INTL 324U: Japan and U.S. Cultures in Contact
Spring 2014 (4 credits), CRN# 61568

Class schedule: TR: 10:00~11:50am
Classroom: University Technology Services (UTS) 208
Instructor: Yoko H. Sakurauchi (ysakura@pdx.edu)
Office: East Hall 340 Office Hour: TR 9:00~9:45am

Course Description
This course offers general intercultural theories and a comparative approach to principles of intercultural communication in Japanese and American cultural contexts. In this course, both cross-cultural (i.e. comparisons – such as how Americans communicate differently from Japanese) and intercultural (i.e. communication between people across cultures – such as how Americans and Japanese interact with each other) aspects will be examined. This course has an opportunity for students to interact with other classmates from different cultural backgrounds inside and outside the classroom. In this course, students will be able to develop their own cultural identity through the cross-cultural analysis and acquire intercultural communication competence for the development of constructive relationships with people from different cultures.

Course Objectives
1. to understand general intercultural communication theories, including intercultural sensitivity developmental models and the cultural iceberg model
2. to demonstrate cultural analysis with the iceberg model
3. to develop your own cultural identity through the cross-cultural analysis
4. to compare values, beliefs, norms and communication patterns between Americans and Japanese cultures
5. to acquire intercultural communication competence for the development of constructive relationships with people from different cultures
   a) to enhance proper intercultural attitudes, based on knowledge of the diverse communication patterns, beliefs, and values among different cultures and appreciation of diversity
   b) to gain skills for communicating appropriately in intercultural contexts

Course Materials
Required: Course Reader (available at REDe Print (old Smart Copy) – next to Hotlips Pizza on 6th Ave.)

Course Requirements
- Regular attendance, completion of assigned readings, and active participation in class discussions and activities
- Daily check on D2L (d2l.pdx.edu) for class slides, reading assignments, and supplementary learning materials
- Cultural Presentation
- Four Quizzes
- Outside-class culture-exchange group discussions (4 sessions)
- Field trip to the Japanese Garden and tea ceremony experience
- Four Reflection papers
- Final paper
Grades and Work Expectations

This course is designed to achieve certain learning outcomes. Students are graded on the demonstration of knowledge and competence rather than effort alone.

- Attendance/Participation: 15%
- Cultural Presentation: 15%
- Quizzes: 15%
- Culture-Exchange Group Discussion: 15%
- Reflection Papers: 15%
- Final paper: 25%

Total: 100%

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Attendance/Participation

- Students are responsible for attending classes, participating, and completing assignments. You must attend every class. If a student is absent, the entire class loses the contributions and involvement of that student. If an absence is unavoidable, the student should contact the instructor prior to class. If you are absent, attendance and participation points will not be made up. You are responsible for catching up with the materials of the class you miss.

- Attendance and participation point: 1pt/day. 0.5 point will be deducted per late arrival/early departure. On the 5th absence the student will fail the course.

- Student participation points will be earned through: active participation in the class; respect for the classmates’ thoughts, ideas, and contributions; and completion of assigned readings. Different learning styles are acknowledged; therefore, active participation does not only mean active speaking, but also active listening and thinking.

- At the end of every class, students will write a daily report in the bluebook. The daily report requires you (1) to report the day’s most important concepts; (2) to demonstrate your cultural analysis practice; and (3) to write freely to the instructor. Students’ attendance and participation will be evaluated by the daily report. If a student fails to turn in the bluebook with the daily report, s/he will lose the attendance/participation points for that day.

Cultural Presentation

- Each student will be assigned to do a cultural presentation. The student will choose a cultural topic/event or bring a cultural artifact, such as an object, or a video clip (shorter than 3 minutes).

- Introduce your topic and explain its cultural values and basic assumptions based on the cultural iceberg model. Power Point presentation is encouraged. The presentation should take 4-7 minutes.

- Criteria:
  - content (cultural iceberg analysis): 5pts
  - topic: 2pts
  - delivery: 2pt
  - creativity (visual aids, etc.): 1pt

Total: 10pts
Quizzes
- There will be four quizzes. Each quiz consists of 10 multiple-choice questions to evaluate students’ understanding of the class materials, including handouts, slides, lectures, discussions, and reading assignments.
- The quizzes will not be made up.

Culture-Exchange Group Discussions: Outside-Class Activity
- Students will be divided into small groups with classmates from different cultural backgrounds. Each group will meet four times (one hour/session) throughout the term and discuss assigned topics by exchanging different cultural values and norms.
- Topics:
  - 1st session: Getting to know each other
  - 2nd session: Family values across cultures
  - 3rd session: Education across cultures
  - 4th session: Exchanging ideas for the final paper
- Students are required to keep a log for each meeting and submit the logs with the cultural iceberg analysis chart attached. The log form and the cultural iceberg analysis chart are on D2L. Attending the meetings is prerequisite for log submission. Late logs will not be accepted.
- Take advantage of this opportunity and observe your group members’ verbal and non-verbal communication styles as well as learning about their cultural perspectives.
- Five points can be earned per session, including 2pts for full attendance and 3pts for completion of the log.

Reflection Papers
- Throughout the course, students will write four reflection papers on: (1) a topic from the reading assignments, (2) the culture-exchange group discussions, (3) the tea ceremony experience, and (4) the guest talk.
- One-to-two-page, typed, double-spaced, 12-point font, and free of grammatical errors. Double-sided preferred.
- The paper is due in the beginning of class on the due dates. A late paper will not be accepted.
- See the separate sheets for more detail including the instruction and criteria.

Final Paper
- The final paper is to be between 5-8 pages (excluding references), typed, double-spaced, 12-point font, and free of grammatical errors. Double-sided preferred. Be consistent in using APA or MLA style for citations.
- In the final paper, you need to demonstrate your knowledge and skills that you gain from all the materials in this course.
- See the separate sheet for more detail.
- Criteria:
  - Structure
  - Grammar/Academic writing style/length
  - 5 resources
  - Cross-cultural iceberg analysis
  - Addressing intercultural context(s)
  - Intercultural solution(s)
Cultural Experience: Tea Ceremony ~Field Trip to the Japanese Garden~

- The class will meet at the Japanese Garden and experience/observe the Japanese traditional tea ceremony on Thursday, May 8, in Week 6 (the date is tentative).
- The Garden is located in the west hills of Portland, Oregon, directly above the International Rose Test Garden in Washington Park. The street address is 611 SW Kingston Avenue, Portland, OR 97205. For more information, visit japanesegarden.com.
- Fees: $10/person, which includes the admission and the tea ceremony (The fee is subject to change.)

Writing Center
You are strongly encouraged to use the Writing Center (Cramer Hall 188) to improve your academic writing skills. Make an appointment at http://www.writingcenter.pdx.edu/

Classroom Policy
Turn off cell/smart phones and the other electric devices, including computers and tablets. Also see the separate sheet for “Ground Rules for the safe learning environment.”

Academic Misconduct Policy
Portland State University has no tolerance for academic misconduct/dishonesty. It is university policy that all acts of misconduct and dishonesty be reported to the Dean of Student Life. Sanctions that may be imposed for such misconduct range from an “F” for the assignment, an “F” for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

Learning Support Services for Students with Disabilities
If you are a student with a documented disability and registered with the Disability Resource Center (725-4150, 116 SMSU, http://www.drc.pdx.edu/), please contact me immediately to facilitate arranging academic accommodations.