IT OUT, PLEASE PRINT DOUBLE-SIDED

## COMM 465, Intercultural Communication

Fall 2019, T&R 3:30-4:50; Fenton Hall 175

**Instructor** Dr. Tracy Marafiote (she/her/hers)  
**Best contact:** tracy.marafiote@fredonia.edu  
(write name/course in Subject Line)  
**Office:** McEwen Hall 316, 673-3825  
**Office Hrs:** Tues 12:30-1, Wed 1-3, Thurs 11-12:30, & by appt  
**Dept of Communication:** 324 McEwen Hall, 673-3410

'When you're accustomed to privilege,  
equality feels like oppression!'

### Course Description & Objectives

The **Communication Studies major** addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in the personal, public, and professional spheres. This is a Communication Studies course and as such it focuses on assisting students in interacting effectively and appropriately with people from various cultural backgrounds and on understanding dimensions of intercultural communication related to domestic and international contexts. Students will explore the formation of their own cultural identity and examine the complex relationship between culture, communication, context, and power in intercultural communication.

In this course, which fulfills **SUNY Fredonia's Upper Level CCC requirement**, we will investigate the creations, interrelations, and consequences of a variety of "cultures," which may include, for instance, gender (both femininity and masculinity), race, ethnicity, and class, as well as sexuality/ orientation and nations of origin. We will explore these as social constructions, which are both integral aspects of our human experience, and classifications that influence personal identities and the options for the behaviors of all members of society. These classifications will be considered in the context of domination, subordination, and complicity at personal, social, and institutional levels.

This course also addresses the following (revised) **Department of Communication Learning Goals**, which state that *Students must demonstrate the ability to:*

1. understand, evaluate, and communicate creatively—within and across technically and culturally diverse systems—in ways that responsibly confirm the value of all system members.
2. evaluate and creatively consider communication locally, globally, and historically through perspectives relevant to their specific major.
3. extend and apply skills and knowledge to create community connections beyond the university that foster professional, civic, and developmental engagement.

*Be advised in advance: some of the course content (readings, films, discussion/lectures, etc.) may contain strong language, concepts, and images; there will be times in which the subject matter of this course will be uncomfortable, the ways in which material is presented will be unpleasant. In order to learn from this course you must keep an open mind and participate. If you are not willing to hear the negative things your cultural group has done—regardless of your group—and/or are not willing to engage with a paradigm that is different from your current one, this is not the course for you.*

*Your continued enrollment in this course indicates your agreement to abide by the guidelines, policies, standards, and other information outlined in this syllabus and other course materials.*

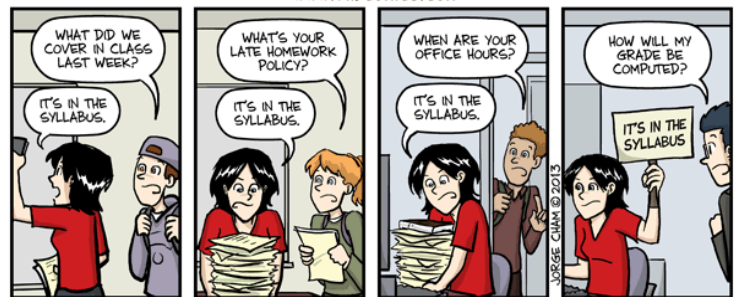
### Required Texts

- Martin, J. N. & Nakayama, T. K. (2013). Intercultural Communication in Contexts, 6<sup>th</sup> ed. (NOT the

### IT'S IN THE SYLLABUS

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2017, 7<sup>th</sup> edition!) ISBN: 9780078036774.

- **This is a reading-intensive course.** Additional articles are posted on OnCourse.

## Department of Communication Philosophy

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believe that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience.

The faculty believe that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.

The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships.

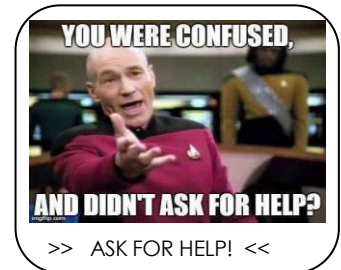
All students should review the **Department of Communication Ethical and Professional Standards** at <http://www.fredonia.edu/department/communication/standards.asp>

## Instructor Philosophy/Availability

*"You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one." (Adrienne Rich, 1977)*

This is a rigorous and effort-intensive course; you will be exposed to issues, perspectives, and theoretical concepts that will demand a high level of effort and engagement. I will conduct each class and our interactions with these expectations. If at any time during this semester you feel that my expectations are unclear, have difficulty meeting any of the above requirements, or have any course-related concerns, please talk with me – preferably **before** it becomes an issue (for assignments, *prior to any due date*) – so that we can discuss a solution. I make an effort to always be accessible both in and out of the classroom, and am always willing to discuss any issues related to your learning.

Be aware that I feel strongly that an education is earned through engaged effort to expand your understanding and knowledge of new topics/issues/ideas, as well as your critical thinking abilities. Neither an education nor a good grade is gained simply by paying tuition, attending class, and turning in assignments. As a student you choose the extent to which this course and your education is a priority for you; it is likely that your intellectual success and your grades will reflect your choices and your effort.



## Course & University Policies

**Inclusive Learning Statement** The diverse knowledges that students bring to this class are a resource and benefit for learning, intellectual growth, and democracy. I am committed to creating an inclusive classroom free of discrimination or harassment, and in which: each class member is able to hear and respect each other; students of all genders, sexualities, abilities, races, ethnicities, religions, ages, socioeconomic statuses, and cultures feel heard, safe, respected; all members are able to focus on our shared task of gaining knowledge. These require that all members of the class commit to ([University Policies](#)) and participate in ([Student Rights & Responsibilities \(Code of Conduct\)](#)) maintaining respectful and professional relationships. For example:

- **Names/Pronouns** We each have the right to be addressed by the name and pronouns that correspond to our gender identity, including non-binary pronouns (see [Guide](#)). If you use a name that differs from the official Fredonia list, let me know so I can address you using your preferred or chosen name. Rosters do not list gender or pronouns; please (optional!) indicate the pronouns you use so that I/others don't make assumptions based on your name and/or appearance/self-presentation. Shared chosen names and pronouns are to be respected at all times in the classroom.
- **Religion** If any class meetings or requirements conflict with your religious observation, let me know in advance so that we can try to make other arrangements for you to complete the work.
- **Concerns** While a speaker's *intention*\* may not be to cause discomfort or offense, if something is said (by anyone) in class—or in course materials—that bothers you, please talk about it. If and when this occurs, there are several ways to alleviate some of the discomfort or distress you may

experience—this is important in life in general, and especially in a Communication course:

1. *Discuss the situation privately with me.* I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address an issue.
2. *Discuss the situation with the class.* Chances are there is at least one other student in the class who had a similar response. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. *Notify me of the issue through another source.* If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue such as an academic advisor, trusted faculty member, or peer.<sup>1</sup>

- **Suggestions** \*As communication scholars, we know that an audience/receiver's interpretation/understanding/response is as, or more, important as the speaker/sender's intent. As scholars, we are always in the process of learning more about diverse perspectives and identities. Your suggestions are encouraged and appreciated. Let me know your ideas to increase the effectiveness of the course for you personally, or for other students or student groups.

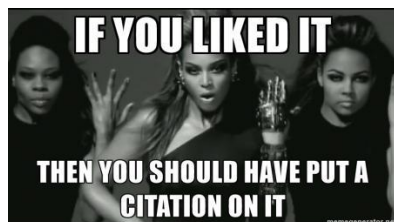
**ADA Statement** Reasonable accommodations are available to students with documented disabilities at Fredonia. Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4<sup>th</sup> Floor of the Reed Library (716-673-3270 or [disability.services@fredonia.edu](mailto:disability.services@fredonia.edu)). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter which verifies that you have registered with that office and which describes any accommodations approved for you. Contact me early in the semester so that I can provide or facilitate in providing accommodations you may need.

**Attendance & Punctuality policy** Regular attendance and punctuality are expected for all class meetings. If you have a scheduling dilemma that makes punctuality difficult, you should reconsider your registration. We will both begin and end classes on time every meeting. Repeatedly arriving after class begins will reduce your attendance grade. Three late arrivals or departures equal an absence. Arriving over 15 minutes late or leaving early is considered an absence. **If you miss class**, it is your responsibility to *contact another student* regarding lecture material, notes, assignments, etc. *In any class, in contacting instructors about absences, have the common sense not ask if you did or if you will "miss anything 'important'."*



**Make up Policy/Assignment Deadlines** Quizzes, in-class assignments, reading summaries, etc. cannot be made up; all work is due on the designated day – this *includes* absences for weddings, vacations/trips, doctor visits, interviews, business/work, etc. Notifying me in advance is advised but does not constitute an “excused absence.” In the case of *emergencies* or *extreme personal difficulty* (none of the above reasons qualify), some assignments may be made up *with documentation* (copy of hospital bill, funeral notice, etc.); see me. I am happy to provide **feedback on drafts** of assignments; to allow time in my schedule to do so, such requests must be submitted—with the *100% complete* draft—one week prior to the assignment due date. **Late assignments** will be penalized 5% for each day late and will not be accepted more than one week late. Makeup tests must be completed immediately upon return. Begin assignments early enough so that computer “glitches” are not an obstacle. In addition, you are strongly advised to retain back-up copies of all submitted work for the entirety of the semester.

**Academic Honesty/Plagiarism** Compliance with strict standards of academic honesty is expected.



Academic misconduct/plagiarism will not be tolerated and may be grounds for failure of the course, and suspension or dismissal from the University. Note that **plagiarism** is the failure to correctly cite/reference ANY words OR ideas that are not ORIGINALLY yours. You should *always* reference the sources of your information.

Plagiarism also includes the using of others' (or sharing your own) essays, quizzes, etc., *and* the use of pre-written, purchased, or downloaded materials. *If you do not understand how to cite others' work in your own writing, schedule an appointment with me;* I always am very happy to discuss referencing and learning-related topics with you. Additionally, any **material written for another course** may not be used in this course (or vice

versa) without specific permission of both course instructors.

**Class Environment** Your continued enrollment in this course indicates your agreement that all discussions and interactions will be conducted with thought, maturity, and respect for others' rights to differing values and views. Discussion of differing beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the thinking and learning of all members of the class. Students are encouraged to exercise personal responsibility and self-discipline, and engage in the rigors of discovery and scholarship.

**Sustainability Policy** In keeping with SUNY Fredonia's Green Initiatives to use resources more thoughtfully, you are encouraged to be mindful about paper (and other resource) usage. Please use double-sided printing for all hard copies of coursework. Moreover, you are encouraged to print selectively from our course E-reserves, share/reuse with classmates, and recycle all E-reserve and other materials that cannot be passed on to future students.

**Classroom Behaviors** See the Dept. of Comm. Ethical and Professional Standards on our website. Additional behaviors include, for example, use of class time. If you would like to eat during class, you must 1) have your food items in hand by the start of class, 2) eat quietly and neatly, 3) clean up after yourself, placing materials in the garbage or recycling bin when you are done.

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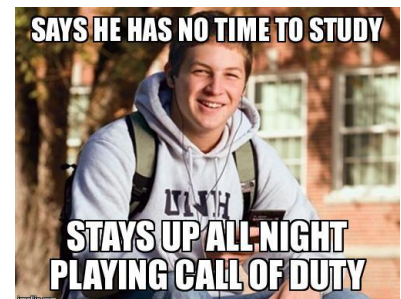
**Cell Phone Policy** Phones must be **TURNED OFF** and **PUT AWAY** in bag or backpack during class. [Research](#) shows that *the mere presence of a cellphone distracts and reduces the ability to focus*; a phone that is out during class will automatically result in a loss of participation points, and may be confiscated during class for the remainder of the class. I retain the right to answer any incoming calls or texts. If you are expecting an emergency call or text, let me know in advance.



**Laptop Policy** [Research](#) shows that laptops are a distraction in the classroom. Other than for occasional class assignments, laptops will generally only be allowed in order to accommodate documented special needs (ADA accommodations), or well-supported requests.

**Study time** The Communication Department enforces rigorous academic standards, which maintain the high quality and success of our graduates. Students should expect to devote a minimum of 3 hours of study/preparation time for each in-class/credit hour.

**Email communication** Emails written to any faculty or staff, or to any community member as a representative of SUNY Fredonia, should use standard professional formatting. This includes a clear subject heading, a courteous greeting, proper spelling and grammar, respectful content, and an identifying "signature." See: [Great info #1](#) and [Good Example #2](#) *Pro tip: never start with "Hey"*.



**Requests for Reevaluation/24 hour rule** The burden of proof in any reevaluation of your work rests with you. Requests for reevaluation must be made *within one week* of the original evaluation. Before meeting with me, please use the first 24 hours to carefully consider my comments in relation to the assignment guidelines. Then, in writing, identify specific concerns or proposed changes and provide an argument and evidence in support of your position, which we will meet to discuss.

**Recording Class Material** Students may not take photographic, video, or audio recordings of any course material without express permission of the instructor. Any permission granted will be for one-time only and does not extend to other class meetings or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted, and may not be shared with other individuals or entities for any purpose.

## Course Requirements & Assignments

1. You have ample opportunity to do your work thoroughly throughout the semester and to work with me if you are having difficulties; **extra credit** assignments are not given.

2. In keeping with Fredonia's Green Initiative, this a (relatively) **paperless classroom**; unless otherwise stated, work will be turned in electronically to drop boxes on OnCourse (Assignment Submissions/ Drop Boxes folder). Please print double-sided if printing is necessary.
3. Log onto the **class OnCourse site** for copies of the syllabus, schedule, course assignment guidelines and other course-related materials or information, to submit assignments and communicate with group members, and to keep track of your grades. If you have any difficulty logging into OnCourse, contact the ITS Service Center, W203 Thompson, 673-3407.

**NOTE 1: You MUST double-check OnCourse drop boxes** to ensure that your assignment was successfully submitted by the due date/time. Failing to verify that your document is attached means that, *if it is accepted it at a later date, it will be late and will lose points.*

**NOTE 2:** You will typically **receive some written feedback** on assignments, not just number grades. To access comments, go the drop box where the assignment was submitted. **DO NOT submit PDF.**

**NOTE 3: Any submitted documents that cannot be opened using MS Word will receive a zero.** The only way to receive credit (minus 5-10%/day late) is: copy or click and drag (do *\*not\** open and save) the file to a flash/thumb-drive, *retaining the original save date*. This date must be on or prior to the assignment's original due date to earn any credit. **DO NOT submit PDF files.**

4. SUNY requires you to keep track of your **Fredonia.edu email account** so you receive both university-wide notices and individual emails regarding class-related information. Failure to read *Fredonia.edu* emails does not exempt you from the content of any messages. **Starfish Statement:** We Care About your Success! This course is part of a Fredonia initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, instructors, and support staff. Throughout the semester, you may receive emails regarding your attendance, course grades, or academic performance. To benefit, it is important that you check your Fredonia email regularly and take recommended actions. You may be contacted directly by an Academic Advisor or Campus Support Professional.
5. To assist in refining your **referencing skills**, we will use TurnItIn.com. **Written assignments** are due *electronically* to **BOTH the OnCourse AND the TurnItIn.com drop boxes** (go to Assignment Submissions/Drop Boxes folder) on the dates listed on your course schedule; however, you may access the reports early to check and correct any problems. Work with a rank higher than 3%\* on TurnItIn will not be accepted; see "How to correct TurnItIn 'Originality Report' Errors" (Assignments & Descriptions folder) and resubmit prior to due date. **\*NOTE** that the 3% is only to allow for common phrases (i.e., "The purpose of this study..." "The research found that..."); it does not mean that a "little bit of plagiarism is acceptable. See me with any questions.
6. The content of **presentations, videos, and guest speakers' talks** is considered assigned material for which you are responsible. You must be in attendance for all of these.
7. We cannot discuss every concept from **assigned material** in class. You are still responsible for: the readings' content in assignments and tests; for asking questions about any material that you would like to clarify or that you believe relates to a concept we are discussing. Questions, concerns, and comments related to any of the course readings, materials, or assignments are always welcome.
8. In accordance with SUNY Fredonia guidelines, overall **grading/evaluation standards** are as follows:
  - A(94+)A-(93-0):** Superior performance and achievement: demonstrating *exceptional* synthesis of concepts and evidence of critical thinking, and *far exceeding* the basic requirements.
  - B+(89-7) B(86-4)B-(83-0):** Very Good performance, substantial achievement: demonstrating effectual effort in engaging concepts and *exceeding* the basic requirements
  - C+(79-7) C(76-4)C-(73-0):** Fair or standard performance and achievement: demonstrating enough effort for *meeting* the basic requirements.
  - D+(69-7) D(66-4)D-(63-0):** Passing yet substandard performance, minimal achievement: demonstrating *marginal* effort and *not meeting* all of the basic requirements.

**NOTES:** - Detailed **requirements** for the **below assignments** are posted in OnCourse (Assignments Descriptions & Information folder). *It is your responsibility to read and fulfill all assignments' guidelines as noted on the assignment description and/or as discussed in class.*

- **Due dates** may not be discussed in class; you should track them on the **Course Schedule**.

- **ALL group assignment grades** will be influenced by **peer evaluations**.

**Personal Perspectives Questionnaire (PPQ) 5%** Thoughtfully and thoroughly complete a 4-page questionnaire about your personal views on many issues related to the course.

**\*\* Failure to complete the PPQ will result in the loss of one full letter grade on the final exam.**

**Reading Summaries & Collaborative Learning Groups 25%** Complete Summary Worksheets (see OnCourse) for each chapter or article and bring it to class. *Summaries not brought to class on the due date will be late and lose ½ credit (15%).* Summaries will be used both in class discussions and as a foundation for Learning Groups in which you discuss your questions/comments, respond to questions from me, and engage in discussions/debates of your Questions and comments in relation to course readings. A significant percentage of Learning Group grades will be based on peer evaluation of preparedness and contributions (10%). \*

**In the Media 15%** (12%) During the semester, choose a week to bring in a topic-relevant event or interaction from the news/media. Write a 2 pg paper; lead a 10 minute class discussion with a Collaborator. (3%) Respond to others' questions and participate in discussions. \*

**Team Popular Culture Analysis\* 20%** This will be a 10-12 pg. analysis of a text, in which you integrate the concepts from the course readings, assignments, and class discussions, and illustrate their social implications for everyday life. You/your group may give a brief presentation to the class. \*

**Tests 25%** Since so much of this course is dependent on everyone fully engaging the reading materials, you will take 6-10 [biweekly-ish] unannounced quizzes (10%), plus a final exam (15%), to assess your comprehension of the readings and course discussions. Wholly or partially missed tests cannot be made up. Tests will assess your understanding of the main points and concepts of readings, and your ability to think carefully and apply theoretical concepts to your world.

**Attendance & Participation 10%** Attendance is required. It is your responsibility to make sure that you are marked on the roster each class. Both to personally benefit from the concepts and discussions in this course, as well as to contribute to the classroom dynamics and others' learning, it is essential that you regularly and actively participate; this requires your presence. Consequently, *participation grades cannot be more than 5% higher than attendance grades.* Participation & Professional Performance is considered informed and insightful comments on, or questions about, class concepts, theories, and processes; a motivated and supportive attitude; meeting of deadlines and guidelines; involvement in class and small-group discussions.

## Student Resources

- Counseling Center 673-3424 <http://www.fredonia.edu/counseling/>
  - **sexual assault; alcohol/substance abuse; anxiety, grief, depression, suicidal thoughts;** other
- LoGrasso Health Center 673-3131, 673-3132 <http://www.fredonia.edu/healthcenter/>
  - birth control; immunizations; various health and medical issues
- Learning Center 673-3550, Carnahan-Jackson Ctr, 4<sup>th</sup> floor Reed Library <http://www.fredonia.edu/tlc/>
  - tutoring, supplemental instruction; language and/or disability support services; other
- University Police 673-3333, 2<sup>nd</sup> floor Gregory Hall, <http://www.fredonia.edu/upd/>
  - escort bus service; silent witness; bluelight program; other

**Off Campus:** (this is informational only, these orgs are not sanctioned by the instructor or by SUNY Fredonia)

- AIDS Community Services of WNY Inc – Buffalo&Jamestown <http://www.evergreenhs.org/> 111 West Second Street, Jamestown (716) 664-7855
- Family Planning Clinic, Dunkirk Health Dept. <http://www.co.chautauqua.ny.us/271/Family-Planning> Graf Building, 319 Central Ave, Dunkirk 71-363-3660 / 866-604-6789

*In Germany, they came first for the communists and I remained silent; I was not a communist.*

*When they locked up the social democrats, I remained silent; I was not a social democrat.*

*When they came for the Jews, I remained silent; I wasn't a Jew.*

*Then they came for the Catholics and I didn't speak up; I was a Protestant.*

*When they came for me there was no one left to speak up.*

*- Pastor Martin Niemoeller (1892-1954)*