

**Department of Speech Communication, Theatre, & Visual Arts  
School of Arts and Humanities  
Bethune-Cookman University**

**International Communication, SCB 407 A, 3.0, Fall 2012**

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**Class:** F 231, TR 9:40a.m. - 11:10 a.m

**Office Location:** Fine Arts 241

**Office Hours:** MWF 11:40a.m.-12:40 p.m.

TR 11:20am-3:20pm

(Also by appointment)

**Virtual Hours:** MTWRF 2:00p.m. – 3:00p.m.

**Prerequisites: None**

**Course Description**

This course is designed to develop skills in communication across cultures in order to become effective in the global world today. It prepares students for leadership in international organizations and other social groups with international representation. Thus it is based on communication in an international context and from an international perspective. There is a comprehensive coverage, including perspectives on issues and topics such as press freedom, propaganda, gate-keeping, colonialism and mass media development, globalization, cultural concerns, and diffusion.

**Textbook Required**

Kamalipour, Y.R. (2002). *Global communication*. (2<sup>nd</sup> ed.) Wadsworth.

**Main Course Goals**

The course tackles international issues including the exchange of goods and services among nations, the flow of ideas from one nation to the other, and the patterns of intergovernmental interaction. Research and theories on international communication including globalization are applied to current developments to enable students prepare for international career as well as become effective communicators in a global community.

**Impact on BCU Mission and Institutional Student Learning Outcomes (ISLOs)**

Through the attainment of the Course Student Learning Objectives (CSLOs), students will acquire knowledge, skills and competencies outlined in the Institutional Student Learning Outcomes (ISLOs), School Student Learning Outcomes (SSLOs), and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan; as well as, the School Goals.

**Program Student Learning Outcomes (PSLOs) addressed in Course Learning Objectives.**

1. Demonstrate ability to critically listen, analyze, evaluate speakers, speeches, dramatic texts, performances, visual art forms, and apply communication, performance, artistic theories, and aesthetic and technical qualities as assessed through competency rubrics.
3. Organize and deliver effective oral presentations or performance with a variety of communication or performance goals and purposes, including computer and audio-visual technologies as demonstrated by a competency rubric.
4. Demonstrate skills and knowledge necessary for art production, effective communication, performance, and scholarship in careers, graduate or professional schools as assessed through competency rubric.
5. Appreciate the essence of group communication or performance including leadership and membership roles as well as effective participation to achieve realistic goals as assessed through competency rubric.
6. Identify audience diversity and making relevant communication or performance adjustment to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and social-economic status in today's global society.
7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.
8. Demonstrate civic engagement by applying communication, performance, artistic skills in real life experiences in today's society and internship.

## Course Student Learning Objectives and Measurements.

*Upon completion of the course students will be able to:*

1. Explain the verbal and non-verbal forms of communication across cultures; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
2. Discuss the concepts and cases in international communication; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
3. Explain the effective ways of communication across cultures; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
4. List and describe the leadership styles in various societies in; written and presentation at 70% accuracy level; (PSLO 1, 4).
5. Develop leadership skills in a global community; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
6. Apply international communication theories in real life situations; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
7. Identify international career opportunities in verbal communication and online quiz at 70% accuracy level; (PSLO 5, 6, 7).
8. Explain the views and perspectives of diverse groups in organizations; in written and presentation at 70% accuracy level; (PSLO 3, 4, 5, 6, 7).
9. Critically analyze the unique interpersonal diversity in international communication; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
10. Develop effective international group membership and leadership; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 4, 5, 6, 7).

### *Course Alignment*

**The Matrix of Alignment with ISLOs, SSLOs, PSLOs, Strategic Goals and School Goals.**  
(ISLO 1, 2, 3, 4; SSLO 1, 2, 3, 4, 5, 6; PSLO 1, 3, 4, 5, 6, 7, 8; SGSG 1, 2, 3, 4, 5, 6)

## General Requirements

### *Class Discussion*

Each student is required to *read the assigned chapter, including the case study*, from the required text prior to the class meeting, in order to have meaningful discussions in class. It is the student's responsibility to read the chapter to enable a productive discussion of the interesting and unique cases of international communication.

### *Examinations*

All students will complete a written midterm and a final.

### *Homework Assignments*

Homework will be assigned at the end of each class. Written assignments should be in the *American Psychological Association* (APA) format, and **MUST** be typed double-spaced, complete sentences, paragraphs, with the student's name, course number, section, and date.

### *Attendance/Punctuality/Participation*

Regular attendance for this course is expected. All students are also expected to be in class and in their seats at the beginning of each class period. **Students who arrive more than ten minutes late for class, or who leave before the class has ended will be marked absent for that class.** Attendance will be taken in each class. **Unexcused absences will result in the reduction of your final grade by at least one letter grade.** However, excused absences such as those due to personal emergencies (severe personal or family illness, personal or family tragedies, work-related emergencies) must be clearly documented within a week of the absence. If it appears that vacation or other personal plans may conflict with an exam, please make necessary adjustment plans now; leaving early for break is not grounds for making up work. Students will be graded on class participation (dependent on attendance); thus regular attendance is a fundamental component of this course. (BCU Catalog pp. 65 & 393) The text will be used as a supplement; therefore, poor class attendance can severely affect your grade. Students cannot switch sections. Students are expected to adhere to the Great *Bethune-Cookman University* (BCU) **"Honor Code For Student Conduct."**

### *Deadlines*

All assignments must be submitted on the due date. Written assignments that are submitted after the due date are considered late. A late assignment will result in a reduction of one letter grade for that assignment for each day it is late. Each student is also responsible for contacting the professor to pick up returned assignments and to review class announcements. It is a student's responsibility to obtain class notes from other students.

### *Incomplete*

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

### *Important notes*

- Complete textbook reading assignments **before** they are discussed in class.
- Participate in class activities and discussions.
- Cheating (including plagiarism) on any assignment will result in automatic failure of the course and referral to university officials for disciplinary action. Please consult the College Catalogue for official policies on cheating.
- All students will respect the rights of others, including the right to freedom of speech, freedom of religion, and freedom of thought.
- All Cell Phones Must be Turned OFF before entering class.
- NO Caps, Hats, and other similar Head Wears in class.
- Professor reserves the right to change the schedule as necessary.

## **Methods of Instruction**

### *Teaching Philosophy*

Student-Centered and Multiple Dimensional “The **teacher** is indeed **wise that does not bid you to enter the house of his wisdom but leads you to the threshold of your own mind.**” Kahlil Gibran

Due to my student-centered teaching philosophy, there is the need to find out, early in the semester, what teaching and learning styles students prefer so as to make necessary adjustments to the lesson plans during the semester. Hence responses to the following have to be considered: *What teaching and learning methods do you prefer? Why do you prefer your choice? What do you want to learn from the course? What do you expect from your professor?*

In general, the strategies of “*Lecture,*” “*Class Discussion,*” “*Cooperative Learning,*” “*Service Learning,*” “*Writing,*” and “*Classroom Technology*” will be applied during the semester.

**Topical Outline**

<i>Topic</i>	<i>Reading</i>
<u>Week 1</u>	<b>Welcome &amp; Overview</b>
08/21/12	Welcome & Overview of Course Syllabus
08/23/12	Culture and Global Communication
<u>Week 2</u>	<b>Chapter 1</b>
08/28/12	Following the Historical Paths of Global Communication
08/30/12	Following the Historical Paths of Global Communication ( <i>Bend it Like Beckham Video Analysis</i> )
<u>Week 3</u>	<b>Chapter 2</b>
09/04/12	Drawing a Bead on Global Communication Theories
09/06/12	Drawing a Bead on Global Communication Theories
<u>Week 4</u>	<b>Chapter 3</b>
<b>09/10/12</b>	<b><i>President's Convocation</i></b>
09/11/12	Global Economy and International Telecommunications Networks
09/13/12	Global Economy and International Telecommunications Networks
<u>Week 5</u>	<b>Chapter 4 &amp; 5</b>
09/18/12	The Transnational Media Corporation and the Economics of Global Competition
09/20/12	Global Communication Law ( <i>The Crisis of the Cultural Environment-Media Education Foundation, Video Analysis</i> ) <a href="http://www.igc.org/mef">[http://www.igc.org/mef]</a>
<u>Week 6</u>	<b>Chapter 6</b>
09/25/12	Global News and Information Flow in the Internet Age
09/27/12	Global News and Information Flow in the Internet Age
<u>Week 7</u>	<b>Chapter 7</b>
10/02/12	International Broadcasting
10/04/12	<b><i>Review Mid-Term Examinations Questions (BCU Library)</i></b>
<u>Week 8</u>	<b>Mid-Term Examinations</b>
10/09/12	<b>Mid-Term Examinations</b>
10/11/12	<b>Fall Break (No Classes)</b>

<u>Week 9</u>	<b>Chapter 8</b>
10/16/12	<b>Review Mid-Term Examinations &amp; Grades</b>
10/18/12	The Global Implications of the Internet: Challenges and Prospects The Global Implications of the Internet: Challenges and Prospects ( <i>Global One Series: Intercultural Communicating- Video Analysis</i> ) [ <a href="http://www.bigworldmedia.com">http://www.bigworldmedia.com</a> ]
<u>Week 10</u>	<b>Chapter 9</b>
10/23/12	Milestones in Communication and National Development
10/25/12	Milestones in Communication and National Development
<u>Week 11</u>	<b>Chapter 10</b>
10/30/12	The Politics of Global Communication
11/01/12	The Politics of Global Communication ( <i>Exporting Raymond Video Analysis</i> )
<u>Week 12</u>	<b>Chapter 11</b>
11/06/12	Global Communication and Propaganda
11/08/12	Global Communication and Propaganda
<u>Week 13</u>	<b>Chapter 12</b>
11/13/12	Global Advertising and Public Relations
11/15/12	Global Advertising and Public Relations ( <b>NCA Annual Convention, Orlando, FL</b> )
<u>Week 14</u>	<b>Chapter 13</b>
11/20/12	Global Communication and Culture ( <i>Working Together: Succeeding in a Multicultural Organization-Thompson Course Technology, Video Analysis</i> ) [ <a href="http://www.courseilt.com">http://www.courseilt.com</a> ]
<b>11/22/12</b>	<b>Thanksgiving Break</b>
<u>Week 15</u>	<b>Chapter 14</b>
11/27/12	Patterns in Global Communication: Prospects and Concerns
11/29/12	Patterns in Global Communication: Prospects and Concerns
<u>Week 16</u>	<b>Final Exams</b>
<b>12/04/12</b>	<b>Final Examinations</b>
<b>OR</b>	
<b>12/06/12</b>	<b>Final Examinations</b>
<u>Week 17</u>	
<b>12/10/12</b>	<b>Final Grades for Graduates Due in Computer and Registrar's Office</b>

## Technology

### *Online Participation*

Students will be required to participate in segments of the course posted online via Blackboard Learning System. This entails basic communication in the online environment between the professor and students like assignments, grades, and other pertinent information. Some specific websites for this course are as follows: [http://www.globalmediamonitor.com] [http://www.globalmediajournal.com] [http://www.infotrac-college.com/wadsworth] [BCU Blackboard]

## Assessment/Evaluation

Written Assignment 1	10%
Class Presentation 1	10%
On-Line Discussion Part 1	5%
Attendance Part 1	5%
Participation in Classroom Part 1	5%
Mid-Term Exams	15%
Written Assignment 2	10%
Class Presentation 2	10%
On-Line Discussion Part 2	5%
Attendance Part 2	5%
Participation in Classroom Part 2	5%
Final Exams	15%
<b>Total</b>	<b>100%</b>

## Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

## Bibliography

- Anokwa, K., Lin, C.A. & Salwen, M.B. (2003). *International Communication: Concepts and Cases*. (1<sup>st</sup> ed.) Wadsworth.
- Fortner, R.S. (1993). *International Communication: History, Conflict, and Control of the Global Metropolis*. (1<sup>st</sup> ed.) Wadsworth.
- McPhail, T.L. (2002). *Global Communication: Theories, Stakeholders, and Trends*. MA: Allyn & Bacon.

**International Communication, SCB 407 A, Course Student Learning Objectives Alignment**

Course Student Learning Objectives <b>CSLO</b>	SCTVA Program Student Learning Outcomes <b>PSLO</b>	School of Arts and Humanities Student Learning Outcomes <b>SSLO</b>	Institutional Student Learning Outcomes <b>ISLO</b>	Institutional Strategic Goals and Core Values
1. Explain the verbal and non-verbal forms of communication across cultures; in verbal communication and essay writing at 70% accuracy level.	1, 6, 7. Demonstrate ability to critically listen, analyze, evaluate speakers, speeches, dramatic texts, performances, visual art forms, and apply communication, performance, artistic theories, and aesthetic and technical qualities as assessed through competency rubrics.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 3 Complex Cognitive Skills; Appreciation of Human Differences and Commonalities.	Core Values 1-6
2. Discuss the concepts and cases in international communication; in verbal communication and essay writing at 70% accuracy level.	1, 6, 7. Identify audience diversity and making relevant communication or performance adjustment to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and social-economic status in today's global society.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 2; Complex Cognitive Skills; Practical knowledge and competency.	Core Values 1-6
3. Explain the effective ways of communication across cultures; in verbal communication and essay writing at 70% accuracy level.	1, 6, 7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 2; Complex Cognitive Skills; Practical knowledge and competency.	Core Values 1-6
4. List and describe the leadership styles in various societies in; written and presentation at 70% accuracy level.	1, 4. Demonstrate skills and knowledge necessary for effective communicators, performers, and scholars in careers, graduate or professional schools as assessed through competency rubric.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 2; Complex Cognitive Skills; Practical knowledge and competency.	Core Values 1-6
5. Develop leadership skills in a global community; in verbal communication and essay writing at 70% accuracy level.	1, 6, 7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 3 Complex Cognitive Skills; Appreciation of Human Differences and Commonalities.	Core Values 1-6
6. Apply international communication theories in real life situations; in verbal communication and essay writing at 70% accuracy level.	1, 6, 7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 3 Complex Cognitive Skills; Appreciation of Human Differences and Commonalities.	Core Values 1-6
7. Identify international career opportunities in verbal communication and online quiz at 70% accuracy level.	5, 6, 7. Appreciate the essence of group communication or performance including leadership and membership roles as well as effective participation to achieve	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of	ISLO 2, 3 Practical knowledge and competency; Appreciation of	Core Values 1-6

	realistic goals as assessed through competency rubric.	Human Differences and Commonalities.	Human Differences and Commonalities.	
8. Explain the views and perspectives of diverse groups in organizations; in written and presentation at 70% accuracy level.	3, 4, 5, 6, 7). Organize and deliver effective oral presentation or performance with a variety of communication or performance goals and purposes, including computer and audio-visual technologies as demonstrated by a competence rubric.	SSLO 1, 2, 3, 4 Critical thinking; Practical knowledge and competency; Communicate clearly; Appreciation of Human Differences and Commonalities.	ISLO 2, 3 Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	Core Values 1-6
9. Critically analyze the unique interpersonal diversity in international communication; in verbal communication and essay writing at 70% accuracy level.	1, 6, 7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 3 Complex Cognitive Skills; Appreciation of Human Differences and Commonalities.	Core Values 1-6
10. Develop effective international group membership and leadership; in verbal communication and essay writing at 70% accuracy level.	1, 4, 5, 6, 7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.	SSLO 1, 2, 4 Critical thinking; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	ISLO 1, 2, 3 Complex Cognitive Skills; Practical knowledge and competency; Appreciation of Human Differences and Commonalities.	Core Values 1-6