

COMMUNICATION STUDIES

150

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INTERCULTURAL COMMUNICATION: Understanding
You, Understanding Me

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Communication Studies 150 Packet
Table of Contents

P. 2	Table of Contents
P. 3	Cultural Artifact Talk
P. 4	Rehearsal Critique for Cultural Artifact Talk in Kramm's class
P. 5	Cross-cultural Buddies Field Trip/ Report
P. 6	Role-Playing Presentation (part I)
P. 7	Role-Playing Videotape (part II)
P. 8-9	Explanation of Exercise Assignments
P. 10	Exercise #5: Stereotypes and Self-fulfilling Prophecies
P. 10	Exercise #6: Communication Skills
P. 11	Team Project I: Create a Communication Lab Module!
P. 12-13	Team Project II: Zooming in on a Social Issue

Cultural Artifact Talk

Due date: _____

Value: 25 points (20 points for the talk itself/ 5 points for the rehearsal critique)

What: I want you to bring to class an article or object of some sort from your home that you believe emphasizes your cultural background and its values. During class, I'd like you to "show and tell" your object to the rest of us and explain how your object is representative of your culture's beliefs and values—not your family's though you may have learned these beliefs and values through your family.

To help get a grasp of what I mean here are 2 useful definitions:

1) Beliefs=convictions about what's true or false in the world. For instance, a prayer rug could symbolize the belief that God is worthy of one's devotion.

2) Values=ideals of goodness that we strive to live up to. For instance, a cell phone could represent the values of friendship and communication.

Consider doing a word search on the artifact by typing in "invention + the name of the artifact" for more background information. Everyone will be expected to speak for at least 3 minutes but not more than 4. Or, for more ideas on topics, check Eckert's book (p. 15) where she discusses the concept of "products."

As part of the assignment, I am looking for your best organization and delivery as well. With that in mind, I would like you and a partner to do a rehearsal in the Communication Lab that helps you bring the content, organization, and delivery together in a clear, confident, friendly, and professional manner. See the critique form on the next page for more clarity on this aspect of the presentation.

Why: to encourage you to become more aware of your cultural background and to emphasize the "hidden" nature of culture

Rehearsal Critique for Cultural Artifact Talk in Kramm's class

Name of evaluator: _____ Evaluators G Number _____ Name of Speaker: _____

Directions for Buddies: Each of you should videotape both presentations in the Communication Center in one of the taping rooms. Label the practice speech you want with your name on it and drop it into the appropriate folder on the server. Then go to the Mac computers outside to watch the speeches together if possible. Critique your partner's speech in the areas noted below. Share your suggestions with him/ her as well. Encourage and be honest with each other. Write your G Number and name on the form and turn it in to the Lab instructor. The manila folder is on one of the big desks in the Center.

Content and Visual Aid:

1) How long was speech? _____ (should be 3-4 minutes)
 2) Did your partner discuss 2-3 points in enough detail that you felt you learned something significant about his/ her cultural artifact and what it means to them? Explain what you liked and what needs to be added. Note: (points could be as follows: description of cultural artifact, history of cultural artifact, values and/ or beliefs represented by the artifact, personal stories regarding cultural artifact)

3) Did your partner use the cultural artifact in the speech?

Organization:

1) Did your partner preview his/ her points in the introduction of the speech, state them in the body of the speech and review them at the end of the speech? Where do they need to improve?

2) Did they stay on their points? Where do they need to improve?

Verbal Delivery:

Comment on the subtopics below. What areas were strong, good, or weak? Explain why.

1) Conversational Delivery/ Not reading but using phrases in notes to jog memory and stay on track?

2) Avoidance of significant amounts of fillers such as um, you know, what not, and like?

3) Volume loud enough? Excitement in voice?

Physical Delivery:

1) Stance. Did they avoid weight shifting and crossing legs? Did they stand tall with weight evenly distributed facing the audience?

2) Distracting mannerisms other than stance. What did you see that should be eliminated?

(Note: A distracting mannerism is any movement that doesn't have any communicative purpose for the speech itself)

3) Eye contact. Your buddy should look at places besides the camera. How did they do?

In summary,

1) What is one thing you really liked about their talk in terms of content, organization or delivery?

2) What do they need to improve the most?

Cross-cultural Buddies Field Trip/Report

Value: 28 points

When: Due on _____

What:

Find a cross-cultural buddy (someone not from your own background, race, or ethnic group) and let me know who it is today. You may be a group of more than 2 but not more than 4. You and your buddy(s) will visit an ethnic environment that is familiar to one of you but not both of you. For example, if one of you is Filipino and the other is Euro American, then you both could go to sections of the bay area frequented by Filipinos to shop, have lunch, and so on. The Filipino member of your group will serve as a sort of docent for the Euro American providing him or her with more insight on Filipino culture. The Filipino member of the dyad will get his or her information about Euro Americans by thinking about and reflecting on his partners responses to Filipino American culture. (Places you both could visit would possibly include Little Italy, areas of Redwood City that have virtually all Mexican and Spanish speaking businesses, you could go to a Russian Orthodox Church service, visit a Mosque, Buddhist temple, go to Chinatown, etc). The place you go to depends on the make up of your group. Your job is to experience the culture with your buddy(s) and record your impressions to the questions below. Part of this experience must include eating a meal together that is reflective of the culture you are focusing on. Each of you should form your own opinions on what you experience though it's fine to share them with each other. **The answers to the questions below should be roughly 4 to 7 sentences or a paragraph each.**

- A. What impressions did you get from experiencing your buddy's culture?
 - B. What evidence of beliefs, values, or attitudes is prevalent through the physical environment-including perhaps the food-you were exposed to?
 - C. What evidence of beliefs, values, or attitudes is prevalent through the behavior of the people you interacted with?
 - D. What interesting verbal **and** nonverbal behaviors did you notice/ learn about?
 - E. What erroneous impressions might one take from the experience if he or she did not have a deeper understanding of the group you learned about?
 - F. Have a cross-cultural discussion with your buddy(ies). Determine each other's perception of what constitutes the other's culture. For example, if one person is white and the other Filipino-American, then each of you should explain how you experience the other's culture—Not just through this field trip but in your life so far. Write down what you learned about the other's culture. I'd like to read 1-2 observations about **each person's individual culture in your group you found worthy of remark.**
- (Note: If several of you are of the same culture ethnically, focus on differences in respect to the other co-cultures you might belong to. For example, if you and another are both Mexican- American in the group and one of you is male and the other female, you could discuss the differences you perceive in the opposite sex within the broader Mexican- American culture).
- G. In what ways, if any, will this experience help you become a better intercultural communicator?

What to have on due date:

1) On the due date be prepared to give answers to all of these questions. Prepare 2 points in particular that you'd like to orally share with the class. 2) Type up and turn in the answers to the above questions A-G. 3) Also the group should bring one visual aid (V.A.)--such as the flag of the country if appropriate--that can illustrate your experience visually and teach us something new.

Role-Playing Presentation (part I)

Due date: _____

Value: 20 points (both members of dyad get same grade)

Criteria for grading: 1/ 3 of grade based on mechanics/ writing. 1/ 3 of grade is based on content correctness as found in class texts and possibly lecture. 1/ 3 of grade based on depth of perspective, which means the sophistication of your analysis, how you synthesize various ideas, and the extra effort it takes to make this a compelling work.

Directions:

- 1) Find a partner. Read the information that comes with this assignment from the book *Cross-Cultural Dialogues*. You and you partner are responsible to do the following:
- 2) Write up a dialogue where a misunderstanding occurs due to an unexpected difference in a belief, a value, an attitude, or a norm (or several of these) between 2 interactants.
- 3) Also write up an explanation for the misunderstanding (1/ 2 page single spaced under the dialogue). A) Make sure the misunderstanding has to do with cultural difference. B) Make sure your explanation uses some info from the class experience in Communication 150 or other strong sources. C) Make sure the analysis gives each person a cultural identity and explanation for their communication based on their cultural identity. D) Identify specific parts of the dialogue that pertain to your analysis. E) Make sure that you explain the meanings of all technical words you use in the analysis. Don't assume I as the reader understand the Communication 150 terms even if you know I do.
- 4) Type up #2 and #3. Try to get it on one page and submit on the due date.
- 5) Be prepared to act out the dialogue on the day it is due in front of the class. (It may need to be acted out more than once). The class will listen to the dialogue and try to guess at the misunderstanding and the reason for the misunderstanding.

Role-Playing Videotape (part II)

Due date: _____

Value: 25 points (both members of dyad get same grade)

Directions:

This assignment is a continuation of the role-playing presentation that you completed above with your partner. Here are the directions:

- 1) Continue the dialogue of the two interactants. The continuation will be a resolution of the communication problem between them. In writing up the continuation of the dialogue use skills such as inquiry, paraphrasing, and other conversation/ problem-solving skills learned in class (such as from Workshops 4 and 5). Also, consider using your value orientation knowledge to help the interactants understand one another.
- 2) Write a new paragraph in the analysis that explains the approach taken by the interactants to solve their misunderstanding and build rapport for future communication challenges between them. Again, draw your information from Workshops 4 and 5 and/ or other knowledge gleaned in 150. Also fix all grammar and spelling errors from the previous submission.
- 3) **PAY ATTENTION TO THIS!!** Go to the Communication Center. Make one movie where you and your partner act out the entire dialogue, i.e., the original as well as the new part, for the camera. **Also summarize your analysis in your own words** after you complete the dialogue. **You and your partner should split up this responsibility.**

When completed, name your movie and drop it into the appropriate folder on the server. **PAY ATTENTION TO THIS!!** While acting out the WHOLE dialogue **AND**

doing the analysis, **avoid reading from notes**. Show your ability to use the skills you write out **without** “cheat sheets” of any kind. **NOTE: I DON’T WANT YOU TO MEMORIZE THE DIALOGUE ON PAPER WORD FOR WORD. IT IS BETTER THAT YOU KNOW THE GENERAL SCRIPT AND PARAPHRASE THE DIALOGUE AND THE ANALYSIS TOGETHER.** If it takes several tries to do a good dialogue and analysis, so be it.

- 4) Submit your paperwork on the due date. The movie should be completed before you turn in the paperwork.

Explanation of Exercise Assignments

First, I’d like to say a few things about writing. You are expected to write well in this class. Good writing (or poor writing) says something about you and how you present yourself. If you need assistance use the Writing Center or the following website: <http://owl.english.purdue.edu/owl/>. This website is a user-friendly guide to assist you in areas where you may have questions. 30% of your grade on these exercises will be based on your grammar. Here are the typical symbols I use when grading including their meaning:

SP= spelling error

F= sentence fragment

Cap=should be capitalized

lc=lower case or should not be capitalized

A=awkward sentence. This usually means that the sentence is wordy and needs to be concise

I=indent

P=new paragraph is needed

RO=run on sentence

Circle around a word or symbol=should be deleted

When I assess your grammar (not the content), I will comment/ mark on ½ of your paper and base the grammar portion of your grade on the section area I chose to focus on.

Exercise #1: Japanese Communication Model. This exercise is a handout that you must receive from me physically. I do not have a digital copy of it. Make sure to give substantive

responses. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!

Exercise #2: Your Cultural Orientation. This assignment is on page 18 in Eckert's book. Do part A and B. Please write a paragraph for part A. A table is a good way to organize part B. For each column/ "orientation," offer 2 advantages of your orientation and 2 disadvantages of your orientation. Turn your work in from page 18 on the specified due date given in the syllabus. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!

Exercise #3: Deconstructing your Culture. Go to page 23 in Eckert's book. Do part A only. You will have time in class to do the rest. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!

Exercise #4: *Intercambio I*. This *intercambio* or "interchange" with an ESL student is an interview opportunity to learn about a culture you're interested in. I will match you up beforehand with a student from a cultural background that is different than yours. You will need to have some questions prepared in advance (see below) to ask them about their cultural heritage. At the end of the interview, which will last about 20 minutes, the ESL student will have questions for you and will ask you questions for another 20 minutes or so. Finally, I would like you to type 3 paragraphs that address some of your reflections on the experience. To do this, write a complete paragraph (5–7 sentences) for 2 of the 3 required questions you must ask that I have indicated below in bold. The 3rd paragraph should be from any other question of your choice. Remember, each paragraph should correspond to only one question. Back up what you learned with evidence/ examples that you got from your interviewee.

- 1) **Is their culture more individualistic or collectivistic? Why?** GET EXAMPLES.
- 2) **Do you believe their culture tends to be low or high power distance? Why?** GET EXAMPLES.
- 3) **Is their culture more affective or neutral? Why or why not?** GET EXAMPLES.
- 4) How is college education different in their culture? GET EXAMPLES.
- 5) What do they like and dislike about U.S. American culture? GET EXAMPLES.
- 6) What was most valuable about your *intercambio* experience?

Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!

Exercise #5: Stereotypes and Self-fulfilling Prophecy. This exercise is offered on page 10. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED.

Exercise #6: Communication Skills. This exercise is offered on page 10. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED.

Exercise #7: *Intercambio II*. In this second *intercambio*, you will again meet with students from Amy Sobel's ESL 848 class. Her students will likely ask you questions about your culture and cultural identity related to rituals and traditions you celebrate, values you like and dislike about your culture, and career aspirations. Hopefully their questions will help you think

about the “unstated” aspects of your life, increase your self-awareness, and help you realize how your culture does influence you.

On your part, you will need to teach your *intercambio* partner some concepts learned from a recent lecture (see below for a summary of those notes). You will need to write answers for the two questions below plus one more that you come up with. Thus the exercise should be 3 paragraphs in total.

Questions:

1. Is your culture primarily high context or low context? Why? GET EXAMPLES.
2. Is your culture primarily polychronic or monochronic? Why? GET EXAMPLES.

Make up 2-3 questions of your choice that help you understand their culture

3. _____

4. _____

GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED.

Low-context cultures	High-context cultures
1. Meaning is derived primarily through verbal means	1. Meaning is derived through multiple means, such as what’s not said, social status, nonverbal communication
2. “Say what you mean and mean what you say” is valued	2. Indirectness valued
3. Elaborate code preferred (more explanation)	3. Restricted code preferred (less explanation)

Monochronic	Polychronic
1. emphasize schedules	1. less emphasis on schedules
2. compartmentalization of time	2. do multiple activities at same time
3. time almost tangible “time is money” “waste of money”	3. tolerant of interruptions
4. missing appointments increases anxiety	4. late for appointments
	5. “being present” or “in the moment” paramount
	6. people and events more important than schedules

Exercise #5: Communication Skills

Read Workshop 3 before completing this exercise. Then type the answers to the following questions. I need to have a one-paragraph response minimum for each answer (5-7 sentences).

1. How have you personally experienced stereotypes? Describe an actual incident/ situation including the context.
2. What was your response to being stereotyped? Discuss your emotional response, your thoughts at the time up to maybe even today, and your behavioral response.
3. (This question does not necessarily relate to the 1st 2 questions). Give me an example of a self-fulfilling prophecy (Galatea Effect or Pygmalion Effect) from your personal experience. Your example should relate to an intercultural experience. (Keep in mind that in answering this question, your self-fulfilling prophecy might be positive or negative).
4. What is one mental model you are aware you hold about others, which you would like to shift?

5. How might you begin to examine and change this mental model?

Exercise #6: Communication Skills

After reviewing and practicing a bit with the 4 skills from Eckert's Workshop #4 (Active Listening, Inquiry, Advocacy, Reflection), I'd like you to respond to the Saudi Arabian woman's perspective on some of the laws in Saudi Arabia. Here it is written as if she's directly speaking to you:

"I am happy with the law that says that Saudi Arabian women cannot drive a car and cannot travel alone. And, as a matter of fact, I believe that women in the U.S. have too much freedom."

1. TYPE a response to her using the following 4 skills:

- A. Active Listening (only create a paraphrase) (2 points)
- B. Inquiry (create the 2 types of questions) (2 points)
- C. Advocacy (state your position; include your own mental model) (2 points)

2. If you look in Eckert's Workshop #4, you will see that for each of the above skills, challenges are indicated for using each of the 4 skills effectively. Review the challenges and then reflect on what you might need to overcome in a general sense as a communicator. TYPE out your reflections after reviewing the "challenges" Eckert mentions. To assist you, I've listed where the info on "challenges" for each skill is found.

- A. Active Listening (p. 43) (1 point)
- B. Inquiry (p. 44) (1 point)
- C. Advocacy (p. 45) (1 point)
- D. Reflection (p. 45) (1 point)

Team Project I: Create a Communication Lab Module! (32 Points)

In this exercise I would like your group to teach what you are learning by creating an exercise that could be used by future intercultural communication students as they use the Communication Center.

Specifically, I want you to research current or future topics in our course and then let me know what you have decided to teach on. From this body of knowledge, you will design a module of some sort that relies on the appropriate pedagogy for college students. It should be interesting, challenging, and educational. Type up the information on paper. (See example for clarification).

Each group will create a videotape that will accompany the module you create. The videotape, for instance, could be a series of vignettes that demonstrate communication problems between two cultures or co-cultures that my future students, using your creation, will use to learn the material from our course.

I want to encourage creativity since your group has many people to use for this project.

The simplest way to complete the videotape would be to make a movie in the Communication Center using the large taping room and then put it in the appropriate folder in the server. You could also post the movie on YouTube and send me the link.

When you are done with the project, you will have done the following:

- 1) Created the video
- 2) Submitted a worksheet that a student could use in a future class related to their watching the video
- 3) Submitted an answer key for the worksheet

You and your teammates will grade each other for 25% of the final grade using a ranking formula I will explain when this project is due. The most important thing to remember is that you must do your best as a group contributor or possibly lose points due to lack of participation.

Team Project II: Zooming in on a Social Issue (40 Points)

In this group project, you and your teammates will lead the class for a day on a significant, current and challenging intercultural topic that I will assign. You will submit to me research on your topic and a plan for leading the class on your assigned

date. After receiving my feedback, you will organize a class meeting where you will inform us about what you've learned, ask questions to garner feedback from your classmates, and give and grade a small homework assignment. Your group will generate all this.

- Paperwork Due Date: ____ (8 points)
- Class Discussion Presentation Date: ____ (20 points)
- Reviewed homework from your classmates including brief two-minute comment to the whole class on 2-3 themes (2 points)
- 1/ 4 of the grade will be generated within your group as was done with the 1st group project (10 points)

Specific Directions for Paperwork

- Work submitted must be typed.
- Grammar and spelling must be strong.
- Documentation
 - 1 single-spaced page that gives historical background on the issue including why it is controversial
 - 1-2 pages that gives arguments (evidence and reasoning) supporting both points of view
 - Works Cited Page:
 - a) Use 4 sources
 - b) Each source must be justified with 3 bullet point arguments in favor of its credibility (also known as an annotated bibliography)
 - c) Use MLA or APA
- Brief plan for leading class (no more than one page)
 - Plan on using roughly 20 minutes to discuss both sides of the issue
 - Indicate questions you would like the learners to discuss after or during your discussion
 - Include any creative plan you'd like to try
 - Indicate one question you would like the class to do their homework assignment on. This would be a reflection or reaction comment--a paragraph--to the discussion your group led. Make sure that it challenges the learners to think deeply

Specific Directions for Team Presentation/ Discussion

The paperwork you give me is the basis for the presentation so much work should be put into completing those 2 parts. After I read your paperwork, I will likely make suggestions for leading the class and will consult with your group outside of class time.

As you go through this process with your team and our class, it is important to keep in mind the skills from workshop 4: active listening, inquiry, advocacy including revealing

your mental models, and reflection. The most important thing that everybody needs to feel is safe. We all have strong emotions concerning important social issues. It is easy to be quick to judge. However, none of us on our own have all of the facts or experience. If we listen to each other and explain our positions as well as we can, we will be more informed, be better communicators, and respect each other, thus making better life decisions big and small. As facilitators do not take a side. Your job is to inform and get us to think!

Here are some tips for leading class discussions:

- 1) Be friendly
- 2) Show interest-even excitement—in what you are sharing with us
- 3) Allow silence. If you ask a question and nobody responds, live with the silence. Eventually, someone will comment
- 4) Avoid “are there any questions?” Instead, say, “what questions do you have?”
- 5) Use active listening including paraphrasing, open-ended questions, and summarizing
- 6) Praise the learners with comments like “interesting question” Or “thank you for that”
- 7) Do not feel that you must be able to answer every question or comment. If you do not have an answer, let them know that you can check on it and get back to them—assuming there is one
- 8) Attempt to get feedback from a variety of your classmates, not just one or 2 people
This may mean asking someone specifically to give his or her input. Of course, any of us have the right to say that we would like to pass on commenting
- 9) Anything else?

Each person in the group should have roughly equal time addressing the class. I recommend reading the article from the following link on addressing topics related to race. It can help guide you in planning for a variety of challenging topics.

<http://www.policymic.com/articles/55223/5-steps-you-can-take-to-start-talking-effectively-about-race>