

# Intercultural Communication in Japan

## Section 1

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|-------------------|---|
| Instructor/Title  | Scott Lind, Ph.D. / Associate Professor |
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## COURSE RATIONALE

Communicating in an international context requires an understanding of factors that affect interaction between people from diverse cultural perspectives. The ability to look beyond cultural differences to recognize and appreciate the motivations of others is important in developing communicative competence in a foreign language. Study of intercultural communication theory and research is critical to the success, relational development, and satisfaction of students who strive to maximize their language and cultural learning while in Japan.

## COURSE DESCRIPTION

This course is a practical introduction to theory and research in the field of intercultural communication as applied to a Japanese context. The primary course content focuses on perceptions, behaviors, values, and cultural patterns of human interaction, thereby assisting students in developing a clearer understanding of their own communicative perspectives as related to life in Japan. A variety of methods and activities, including class discussion, groupwork, lecture, cultural enactment, video critique, storytelling, critical incident, written reflection, and in-class engagement, will be used to help students to develop intercultural communicative competence.

## COURSE TOPICS

History of ICC  
Intercultural competency  
Perceived cultural difference  
Culture and communication  
Culture and education  
Acculturation  
Cultural values  
Identity  
Language and culture  
Nonverbal communication and culture

## Section 2

## COURSE OBJECTIVES

The specific course objectives are as follows:

- To gain insight into theory and research in the field of intercultural communication
- To develop skills to observe, analyze and understand intercultural encounters in daily

life

- To apply the basic concepts of intercultural communication to the experience of living and working in a foreign context

### Section 3

## TENTATIVE COURSE CALENDAR

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|         |  |
|---------|--|
| 1 & 2   | Introduction to Intercultural Communication; Encoding & decoding exercise; Defining Intercultural Competency                                     |
| 3 & 4   | Perspectives on intercultural investigation; History of the field of Intercultural Communication; Ancient counting exercise; Model of Difference |
| 5 & 6   | Culturally-specific briefings; Culture and Communication   |
| 7 & 8   | Assign teaching module activity; Culture and Education   |
| 9 & 10  | Acculturation  |
| 11 & 12 | <b>Exam #1</b> (Model of Difference, Culture & Comm., Education, and Acculturation)  |
| 13 & 14 | <b>Cultural Introduction Presentations</b>   |
| 15 & 16 | <b>Cultural Introduction Presentations</b>   |
| 17 & 18 | Cultural Values  |
| 19 & 20 | Cultural Identity  |
| 21 & 22 | Language and Culture   |
| 23 & 24 | Nonverbal Communication  |
| 25 & 26 | <b>Exam #2</b> (Values, Identity, Language, and Nonverbal Communication)   |
| 27 & 28 | <b>Final Presentations</b>   |

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## REQUIRED READINGS

The required reading packet for this course will be available on Blackboard.

### Section 4

## COURSE ASSIGNMENTS

Learning becomes easier and more enjoyable when are prepared and take pride in what you do. Come prepared to class and be ready to discuss your work. All work should reflect dedication and professionalism. The assignments are as follows:

1. Two exams (objective and/or short answer format) will be given to assess your understanding of concepts addressed in the readings and during class.
2. Engagements are assignments and activities that are designed to facilitate the integration and application of course concepts. Engagements involve in- and out-of-class activities and often come in the form of written assignments.
3. The Cultural Introduction Presentation provides students an opportunity to examine their own background as a means of understanding how culture influences communication. Students will present their findings to the class.
4. The Final Presentation is an integrated assignment that incorporates major aspects of individual student's learning and curiosities from the entire semester. Students will develop and deliver original presentations that expand the extant knowledge of intercultural communication. Each student will be assigned to speak on a specific date.

## GRADING

Grades will be based on examinations, presentations, written assignments, class participation, attendance, and other class activities/assignments. The basic distribution of grading categories is as follows:

|  |     |
|--|-----|
| Exams.....                                 | 20% |
| Written assignments.....                   | 15% |
| Presentations .....                        | 40% |
| Participation (including attendance) ..... | 25% |

**\*Note:** The above grading categories & percentages might vary based on the assignments and activities throughout the course of the semester.

### Section 5

## CLASS PARTICIPATION

Because of the experiential nature of this course, active and meaningful participation is essential to our collective success. Students will be assessed on the degree to which they contributed to creating and maintaining a positive learning environment. Please understand that participation involves your verbal & nonverbal interaction in class and that all students

should strive to actively participate in every class session and to equally distribute the responsibility. Quality participation involves respecting, listening to, and trying to understand perspectives other than your own.