

Mayville State University

COMM 316 Intercultural Communication Online

Fall 2025

3 Semester Credit Hours

Course and Instructor Information

Instructor Name: Mr. Bob Sylskar

Contact Information:

Office: Classroom Building 119

Email: robert.sylskar@mayvillestate.edu This is my preferred means of contact.

Cell Phone: (701) 430-9024. Use this only to call or text me when an email response will not be timely enough.

Hours of Availability:

Monday, Wednesday, and Friday

10-10:50 a.m.

3-4 p.m.

Weekday Evenings

By Appointment (Zoom)

Tuesday and Thursday

9 a.m.-Noon

1 p.m.-4 p.m.

Weekends

By Appointment (Zoom)

Instruction Mode: online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: online asynchronous. Zoom meetings by appointment

Zoom Link: <https://mayvillestate.zoom.us/j/82403290934>

Course Materials and Technologies

Required

Jandt, F. (2020). *An Introduction to Intercultural Communication: Identities in a Global Community*. 10th ed. Thousand Oaks, CA: Sage, 2018. **Hard copy or e-edition is available at**

<https://www.amazon.com/Introduction-Intercultural-Communication-Identities-Community/dp/154438386X>

Recommended

Study Guides based on the required text will be provided in the Blackboard Course Content for the first two chapters and for other selected chapters.

Course Description

This course will provide an overview of the study of intercultural communication. Topics addressed will include history, literature, and culture of specific groups including racial, religious, and ethnic issues that affect communication patterns and outcomes. Fall/Spring

Pre-/Co-requisites: No Pre-/Co-requisites are required.

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Course Objectives

Students will:

1. Develop arguments, theses, goals, and plans by gathering, interpreting, analyzing, and organizing information into logical frameworks.
2. Effectively adapt their communication to a variety of rhetorical situations.
3. demonstrate intercultural and transcultural awareness by writing and exchanging their ideas with others.
4. Analyze how cultural factors impact human communications as they involve such things as religion, gender, race, commerce, government, and world affairs.
5. Share viewpoints with classmates about cultural factors impacting human life, religion, nation, class, gender, race, and civilization.
6. Demonstrate that they are self-reflective, flexible, and open communicators in intercultural communication interactions via writing and discussions.

Standards Alignment (English Education Program Approval Standards—ND ESPB)

- 05020.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
- 05020.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 05020.3.5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.
- 05020.4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

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Course Expectations

- I expect each student to show courtesy and respect to other students and to the instructor at all times when sharing in discussion posts and other online interaction.
- You may address me as “Professor Sylskar” or just “Professor.” Please use these terms of respect and courtesy in all course correspondence, in emails, etc. to maintain the proper and necessary instructor/student relationship.
- I expect all assignments to be completed by the due dates posted, including completion of knowledge checks and discussion board prompts.
- I will grade Knowledge Checks within a week of submission.
- I will respond to Discussion Board posts as timely as possible.
- Discussion forum posts should be on time and grammatically correct. Posts should thoughtfully and thoroughly answer questions.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. As such, you must check your campus email daily.

I prefer that you contact me through the campus email address I posted above. I will respond to your email within 24 hours during the week, and within 48-72 hours during the weekend. If you have an emergency or need immediate response from me, please text me at my cell phone number, provided above: (701) 430-9024. I expect everyone to use this method of contact discretely and judiciously.

Assignments and Assessments

You will find all assignments and assessments, like knowledge checks, in the corresponding chapter folders in Blackboard. Discussion Board prompts are in the “Discussions” section of Blackboard.

Evaluation and Grading

Grading Policies

- I expect all assignments to be completed on time in accordance with requirements and guidelines established in class. Due dates are posted in the “Weekly Schedule” (“Welcome section of Blackboard”).
- I will grade Knowledge Checks within a week of submission.
- I will respond to Discussion Board posts as timely as possible.

Attendance/Participation Policies

You are expected to respond to Discussion Board prompts and to several, if not all posts submitted by your classmates.

Grading Scale

- Your final grade will be determined by the sum of points for all written work, activities and tests. This includes multiple Discussion Board submissions and 13 knowledge checks based on assigned readings.
- Letter grades will be assigned as follows:
100-90% = **A** 89-80% = **B** 79-70% = **C** 69-60% = **D** Below 60% = **F**

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Breakdown of Grades

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Knowledge Checks	13	772	84%
Culture Essay	1	40	4%
Discussion Forum posts & responses	21	105	12%
Total Points Possible		917	100%

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS.

To verify your enrollment in this class, please complete the first prompt in the “Discussions” tab, which you will find in the menu across the top of the Blackboard page.

Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

You will find the information for all knowledge checks, culture essay, and references to all the “Discussions” prompts each weekly module. The due date for all assignments will be Sunday Midnight of

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the week for which the assignment is listed in the course content. Here is an overview of all the assignments and due dates:

Feb. 2	KC 1 and Discussion 1
Feb. 9	KC 2 and Discussion 2
Feb. 16	KC 3 and Discussions 3 and 4
Feb. 23	KC 4 and Discussion 5
Mar. 2	KC 5 and Discussions 6-10
Mar. 9	KC 6 and Discussions 11and 12
Mar. 23	KC 7 and Discussion 13. Culture Essay also due.
Mar. 30	KC 8 and Discussions 14 and 15
Apr. 6	KC 9 and Discussions 16-18
Apr. 13	KC 10 and Discussion 19
Apr. 20	KC 11 and Discussion 20
Apr. 27	KC 12 and Discussion 21
May 4	KC 14