



American University of Ras Al Khaimah

AURAK Syllabus

Course & Instructor Information

Course Title: Intercultural Mass Communication

Course Code: COMM 222

Credit Hours: 3.0

Methods of Instruction *(See Syllabus Guide for additional information that should be added here):*

Instruction *(See Syllabus Guide for additional information that should be added here):*

This course uses the face-to-face method of instruction and practical writing and research workshops

Prerequisite course(s) and/or co-requisite courses, if applicable:

COMM 111, COMM 112, COMM 113

Faculty Name: Hanan Abdalla Elsayed

Contact Information and Office Hours:

hanan.elsayed@aurak.ac.ae - Office: K-32 Office Hours :Monday 4:00 pm – 8:00 pm, make an appointment for a different time

Course Description:

This course explores the communication strategies and techniques within a specific cultural milieu and how those strategies and techniques differ among various cultural milieu, and learners practice in a variety of communication modes how best to accommodate their rhetorical strategies in communicating to both intracultural and intercultural audiences.

Additional Information about the course:

This course is not an online course. Throughout the semester, students will learn how best to approach and deal with intercultural problems and challenges and how to increase the likelihood of such issues being successfully dealt with or resolved.

Course Textbooks and Materials:

*John Walsh (2018). [UAE - Culture Smart: The Essential Guide to Customs & Culture](#). Kuperard

*Larry Samovar, Richard Porter, Edwin McDaniel, and Carolyn, S. Roy. (2015). *Communication between Cultures*. 9th Ed. Cengage

*Judith Martin, Thomas Nakayama. (2012). *Intercultural communication in contexts*. McGraw-Hill Education; 6th edition

Other Textbooks

Larry Samovar, Richard Porter, Edwin McDaniel, and Carolyn, S. Roy. *Communication between Cultures* (9th Ed. 2015). Cengage.

Other Resources:

<https://www.commisceo-global.com/resources/country-guides/uae-guide#c4>

<https://open.lib.umn.edu/communication/chapter/4-4-nonverbal-communication-in-context/>

<https://www.ukessays.com/essays/cultural-studies/the-communication-style-in-middle-east-cultural-studies-essay.php><https://www.youtube.com/watch?v=9zyqcuQVafk>

Web Resources:

<https://www.ukessays.com/essays/cultural-studies/the-communication-style-in-middle-east-cultural-studies-essay.php>

<https://www.youtube.com/watch?v=U9XoD9V9Bvg>

<https://www.youtube.com/watch?v=x6KCTBfFqJA>

Course Learning Outcomes (CLOs)

Course Learning Outcomes At the end of this course, students should be able to:	
CLO 1	Recognize and articulate differences and commonalities in dominant cultural patterns and enhance

	intercultural awareness and communication skills.
CLO 2	Reflect on intercultural differences to build tolerance and respect for cultural diversity.
CLO 3	Demonstrate an understanding of the complexities and diversity of different cultures and challenges of cultural stereotypes.

Program Learning Outcomes (PLOs) and Mapping Course to Program Outcomes

Please see the APPENDIX for the Course to Program Learning Outcomes Mapping.

Assessment Activities

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your scores in Blackboard.

Assessment Activities and Grading Weight	1Assignment 10%	2Project 30%	Mid-term Exam Project 20%	Class Presentation 10% Group work	Final Exam 30%
CLO 1	x	x		x	x
CLO 2		x	x	x	x
CLO 3		x	x	x	x

Grading Scale

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows:

AURAK Grading System and Scale		
Grade	Percentage Scores	Grade Points
A	95-100	4.00
A-	90-94	3.70
B+	86-89	3.30
B	83-85	3.00
B-	80-82	2.70
C+	76-79	2.30
C	73-75	2.00

C-	70-72	1.70
D+	66-69	1.30
D	60-65	1.00
F	0-59	0.00

An "S" grade reflects satisfactory, or passing, work in a course (i.e., equivalent to grade of C or higher for graduate students. A "U" grade reflects unsatisfactory, or failing, work in a course. S/U will have no effect on the GPA.

Weekly Course Information

Schedule of Course Topics, Required Reading, and Assignments and Assessments

(Including scheduling of laboratory, studio, external visit, and other non-classroom meeting sessions, as appropriate)

Week	Topic	Required Readings	Assignment, Assessment (with grade weighting) & Due Date	Mapping of CLOs to Assessments
1	Introduction to the Course, Course Grading, Evaluation and Policies.	None AURAK catalogue pgs.(34-38); Student Handbook pgs. (23-27)	None	None
2	Why study intercultural communication?	Martin and Nakayama, Chapter 1 Familiarize yourself with global refugee situations and the following relief agencies that support migrants and refugees: UNRefugeeAgency (Read: About Us, Emergencies) UNHCR Global Trends Report 2016 (Watch the video, read the webpage) o MigrationPolicyInstitute (Read: AboutMPI) John ch1 Larry ch1 Distributed reading		1,2
3	Popular Culture, Communication, Context, and power.	Molinsky, Andy (January 14, 2016). Cultural Differences Are More Complicated than What Country You're From. Harvard Business Review. https://www.youtube.com/watch?v=qKViQSnW-UA • Geert Hofstede's Cultural Dimensions. Read the "National Cultures" section under the "Cultural Dimensions" tab. Be sure to click on each of the six dimensions and read the descriptions. You may also	Assignment1 (10%) Submission date: 23 Sep	1

		<p>conduct a country comparison on the homepage of the website.</p> <ul style="list-style-type: none"> • Alaimo, K. (Sept 30, 2016). Around the World: 4 Cultural Dimensions that Impact Your Messages. PRSA. • Mindtools.com: Hofstede's Cultural Dimensions: Understanding Different Countries <p>https://www.youtube.com/watch?v=pmwDDWKbyMo</p>		
4	Identity and Intercultural Communication	<p>Martin and Nakayama, Chapter 5</p> <p>https://www.youtube.com/watch?v=9zyqcuQVafk</p> <p>Media research resources:</p> <p>Nielsen Reports – Choose the country and/or region you are researching for your audience analysis for targeted media reports. (Upper right-hand corner of the webpage.)</p> <p>http://www.nationsonline.org/oneworld/news.html: List of news sources by region and news agencies</p> <p>Browse the following resources on global media/social media and find information on your chosen target audience:</p> <p>Pew Research Center: Global Attitudes and Trends on Social Media: http://www.pewglobal.org/topics/social-media/</p> <p>Information on media control and diffusion in various nations: https://freedomhouse.org/</p> <p>Examples of differences in social media per nation. Read the following blogs on social media in Japan and Germany</p>		2

		<p>respectively:</p> <p>Wong, Kristie (Jan 30, 2017). Japan's social media landscape in 2017. freshtrax. o (May 24, 2016). Social media in Germany. ExtraDigital (UK marketing and design company)</p> <p>https://www.youtube.com/watch?v=t9oNp135_uE</p>		
5	<p>Non-verbal Communication, behavior, and cultural</p> <p>High-context and Low-context Communication</p>	<p>Martin and Nakayama, Chapter 7 Communications methods and tactics:</p> <p>Cousins, Carrie. (June 11, 2012). Color and Cultural Design Considerations. www.webdesignerdepot.com</p> <p>Articles with writing tips and steps for structuring your human-interest story:</p> <ul style="list-style-type: none"> o Lindgren, Hugo. (March 8, 2012). How to Write a Lives Essay. The New York Times. o O'Quinn, Ken. (Feb. 2, 2015). Putting the 'Art' in the Article: Writing Techniques for an Engaging Story. MyPRSA Publications: Public Relations Tactics. o Wylie, Ann. (May 1, 2013). 3 easy pieces: Using the feature-style structure. MyPRSA Publications: Public Relations Tactics. <p>Sample human interest pieces – Somalian refugees:</p> <ul style="list-style-type: none"> o Listen to or read Act 1 The Borrowers: Sieff, Kevin. (April 13, 2018.) Episode 643: Damned if you do... This American Life, NPR, and CBC Chicago. o Harlan, Chico. (May 24, 2016). For Somalis, hope falls to the cutting floor: Refugees entrapped by the popular meat industry. The Washington Post. 	<p>Midterm Project 20%</p> <p>Submission date: 13 Oct</p>	1,2
6	<p>Language and Intercultural Communication</p>	<p>Martin and Nakayama, Chapter 6</p> <p>Writing for Global Audiences. Copyright 1997-2018, Eriksen Translations Inc.</p> <ul style="list-style-type: none"> • Alaimo, K. (2016) Five Strategies for Practicing Public Relations in Europe. Institute for Public Relations. • Meyer, E. (Feb 25, 2014). How to say 'This is 		2,3

		<p>Crap' in different cultures. Harvard Business Review.</p> <ul style="list-style-type: none"> • Kura, Martin. (July 4, 2014). 7 Tips for Cross-Cultural Keyword Research. SEMRush Blog. 		
7	Midterm project	In class presentation		1,2,3
8	Nonverbal communication, behavior, and cultural	<p>Martin and Nakayama, Chapter 7 Communications methods and tactics:</p> <p>Cousins, Carrie. (June 11, 2012). Color and Cultural Design Considerations. www.webdesignerdepot.com.</p> <p>Articles with writing tips and steps for structuring your human-interest story:</p> <ul style="list-style-type: none"> o Lindgren, Hugo. (March 8, 2012). How to Write a Lives Essay. The New York Times. o O'Quinn, Ken. (Feb. 2, 2015). Putting the 'Art' in the Article: Writing Techniques for an Engaging Story. MyPRSA Publications: Public Relations Tactics. o Wylie, Ann. (May 1, 2013). 3 easy pieces: Using the feature-style structure. MyPRSA Publications: Public Relations Tactics. <p>Sample human interest pieces – Somalian refugees:</p> <ul style="list-style-type: none"> o Listen to or read Act 1 The Borrowers: Sieff, Kevin. (April 13, 2018.) Episode 643: Damned if you do... This American Life, NPR, and CBC Chicago. 		1,2
9	Culture, Communication, And intercultural Relationships	<p>Martin and Nakayama, Chapter 10</p> <p>Neely, Tsedal (October 2015). Global Teams that Work. Harvard Business Review.</p> <p>Molinsky, A. and Gundling, E. (June 28, 2016). How to Build Trust in Your Cross-Cultural Team. Harvard Business Review.</p> <p>Pisano, Gretchen. Operational Definition of Trust. Info-graphic.</p>	<p>Project1 "Cultural Differences Interview" 10%</p> <p>Submission date: 22 Oct</p>	2,3

10	Culture, communication, and conflict	<p>Brett, J., Behfar, K., and Sanchez-Burks, J. (Dec. 4, 2013). How to Argue Across Cultures. Harvard Business Review.</p> <ul style="list-style-type: none"> • Shonk, K. (Jan. 9, 2018). How to Resolve Cultural Conflict: Overcoming Cultural Barriers at the Negotiation Table. Harvard Law School Daily Blog. • Resources on creating thought leadership articles: <ul style="list-style-type: none"> o Fallon, N. (July 20, 2016). What is Thought Leadership, and Why Does It Matter? Business News Daily. o Prince, R. (Sep 9, 2014). Three Elements Of High-Impact Thought Leadership. Forbes.com. o Moreno, K. (Dec. 3, 2015). 12 Rules For Creating Great Thought Leadership And Content Marketing. Forbes.com 	<p>Project2 “Business in UAE Discussion”</p> <p>In class presentations 10%</p> <p>Submission date: 19 Nov</p>	1,2,3
11	Addressing Problems and Strategies to Resolve Conflict	<p>Larry ch3 John 8</p> <p>https://www.youtube.com/watch?v=7R3tzRdoBfo</p>	<p>Chapter presentation 10%</p> <p>(Group work)</p> <p>Submission date: 28 Nov</p>	1,2,3
12	The Internet and social media Accepting Differences	<p>Larry ch2 John ch3 Distributed reading</p>		1,3
13	Cultural and Communication as well as Arabic and UAE perspective	<p>Larry ch8 John 8 Distributed Reading</p> <p>https://www.youtube.com/watch?v=U9XoD9V9Bvg</p> <p>https://www.youtube.com/watch?v=cr-7-RooA14</p>		1,2,3
14	The Influence of New	<p>John ch8 Web. 2</p>		1,2

	Technology			
15	Business Etiquette in UAE, Ras Al Khaimah	<p>Watch the UAE in Business Documentary film and discuss in the class</p> <p>https://www.youtube.com/watch?v=gg2syc2UStA</p> <p>https://www.youtube.com/watch?v=9n1-rfNf9vE</p>		1,2,3
16	Final Exam Review	<p>In-class Presentation</p> <p>For the final Exam (All ppt slides, books, reading, and all the online sources) are required.</p>	<p>Final Exam 30%</p> <p>Check the AURAK schedule for the exam date.</p>	1,2,3

Attendance Policy

Regular student attendance and class participation are essential for students to meet course expectations and to succeed in their studies. The following are benefits associated with attending classes:

- Opportunity to participate in active learning
- Opportunity to demonstrate preparation for class
- Opportunity to engage with the faculty member teaching the course, classmates, and the course material

The following are requirements of the university's attendance policy:

- Students must provide a satisfactory reason for being absent from class, to the course instructor, in advance of missing a class.
- Students must observe protocols for online course attendance (e.g., having camera turned on).
- Students must arrive on time for class and must not depart early from the class. Persistent late arrival at, or early departure from, class meetings may result in being counted as absent from class.

If students fail to attend 20% of the scheduled classes for the semester the following will be the consequence:

- Students will receive a notice that they have been withdrawn from the course, receiving a grade of either W or F (or U).
- W if the 20% absence is reached prior to the deadline for withdrawing from a course with a grade of W.
- F (or U) if the 20% absence is reached after the deadline for withdrawing from a course with a grade of W.

Accommodations for Students of Determination

Students of determination may find they require additional support, services, or considerations. AURAK will endeavor to support students of determination of those with special needs where resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Office of Support Services located in Building D.

Other Relevant Policies

A. Academic Integrity

The Honor Code

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions. While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

Expectations

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

Violations of Academic Integrity

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.
- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.
- Altering work after it has been submitted for a grade.
- Plagiarizing.
- Using or attempting to use anything that constitutes unauthorized assistance. **PLEASE NOTE:** Faculty members may prohibit the use of generative AI, including though not limited to, generative AI such as Open AI ChatGPT and Canva, in completing assignments. When such prohibitions have been communicated by

the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.

- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Plagiarism

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one's own - is a serious offense. This includes submitting work obtained from AI writers such as Open AI Chat GPT, as well as other forms of generative AI. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source, even when the information has been provided by generative AI writers and/or sources. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline. **PLEASE NOTE:** Faculty members may prohibit the use of generative AI in completing assignments. When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.

While plagiarism detection software can assist identifying plagiarism, there is no “percentage of matching content” threshold for determining that content in a written assignment has been plagiarized. Indeed, the presentation of a single striking phrase originally written by another without attribution to the original source can constitute plagiarism, even though the percentage of matching content found by plagiarism-checking software might be very small.

Faculty and Student Expectations

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.

- It is the responsibility of every student to see clarification if in doubt about what constitutes ‘authorized’ and ‘unauthorized’ assistance. In cases involving collaborative work, all students within the collaborative group may be help responsible for violating the code if any member of the group receives, accepts, or utilizes "unauthorized" assistance.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

B. Concerns about grades or other course matters.

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic Affairs. Students who decide to “jump to the top” will be referred “back” to the appropriate next step.

C. Assignments

University policy is that assignments are due on the date indicated when the assignment is made. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

D. Mobile Phones

All mobile phones and other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

E. Diversity and the Use of English

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.

APPENDIX

Program Learning Outcomes (PLOs) : BA IN MASS COMMUNICATION

Program Learning Outcomes At the completion of the program, students should be able to:	
PLO 1	PLO 01. explain communication theory and demonstrate applications of relevant theoretical concepts for different mass communication fields.
PLO 2	PLO 02. recognize key skills and employ contemporary tools for communicating effectively in realistic media environments.
PLO 3	PLO 03. utilize appropriate messages and techniques for communicating effectively.
PLO 4	PLO 04. apply research methodologies and models and implement these in communication work.
PLO 5	PLO 05. identify factors characterizing the global nature of modern media systems
PLO 6	PLO 06. distinguish cultural issues in planning various forms of communication.
PLO 7	PLO 07. analyze principles of ethics, fairness, and regulation as they relate to media practices.
PLO 8	PLO 08. discuss the characteristics of unique publics and design strategies to best establish symmetrical relationships with them.(public relations)
PLO 9	PLO 09. summarize modern principles of public relations practices and analyse how these can be used in the UAE and globally.(public relations)
PLO 10	PLO 10. employ convergent technologies for production and expression of communication pieces for news, documentary, entertainment, and persuasive communication.(digital media)
PLO 11	PLO 11. apply latest trends in multimedia practices and uses for professional digital communication to§ a local or international context. (digital media)

Mapping Course to Program Learning Outcomes : BA IN MASS COMMUNICATION

The learning outcomes of this course contribute to meeting one or more of the program learning outcomes as shown below, with the contribution designated as “high”, “medium”, or “low”:											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1		<i>medium</i>	<i>high</i>								
CLO 2			<i>high</i>								
CLO 3			<i>high</i>								

