



University of the Incarnate Word
UIW-Heidelberg

BINT/SOCI 3332 – Cross Culturology and Cross-Cultural Communication
Crossed referenced COMM 6398 Directed Studies in Communication Arts

COURSE OUTLINE

I. Logistics

UIW- Heidelberg Study Center

Physical Address:

Heidelberg, Germany - Bergstrasse 106, 69121

Instructor: Dr. Teresa Lao, Ph.D., JD

Email: lao@uiwtx.edu or drteresalao@gmail.com

II. Course Description

This course provides students with the key concepts and theories surrounding intercultural communication. In our interdependent world, students of all majors need the intercultural communication knowledge, skills, and sensitivities to be able to function as citizens and employees.

Note: This course is cross-referenced as **SOCI 3332 Culturology and Cross-Cultural Communication** or **BINT 3332 Culturology and Cross-Cultural Communication** or **COMM 6398 Directed Studies in Communication Arts**. The class and course outline which follows is identical for these courses. This allows the flexibility for both business and non-business majors to select which "prefix" (SOCI or BINT) best fits their major. When applying for the program, students will select the appropriate course designator required for their transcript.

III. Course Objectives

- Students will experience first-hand how to interact with Germans in a business and academic setting. Students will be able to compare and contrast verbal communications between US Americans and Europeans, particularly Germans.
- Students will be able to compare and contrast nonverbal communications between US Americans and Europeans, particularly Germans.
- Students will participate in several excursions to learn about cross-cultural communications from business professionals and individuals from different cultures.
- Students will be able to explain stereotypes, clichés, and prejudices; taboos & do's & don't in a cross-cultural setting.
- Students will be able to discuss how their own culture and background affect or influence their communication and interaction with other cultures.



IV. Course Texts/Supplies/Materials

Intercultural Communication in Contexts (SmartBook), Martin, 7e, LearnSmart
By Judith N. Martin

Intercultural Communication in Contexts 7th Edition (Paperback) 【2018】 by Judith N. Martin (Author) (Paperback) by [McGraw-Hill Education](#)
ASIN: B07JFLTVD7

Also includes:

Martin, Intercultural Communication in Contexts, 7e (0073523933) (eBook)

- V. The following matrix reflects the general guideline of topics, readings, and/or assignments for each session. **The instructor reserves the right to modify weekly activities, assignments, projects, and/or assessments required for this class. Adjustments and/or changes will be stated before and/or during class. If the student is absent, it is the student's responsibility to contact the instructor and/or classmates about any adjustments and/or updates.**

Date	Topic	Reading	Class Activity
July			
	Lecture/Discussion: Intercultural issues, self-awareness imperative, my own cultural imprintings	Chapter 1	Class Discussion, Excursion, Writing Assignment, and Journal
	Lecture/Discussion: Internet readings; Culture, Communication, Context, and Power; assignment,	Chapters 2, 3, and 4	Class Discussion, Group Work/Presentation, Excursion, Writing Assignment, and Journal
	Lecture/Discussion: Internet readings; Most important “guru:” Geert Hofstede; Distribution of Alfonsus Trompenaars & E.T. Hall for homework in groups; Heidelberg Challenge handout.	Chapters 5 and 6	Class Discussion, Group Work, Excursion, Writing Assignment, Heidelberg Challenge, and Journal
	Lecture/Discussion: Internet readings; Understanding Intercultural Transition; The other “gurus:” Alfonsus Trompenaars re National Cultural Differences and Edward T. Hall; High and Low Context Cultures; group work, excursion	Chapters 7 and 8	Class Discussion, Group Work/Presentation, Excursion, Writing Assignment, and Journal



	Lecture/Discussion: Internet readings; Stereotypes clichés & prejudices; Taboos & do's & don'ts;	Chapters 9, 10, 11, and 12	Class Discussion, Excursion, Writing Assignment, and Journal
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NOTE: The instructor reserves the right to adjust and/or change the above schedule at any time during the semester. Adjustments and/or changes will be stated before and/or during class. If the student is absent, it is the student's responsibility to contact the instructor and/or classmates about any adjustments and/or updates.

VI. Grading Activities, Criteria and Guidelines

This class will include a variety of instructional methods and learning activities intended to engage the student in the learning process. This may include, but not be limited to: lecture, written assignments, group discussion and problem solving exercises, media presentation, article and case analysis, student-led discussion, student presentation, reflection on what was learned and documentation of planned application. Some assignments will be individual while some may be group or team assignments. Class will be participative, and each student must be prepared for each class.

Assignments

Writing assignment guidelines should always include the following components:

- Introduction, body, and conclusion.
- Incorporate key concepts from the chapter reading(s) to support the information you wrote.
- It is OK to use "I," "my," or "me" as long as you do not overuse these pronouns.
- A paragraph should have 3-5 sentences.

Class Participation and Readings (7.5 points each x 4 = 30 points)

Students will be expected to show up in class four times a week. This includes joining the excursions every week and participating in the class activities. Students will also be expected to show up on time and leave at the end of class.

Individual Assignment 1: Week 1 (10 points)

Write a 350-500 word paper where you reflect on your culture, background, education, family experiences, travels, etc. Based on your identity you have disclosed, how has your own self-awareness affected or influenced your ability to relate to other people? Follow the writing assignment guidelines when developing this paper.



Individual Journals Entries: Week 1- 5 (5 points each x 4 = 20 points) – This can be a class discussion of 3-5 paragraphs emailed to me. You have to attend the excursion in order to receive a grade. Due Thursday of every week. An extra credit of 1 point will be given for completing the Heidelberg Challenge.

Write a 200-word reflection journal on your observations, experiences, and analysis of the weekly excursions. Describe in detail what the excursion was about, discuss 3-5 highlights of the excursions, write about your verbal and non-verbal observations about the interactions between you/students and the German counterparts (tour guide, presenter, audience, staff, etc.). What were some of your initial biases about the excursions that proved different after the visit? Analyze the overall excursion and indicate the strengths and areas of improvement about the experience.

First Group Presentation: Week 2 (10 points)

Review three chapters from the assigned readings. The group will present the chapters in class by delivering a 12-15 PowerPoint presentation. Each member of the team will discuss the chapters in detail, while incorporating real-life examples to support his/her points. Make sure that each member of the team is given equal time and equal work when completing this assignment. The PowerPoint should include 5-7 bullets on each slide. At least 7-8 slides should have extensive speaker notes. Include 5-7 visuals that would supplement your presentation. Be sure to include an introduction and conclusion. At least three references section should also be included to support the information you have written.

Second Group Presentation: Week 4 (10 points)

Prepare a presentation using Hofstede's Model of Cultural Dimension and compare and contrast the German culture and the American culture. Make sure that each member of the team is given equal time and equal work when completing this assignment. The PowerPoint should include 5-7 bullets on each slide. At least 7-8 slides should have extensive speaker notes. Include 5-7 visuals that would supplement your presentation. Be sure to include an introduction and conclusion. At least three references section should also be included to support the information you have written.

Final Individual Presentation: Week 4 (10 points)

The final presentation is the culmination of our class. You will select a country of your choice that represents your cultural identity, heritage, or a personal choice. You will bring food to share that represents that particular country. You will also bring several artifacts (music, clothing, games, toys, etc.) that represent your country. Be ready to present your country and connect that presentation with several course concepts we discussed in class. Include a 7-10 PowerPoint presentation with this assignment. Follow the guidelines provided in the group presentation when developing your PowerPoint. The idea of this presentation is to just have fun and celebrate the end of our class. If you would like to invite a friend to share in our celebration, feel free to do so.



VII. Grades

The course consists of the following assessments. The instructor reserves the right to adjust and/or change the course assessments before and/or during the class.

Description	Percentage
Writing Assignment – Week 1	10%
Excursion, Journal Entries, Heidelberg Challenge	20%
1 st Group Assignments/Presentation	15%
Class Participation and Readings	30%
2 nd Group Presentation	15%
Final Individual Presentation	10%
Total	100%

VIII. Attendance and Participation

Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class. **Absences and/or a lack of participation in discussions will impact negatively on the final grade.** Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.

Students are expected to come to class on time and to have read assigned material before class. There may be an occasional pop quiz to verify whether students have read the assignments before class. **All work must be turned in on time.** Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

IX. Academic Integrity Policy

Examples of scholastic dishonesty include, but are not limited to, plagiarism, cheating on assignments or tests, taking, unauthorized reuse of work, etc. If it is determined that a student has engaged in scholastic dishonesty, the faculty shall adhere to the [Academic Integrity Policy stated in the UIW Catalog](#).



X. Grading Scale

The University of the Incarnate Word operates on a semester basis using a 4-point grading scale as follows. Registrar Online Resource: <https://my.uiw.edu/registrar/academics/grading-scale.html>.

Grade	Descriptive Grade	Numeric Grade	Grade Points
A	Excellent Scholarship	93-100	4.00
A-	Excellent Scholarship	90-92	3.70
B+	Good Scholarship	87-89	3.30
B	Good Scholarship	83-86	3.00
B-	Good Scholarship	80-82	2.70
C+	Satisfactory Scholarship	77-79	2.30
C	Satisfactory Scholarship	70-76	2.00
D+	Poor Scholarship	67-69	1.30
D	Poor Scholarship	63-66	1.00
D-	Poor Scholarship	60-62	0.70
F	Failure	Less than 60	0.00
IP	Incomplete work		None assigned; converts to an F after expiration date or deadline of six months
N	Grade not reported by faculty		None assigned
NG	No grade required		None assigned; used for thesis and dissertation courses
P	Satisfactory Scholarship	70-100	None assigned
S	Satisfactory Scholarship	70-100	None assigned
W	Withdrawn from the University		None assigned

XI. Course Add/Drop Procedure

Students are responsible for communicating and updating any potential changes, including dropping a course, to the UIW Heidelberg Academic Director **and** their Academic advisor at UIW before implementing any changes.

Dropping or changing a course may delay a student's intended graduation date due to classes not adhering to their degree plan.

The Study Abroad Advisor, UIW European Liaison and/or any other administrative personnel are **not** responsible for the student's academic planning.