



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: COMM

Course and Section #: 319gX01

Course Title: Intercultural Communication Encounters

Credits: 3

Course Description

In today's multicultural, global society, intercultural communication is a common occurrence. It is what happens when one person from one cultural, linguistic, ethnic, racial, or social group interacts with a person from a different group. When studying intercultural communication, we face an increasing number of difficult questions to address: - It is enough to identify differences among people? - Are we actually reinforcing stereotypes in emphasizing differences? - Is there a way to understand the dynamics of intercultural communication without resorting to lists of instructions? - How does discourse play a role in intercultural communication?

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Meghana Rawat

Student Learning Outcomes

- 1 – Demonstrate thorough understanding of the basic conceptualizations of culture, cultural diversity, cultural awareness, cultural sensitivity, and cultural communication competence
 - 2 – Apply knowledge of intercultural communication concepts like ethnocentrism, stereotyping, and prejudice to real life and/or hypothetical intercultural case studies
 - 3 – Analyze and evaluate global or intercultural issues.
 - 4 – Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
 - 5 – Evaluate how one's own cultural rules and biases compare and
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Course Materials and Texts

Neuliep, J. W. (2020). *Intercultural Communication: A Contextual Approach* (8th ed.). Sage Publications. (ISBN: 978-1544348704)

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignment	Points
<i>Reading Engagement Quizzes (12 x 20 pts) - There are 13 quizzes - the lowest score will be dropped</i>	240
Discussions (14 x 10pts)	140
<i>Cultural Self-Assessment Essay (GI)</i>	130
Identity/ies Podcast	125
Reflection Essays (5 x 15 pts) + Final reflection (20 points)	95
Mini-engagement activities (3 x10 pts)	30
TOTAL	760

Click here to enter text.

The following grading scale will be used in the course:

A = 94%-100% A- = 90%-93.9% B+ = 86%-89.9% B = 83%-85.9% B- = 80%-82.9%
C+ = 77%-79.9% C = 73%-75.9% C- = 70%-72.9% D+ = 66%-69.9% D = 63%-65.9%
D- = 60%-62.9% F = 59% and below

** I do not round final grades—do not ask me to. I will offer extra credit opportunities in class throughout the term. These opportunities cannot be made up **

Required or Recommended Reading Assignments

All required readings align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Week	Assignments
Week 1	Module 1: Introduce Yourself Discussion Module 1: Practice Quiz Module 1: Submit Who am I? I am...
Week 2	Module 2: Submit Power and Privilege Reflection Module 2: Online Discussion Module 2: Quiz #1
Week 3	Module 3: Discuss: A Food Desert's Supermarket Shuttle Module 3: Quiz #2

Week	Assignments
Week 4	Module 4: Discuss Matters of Race Module 4: Quiz #3 Module 4: Submit Reflection to "America's First Museum Dedicated to Telling the Story of Slavery"
Week 5	Module 5: Discuss Matters of Sexuality Module 5: Quiz #4
Week 6	Module 6: Discuss "Toilets, bowties, gender, and me" Module 6: Quiz #5 Module 6: Submit "Internet Search"
Week 7	Module 7: Quiz #6 Module 7: Submit "Body image reflection" Module 7: Submit "How the US stole thousands of children reflection"
Week 8	Module 8: Discuss Matters of Ability Module 8: Quiz #7 Module 8: Submit "Cultural Assessment"
Week 9	Module 9: Discuss Age Module 9: Quiz #8
Week 10	Module 10: Discuss Democrats and Religion Module 10: Quiz #9 Module 10: Submit "Hijab and me reflection"
Week 11	Module 11: Discuss Indigenous Experiences Module 11: Quiz #10 Module 11: Submit "Identity/ies Podcast"
Week 12	Module 12: Discuss Matters of Family Module 12: Quiz #11
Week 13	Module 13: Discuss Refugee Experiences Module 13: Quiz #12
Week 14	Module 14: Discuss Mediated Identity Module 14: Submit "Identity/ies Podcast"
Week 15	Module 15: Discuss "Govt. Apology and Environmental Agency"
Week 16	Module 16: Discuss "Identity/ies Podcast" Module 16: SRI Extra Credit

Required Course Syllabus Statements

Generative AI

AI POLICY

We will be developing skills in COMM 319G through awareness and practice. At times, the use of Generative AI such as ChatGPT and Grammarly may be useful, such as when brainstorming or researching various perspectives on an issue. We will explore AI tools and methods during some of our classes when the use of

AI Generated content is useful and does not inhibit learning relevant to course goals. Though AI can be useful in the discovery phase of creating a speech or building analytical skills, you should not use Generative AI tools to write your essays or produce assessment material. **Note:** This includes using advanced writing features, such as full-sentence re-writes included with paid subscriptions of Grammarly. If you are unsure if the use of AI is acceptable while working on assignments in this course, please ask me. If you are including AI generated content in your writing, you should cite where you are doing so. Failure to comply with this policy will result in a zero for the assignment. If I find you have engaged in unauthorized AI use, you will be awarded a zero on the assignment.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and

writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.