



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## COMM 6433-102: Seminar in Intercultural Communication

### Course Description:

This course offers an overview of socio-scientific approaches to understanding culture and its effects on cross-cultural communication, cognition, and emotion

### Class Dates, Location and Hours:

Dates: July 15 – 21, 2019  
Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.  
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.  
Last day to enroll or drop without penalty: June 16, 2019

### Site Director:

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### Professor Contact Information:

Course Professor: Ioana A. Cionea, Ph.D.  
Mailing Address: University of Oklahoma  
Department of Communication  
Norman, Ok 73019  
Telephone Number: 405-325-3018  
Fax Number: (405) 325-7625  
E-mail Address: [icionea@ou.edu](mailto:icionea@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Hall, E. T. (1959). *Beyond culture*. New York, NY: Anchor Books. [any edition of this book can be purchased]
2. Nisbett, R. E. (2004). *The geography of thought: How Asians and Westerners think differently...and why*. New York, NY: Simon & Schuster.

3. Materials posted on the OU Canvas system: Journal articles will be uploaded to Canvas prior to class. Access canvas at <https://canavs.ou.edu>; enter your OU NetID (4+4) and password and select course to access material. Please contact your local Site Director if you require assistance.

### Course Objectives:

The primary goal of this course is to provide an overview of the research in the field of intercultural communication. The course aims to enable you to understand and critically examine intercultural communication processes, whether theoretical or practical. To this end, the course covers several topics, from the conceptualization and study of culture, to specific phenomena that affect how individuals from different cultures behave. After taking this course, you will be able to identify and apply concepts of intercultural communication and come away with new insights about cross-culturally shared and unique behaviors.

**All course textbooks and articles should be read prior to the first day of class.**

### Course Outline:

Date	Content	Readings
Day 1 7/15	Introduction to intercultural communication and research	Hall (1959; book) Flatland part I (Canvas)
Day 2 7/16	The study of intercultural communication: Theoretical and practical issues	Dahl (2003; Canvas) Berry (1989; Canvas) Martin & Nakayama (1999)
Day 3 7/17	Identity <i>Intercultural experiences paper presentations</i>	Markus & Kitayama (1991; Canvas) Kim (2008 ; Canvas) Toomey et al. (2013; Canvas)
Day 4 7/18	Language and cognition	Boroditsky (2011; Canvas) Whorf (1956; Canvas) Nisbett (2003; (book)
Day 5 7/19	Intercultural communication in relationships Intercultural communication competence	Hiew et al. (2015; Canvas) Hotta & Ting-Toomey (2013; Canvas) Arasaratnam & Doerfel (2005; Canvas)
Day 6 7/20	Face and facework in intercultural encounters Conflict and negotiation in intercultural encounters	Gudykunst (Ch. 4; Canvas) Scollon & Wong Scollon (1994; Canvas) Oetzel et al. (2001; Canvas) Cai & Fink (2002; Canvas) Tinsley (2001; Canvas) Liu et al. (2019; Canvas)
Day 7 7/21	Topical research: Argumentation <i>Analysis paper meetings with instructor</i>	Cionea (2017; Canvas) Hornikx & Hoeken (2007; Canvas) Ellis & Maoz (2007; Canvas)

### Assignments, Grading and Due Dates:

#### In-class performance

This is an interactive seminar. You are expected to have read the assigned course materials before the course begins, attend all classes, and come to class prepared with pertinent comments about our readings,

to make significant and substantive contributions to seminar discussions, and to offer constructive feedback on others' work when applicable. This course will be conducted at a graduate level; the professor will act more as a facilitator than a lecturer. This means participants are responsible for providing considered, informed, and active contributions to the discussion.

In addition, each person is responsible for posting one **discussion question** for each day's readings on the Canvas discussion board under the appropriate thread at least one hour before class every day (so, if we have three readings for a day, a total of three discussion questions, one for each reading, is expected from you). Questions should challenge or critique the reading, highlight inconsistencies, inquire about the practical applications of the material, and, ultimately, demonstrate your understanding of each article. Questions should not be redundant of other students' questions. Class discussion will be partially based on your questions. The discussion questions will be part of your class participation grade and will be graded based on their quality.

### **Article presentations**

Starting from the **second day of class**, can choose any **two** readings for which you will be leading discussion. Please e-mail to sign up for a reading (first come, first served). The presentation has two components:

- a. A **3-4 page handout** for the rest of the class that summarizes the main argument(s) of the article, the main implications of the article for the study of intercultural communication, your critique of the article, and 2-3 questions regarding the article that you believe deserve further discussion. This should be uploaded to Canvas at the latest on the first day of class. Everyone is expected to review this handout prior to the day in which the presentation is delivered. The handouts will be graded based on their usefulness, accuracy in summarizing the article, and quality of the discussion questions. The instructor will return feedback electronically on Canvas.
- b. An **oral presentation (20-30 minutes)** of the reading and facilitation of discussion for this reading on the day that the reading you have chosen is assigned on the schedule. The presentation will be graded based on its quality and delivery. The instructor will return feedback on Canvas.

### **Intercultural experience paper**

This paper should be a short essay in which you reflect about a specific intercultural experience. You should choose a specific example from your personal life that you feel comfortable sharing with the instructor and the class. You should describe this observation in detail, focusing specifically on aspects directly related to *communication*. You should then select and describe one or two concepts from intercultural communication (the recommendation here is to rely on Martin and Nakayama's textbook) that you believe are applicable to your experience. Finally, use these concepts from the class material to analyze and explain this experience. Please be sure you think in depth about how intercultural concepts apply to your experience.

The paper should be 5-6 pages (excluding the cover page and references) and follow APA 6<sup>th</sup> edition in respect to formatting, writing, and citations. The paper should be submitted electronically to Canvas **no later than Sunday, July 14<sup>th</sup> 2019**. Late assignments may incur a grade deduction. Papers will be graded based on their content, structure, and writing. The instructor will return feedback electronically via Canvas.

In addition, you should prepare a **15-20 minutes presentation** for the class to be delivered on **Wednesday, July 17<sup>th</sup> 2019**, in which you share your paper/intercultural experience with your colleagues.

### **Analysis paper**

The course paper for this class asks that you choose an issue relevant to intercultural communication and analyze it in depth based on the concepts and theories discussed throughout this course. The paper should clearly describe the issue, review relevant literature and research about this issue, explain what theory (theories) are best able to explain this issue, and present an argumentative conclusion that summarizes your view about this issue and its importance for intercultural communication. Note that you will have to obtain the instructor's approval for your choice of topic.

The paper should be between **10 and 12 pages** (excluding the cover page and references) and follow APA 6<sup>th</sup> edition in respect to formatting, writing, and citations.

The paper should be submitted electronically to Canvas **no later than Sunday, August 11<sup>th</sup> 2019**. Late assignments may incur a grade deduction. The instructor will return feedback electronically via Canvas.

Papers will be graded based on their content, structure, and writing. Further details about how to write a good analysis paper as well as a detailed evaluation form for the paper will be discussed in class.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Article presentations	During class, day you signed up for	25%
Intercultural experiences paper	Sunday, July 14 <sup>th</sup> + Wednesday, July 17 <sup>th</sup> 2019	25%
Class discussions	During class, each day	20%
Analysis paper	Sunday, August 11 <sup>th</sup> 2019	30%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Ioana A. Cionea**

### Education

- 2013: Ph.D. in Communication, University of Maryland, College Park, MD
- 2006: M. A. in Communication Studies, Northern Illinois University, DeKalb, IL
- 2004: LL. B., Dimitrie Cantemir University College of Law, Cluj-Napoca, Romania

### Current Position

Assistant professor, Department of Communication, University of Oklahoma, Norman OK

### Major Areas of Teaching and Research Interest

- Argumentation
- Intercultural communication
- Interpersonal communication
- Quantitative research methods

### Representative Publications and Presentations

- Liu, M., Zhu, L., & Cionea, I. A. (2019). What makes some intercultural negotiations more difficult than others? Power distance and culture-role combinations. *Communication Research*, 46, 555-574. doi:10.1177/0093650216631096
- Cionea, I. A., Van Gilder, B., Hoelscher, C. S., & Anagondahalli, D. (2018). A cross-cultural comparison of expectations in romantic relationships: India and the United States. *Journal of International and Intercultural Communication*. (Advanced online publication). doi:10.1080/17513057.2018.1542019
- Cionea, I. A. (2017). Interpersonal argumentation across cultures. In Y. Y. Kim (Ed.), *International Encyclopedia of Intercultural Communication* (pp. 1-12). Malden, MA: Wiley. doi:10.1002/9781118783665.ieicc0249
- Guo, Y., & Cionea, I. A. (2017). "Do it this way, not that way:" An exploration of Chinese workplace conflicts. *International Journal of Conflict Management*, 28(2), 202-221. doi:10.1108/IJCM-10-2015-0073
- Cionea, I. A., Van Gilder, B., & Bruscella, J. S. (2017). Modeling serial argument goals, tactics, and their effects on arguers' satisfaction in the case of three ethnic groups in the United States. *Journal of Intercultural Communication Research*, 46, 74-95. doi:10.1080/17475759.2016.1254669
- Cionea, I. A., Hopârtean, A.-M., Hoelscher, C. S., Ieş, I. A., & Straub, S. K. (2015). A content analysis of arguing behaviors: A case study of Romania as compared to the United States. *Argumentation and Advocacy*, 51, 255-272. doi: 10.1080/00028533.2015.11821853
- Hample, D., & Cionea, I. A. (2012). Serial arguments in inter-ethnic relationships. *International Journal of Intercultural Relations*, 36, 430-445. doi: 10.1016/j.ijintrel.2011.12.006

### Representative Honors and Awards Received

- University of Oklahoma, College of Arts and Sciences, Irene Rothbaum Award for Outstanding Assistant Professor, 2016
- University of Oklahoma, Office of the Vice President for Research, Junior Faculty Fellowship, 2014
- University of Oklahoma, Department of Communication, Faculty/Staff Service and Support Award, 2014, 2017

### Major Professional Affiliations

National Communication Association, 2004-present.