

# **SPEECH COMMUNICATION**

150

**FALL 2009**

**INTERCULTURAL COMMUNICATION: Understanding  
You, Understanding Me**

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**Speech Communication 150 Packet**  
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## **Module Assignment: the Human Animal (Speech Lab)**

Value: \_\_\_\_

Directions: Go to the Speech Lab and ask the lab instructor for a copy of the 50-minute film “The Human Animal” by Desmond Morris. Watch the video and answer the questions below as they come up. When you are finished give it back to the lab instructor. Finally, type up your responses (questions and answers). Feel free to use the computers and printer in the Speech Lab. If you have internet access, you can find this film on the web. Do a Google search typing in the words “the Human Animal – the language of the body, (1994, part 2)”

1. What is the method for “shaking hands” among the Massai people of Africa?
2. How is a “hand shake” accomplished in Morocco?
3. In Turkey, what do two bargainers do to signify that they’re bargaining and how does one know that a deal is struck?
4. In the South of France, what does making a ring with the fingers of one hand, often an emblem meaning “OK” in the United States, signify?
5. What does the thrust of a stiff forearm mean in some parts of the world?
6. What does the “horn sign” emblem represent?
7. What is a gesture frontier?
8. Have you experienced a gesture frontier in your own life? Explain (if possible)
9. In what two countries does the head wobble from side to side indicate an affirmative or “yes” response?
10. What is a gesticulation?
11. According to Morris, what does the “air grasp” gesticulation symbolize?
12. According to Morris, what does the “power grip” gesticulation symbolize?
13. What are two facial indicators of anger in both human and chimpanzees?
14. How does one know a fake smile from a sincere smile? Explain.
15. What two things do poker players do to reveal a bad hand?
16. What two things do poker players do to reveal a good hand?
17. What three cues of deception were suggested by Morris?
18. Finally, name a context (or situation) in your personal life where being more aware of the nonverbal communication of others would be helpful. Explain why.

## Cultural Artifact Talk

Due date: \_\_\_\_\_

Value: 25 points (15 points for the talk itself/10 points for the rehearsal and critique)

What: I want you to bring to class an article or object of some sort from your home that you believe emphasizes your cultural background and its values. During class, I'd like you to "show and tell" your object to the rest of us and explain how your object is representative of your culture's beliefs and values – not your family's though you may have learned these beliefs and values through your family.

To help get a grasp of what I mean here are 2 useful definitions:

- 1) Beliefs=convictions about what's true or false in the world. For instance, a prayer rug could symbolize the belief that God is worthy of one's devotion.
- 2) Values=ideals of goodness that we strive to live up to. For instance, a Myspace website could represent the values of friendship and communication.

Consider doing a word search on the artifact by typing in "invention + the name of the artifact" for more background information. Everyone will be expected to speak for at least 3 minutes but not more than 4. Or, for more ideas on topics, check Eckert's book (p. 15) where she discusses the concept of "products."

As part of the assignment, I am looking for your best organization and delivery as well. With that in mind, I would like you and a partner to do a rehearsal in the speech lab that helps you bring the content, organization, and delivery together in a clear, confident, friendly, and professional manner. See the critique form on the next page for more clarity on this aspect of the presentation.

Why: to encourage you to become more aware of your cultural background and to emphasize the "hidden" nature of culture

## Rehearsal Critique for Cultural Artifact Talk in Kramm's class

Name of evaluator: \_\_\_\_\_

Name of Speaker: \_\_\_\_\_

**Directions for Buddies:** Each of you should videotape both presentations on a borrowed tape from the Speech Lab. Then go to a monitor and watch each speech together if possible. Time it. Critique your partner's speech in the areas noted below. Share your suggestions with him/her as well. Encourage and be honest with each other. **When you leave, have the lab instructor sign both critiques.** Turn them in on your due date.

### **Content and Visual Aid:**

- 1) How long was speech? \_\_\_\_\_ (should be 3-4 minutes)
- 2) Did your partner discuss 2-3 points in enough detail that you felt you learned something significant about his/her cultural artifact and what it means to them? Explain what you liked and what needs to be added. Note: (points could be as follows: description of cultural artifact, history of cultural artifact, values and/or beliefs represented by the artifact, personal stories regarding cultural artifact)

- 3) Did your partner use the cultural artifact in the speech?

### **Organization:**

- 1) Did your partner preview his/her points in the introduction of the speech, state them in the body of the speech and review them at the end of the speech? Where do they need to improve?
- 2) Did they stay on their points? Where do they need to improve?

### **Verbal Delivery:**

Comment on the subtopics below. What areas were strong, good, or weak? Explain why.

- 1) Conversational Delivery/Not reading but using phrases in notes to jog memory and stay on track?
- 2) Avoidance of significant amounts of fillers such as um, you know, what not, and like?
- 3) Volume loud enough? Excitement in voice?

### **Physical Delivery:**

- 1) Stance. Did they avoid weight shifting and crossing legs? Did they stand tall with weight evenly distributed facing the audience?
- 2) Distracting mannerisms other than stance. What did you see that should be eliminated?  
(Note: A distracting mannerism is any movement that doesn't have any communicative purpose for the speech itself)
- 3) Eye contact. Your buddy should look at places besides the camera. How did they do?

### **In summary,**

- 1) What is one thing you really liked about their talk in terms of content, organization or delivery?
- 2) What do they need to improve the most?

## Cross-cultural Buddies Field Trip/Report

**Value:** 30 points

**When:** Due on \_\_\_\_\_

**What:**

Find a cross-cultural buddy (someone not from your own background, race, or ethnic group) and let me know who it is today. You may be a group of more than 2 but not more than 4. You and your buddy(s) will visit an ethnic environment that is familiar to one of you but not both of you. For example, if one of you is Filipino and the other is Euro American, then you both could go to sections of the bay area frequented by Filipinos to shop, have lunch, and so on. The Filipino member of your group will serve as a sort of docent for the Euro American providing him or her with more insight on Filipino culture. The Filipino member of the dyad will get his or her information about Euro Americans by thinking about and reflecting on his partners responses to Filipino American culture. (Places you both could visit would possibly include Little Italy, areas of Redwood City that have virtually all Mexican and Spanish speaking businesses, you could go to a Russian Orthodox Church service, visit a Mosque, Buddhist temple, go to Chinatown, etc). The place you go to depends on the make up of your group. Your job is to experience the culture with your buddy(s) and record your impressions to the questions below. Each of you should form your own opinions on what you experience though it's fine to share them with each other.

- A. What impressions did you get from experiencing your buddy's culture?
- B. What evidence of beliefs, values, or attitudes is prevalent through the physical environment you were exposed to?
- C. What evidence of beliefs, values, or attitudes is prevalent through the behavior of the people you interacted with?
- D. What interesting verbal and nonverbal behaviors did you notice/learn about?
- E. What erroneous impressions might one take from the experience if he or she did not have a deeper understanding of the group you learned about?
- F. Have a cross-cultural discussion with your buddy. Determine each other's perception of what constitutes the other's culture. For example, if one person is white and the other Filipino-American, then each of you should explain how you experience the other's culture. Write down what you learned about the other's culture. I'd like to read 2 or 3 observations for each culture.
- G. In what ways, if any, will this experience help you become a better intercultural communicator?

**What to have on due date:**

**1) On the due date be prepared to give answers to all of these questions. Prepare 2-3 points in particular that you'd like to share with the class. 2) Type up and turn in the answers to the above questions A-G. 3) Also the group should bring one visual aid (V.A.) that can illustrate your experience visually and teach us something new.**

(I will collect the notes you prepared for your talk after the talk along with any field-notes you made. I want to see evidence of effort put into this assignment).

## Role-Playing Presentation (part I)

Due date: \_\_\_\_\_  
 Value: \_\_\_\_\_ (both members of dyad get same grade)

Criteria for grading: 1/3 of grade based on mechanics/writing. 1/3 of grade is based on content correctness as found in class texts and possibly lecture. 1/3 of grade based on depth of perspective, which means the sophistication of your analysis, how you synthesize various ideas, and the extra effort it takes to make this a compelling work.

Directions:

- 1) Find a partner. Read the information that comes with this assignment from the book *Cross-Cultural Dialogues*. You and your partner are responsible to do the following:
- 2) Write up a dialogue where a misunderstanding occurs due to an unexpected difference in a belief, a value, an attitude, or a norm (or combination of these) between 2 interactants.
- 3) Also write up an explanation for the misunderstanding. 1) Make sure the misunderstanding has to do with cultural difference. 2) Make sure your explanation uses some info from the class experience in Speech 150. 3) Make sure the analysis gives each person a cultural identity and explanation for their communication based on their cultural identity. 4) Make sure that you explain the meanings of all technical words you use in the analysis. Don't assume I as the reader understand Speech 150 terms even if you know I likely do.
- 4) Type up #2 and #3. Try to get it on one page and submit on the due date.
- 5) Be prepared to act out the dialogue on the day it is due in front of the class. (It may need to be acted out more than once). The class will listen to the dialogue and try to guess at the misunderstanding and the reason for the misunderstanding.

## Role-Playing Videotape (part II)

Due date: \_\_\_\_\_  
 Value: \_\_\_\_\_ (both members of dyad get same grade)

Directions:

This assignment is a continuation of the role-playing presentation that you completed above with your partner. Here are the directions:

- 1) Continue the dialogue of the two interactants. The continuation will be a resolution of the communication problem between them. In writing up the continuation of the dialogue use skills such as inquiry, paraphrasing, and other conversation skills learned in class (especially from Workshops 4 and 5).
- 2) Write a new paragraph in the analysis that explains the approach taken by the interactants to solve their misunderstanding and build rapport for future communication challenges between them. Again, draw your information from Workshops 4 and 5 in particular.

- 3) Go to the Speech Lab. Using a borrowed videotape, act out the dialogue and explain the analysis to the camera. While acting out the WHOLE dialogue, avoid reading from notes. Show your ability to use the skills you write out without “cheat sheets” of any kind.
- 4) Submit your paperwork (dialogue with one paragraph analysis of the solution) and the videotape on the due date. The videotape should be cued right at the start so I know where to begin playing.

### Group Project

Due date for written work \_\_\_\_\_

Due date for presentation \_\_\_\_\_

The purpose of this assignment is to help you fulfill the fourth SLO for this course:

Showing an increased awareness of factors that contribute to some of our societal problems, discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination, and ethnocentrism

Here is the assignment for the written portion of the assignment:

1. 5 small groups will be formed.
2. Groups generate a list of covert/hidden and overt/unhidden cultural behaviors that may be examples of prejudice, discrimination, and ethnocentrism. These behaviors may be exhibited using verbal or nonverbal communication or both.
  - a. Make sure you all know the different definitions of the three words. Use authoritative sources to get these definitions. Cite the sources completely (author, date, publication, URL if appropriate) in your document.
  - b. Use personal experiences (you may have been the perpetrator or the victim)
  - c. Use experiences of other people you interview (see #4 for details)
  - d. You need a minimum of **30 concrete true** examples
  - e. The list should have 3 columns:
    - i. Example of incident
    - ii. Kind of behavior (pick the most salient one from the 3 options)
    - iii. Rationale for choice.
3. Groups generate an explanation of **5 societal reasons** that contribute to the problematic behaviors noted in #2.
  - a. The explanations should be developed so that for each one, you write at least two paragraphs. This means that this part of the assignment should be a minimum of 10 paragraphs.
  - b. Do this part as a group. Do not use outside sources for help
4. Groups interview 2 outside sources to help them add to the list generated in #2.
  - a. One individual must be a **Speech Lab instructor**.

- b. The **second person** should be the wise sage of your choice who meets these criteria:
    - i. Someone who is of a different age than you and your peers
    - ii. Someone who is from an ethnic group that none of your group members identify with
    - iii. Put the names and contact information for these two people in your document
5. Submission of written work
- a. Submit the spreadsheet with the lists generated from #2
  - b. Submit the analysis written in narrative form related to #3 above
  - c. Include the key definitions and the documentation of sources cited for those definitions
  - d. Include the names and contact info of the 2 people you interviewed
  - e. Everything must be typed.
  - f. Everything must be written well (spelling and grammar)

Here is the assignment for the oral portion of the assignment:

Each group will have approximately 10 minutes to examine more closely one of the examples/incidents described in the written part of the assignment. The group will explain to the class the problem and offer some in-depth solutions for the problems. I would expect some valuable research to be cited, i.e. communication research or other solid academic sources (**minimum 2**), a possible-role play that explains what you mean, and some nuanced explanation for the problem and the solution. For instance, let's say one example your group found had to do with discrimination that occurred in a retail store. The merchant or employee wrongly accused the victim of shoplifting because of the customer's skin color. This is an example of discrimination. What solution for the employee might help him/her to handle this situation more fairly? What about the individual being targeted? Your group, if it used an example like this one, would need to examine the problem and some solutions and share them to the class. Again, give depth to your examination of the problem and the solution. Make sure your group doesn't read too much to us; however, reading important quotes with your interpretation might be necessary.

Note on Social Loafers:

If a group has a social loafer issue, they should report the problem to me. If I deem that you are a social loafer or just aren't participating (even if it is for a good reason), you may have to settle for as low as a zero on this assignment.

### **Explanation of Exercise Assignments**

- Exercise #1: Japanese Communication Model. This exercise is a handout that you must receive from me physically. I do not have a digital copy of it. Make sure to give substantive responses. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!
- Exercise #2: Your Cultural Orientation. This assignment is on page 18 and 20 in Eckert's book. Do part A and B from page 18. Also do the the online research activity from page 20. For the work on page 20 find 2 U.S. American cultural characteristics, 2 ethnic culture characteristics, and then complete the rest – similarities, differences, and how you handle the differences. Turn your work in from pages 18 and 20 on the specified due date given in the syllabus. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!
- Exercise #3: Deconstructing your Culture. Go to page 23 in Eckert's book. Do part A only. You will have time in class to do the rest. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!
- Exercise #4: Reflection on Interview with Non-native Speaker. This *intercambio* or "interchange" with an ESL student is an interview opportunity to learn about a culture you're interested in. I will match you up beforehand with a student from a cultural background that is different than yours. You will need to have some questions prepared in advance (see below) to ask them about their cultural heritage. At the end of the interview, which will last about 20 minutes, the ESL student will have questions for you and will ask you questions for another 20 minutes or so. Finally, I would like you to type three paragraphs that address some of your reflections on the experience. YOU ARE REQUIRED TO COMMENT ON THE FIRST 2 QUESTIONS WRITING A PARAGRAPH FOR EACH RESPONSE. USE EVIDENCE FROM THE INTERVIEW TO SUPPORT YOUR CONTENTIONS. THE THIRD PARAGRAPH CAN BE ON THE QUESTION OF YOUR CHOICE.
- 1) Is their culture more individualistic or collectivistic? Why?
  - 2) Do you believe their culture tends to be low or high power distance? Why?
  - 3) What is the role of men and women in their culture?

- 4) How did your interviewee use the English language? What clues does that give you about the nature of the grammar of their native tongue?
- 5) How is college education different in their culture?
- 6) What do they like and dislike about U.S. American culture?
- 7) What was most valuable about your *intercambio* experience?

Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!

Exercise #5: Stereotypes and Self-fulfilling Prophecy. Go to page 37 in Eckert's book. Answer the 5 questions that are in Part A. Make sure to give full responses when you type your answers on a separate piece of paper. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED!

Exercise #6: Communication Skills. This exercise is offered on the next page. Check syllabus for due date. GRAMMAR AND SPELLING COUNT. PROOF CAREFULLY! MUST BE TYPED.

### **Exercise #6: Communication Skills**

After reviewing and practicing a bit with the 4 skills from Eckert's Workshop #4 (Active Listening, Inquiry, Advocacy, Reflection), I'd like you to respond to the Saudi Arabian woman's perspective on some of the laws in Saudi Arabia. Here it is again written as if she's directly speaking to you:

*"I am happy with the law that says that Saudi Arabian women cannot drive a car and cannot travel alone. And, as a matter of fact, I believe that women in the U.S. have too much freedom."*

1. TYPE a response to her using the following 4 skills:

- A. Active Listening (only create a paraphrase) (2 points)
- B. Inquiry (create the 2 types of questions) (2 points)
- C. Advocacy (state your position; include your own mental model) (2 points)

2. If you look in Eckert's Workshop #4, you will see that for each of the above skills, challenges are indicated for using each of the 4 skills effectively. Review the challenges and then reflect on what you might need to overcome in a general sense as a communicator. TYPE out your reflections after reviewing the "challenges" she mentions. To assist you, I've listed where the info on "challenges" for each skill is found.

- A. Active Listening (p. 43) (1 point)
- B. Inquiry (p. 44) (1 point)
- C. Advocacy (p. 45) (1 point)
- D. Reflection (p. 45) (1 point)

### **Intercambio II/Extra Credit**

On \_\_\_\_\_ we will have another *intercambio* (interchange) with the students from ESL 848. Amy Sobel is the professor of the class.

On their part, the students will likely ask you questions about your culture and cultural identity related to rituals and traditions you celebrate, values you like and dislike about your culture, and career aspirations. Hopefully their questions will help you think about the “unstated” aspects of your life, increase your self-awareness, and help you realize how culture does influence you.

On your part, if you wish to earn up to \_\_\_ extra credit points, you will need to teach your *intercambio* partner some concepts learned from a recent lecture (see below for a summary of those notes). Then you will need to answer the two questions below plus two more that you come up with, type up the responses, proof the grammar and spelling and submit everything on \_\_\_\_\_. The paper should be a minimum of 3 full paragraphs.

**NOTE:** Please offer examples they give you to support the answers to questions #1 and #2. The examples are very important.

Questions:

1. Is your culture primarily high context or low context? Why? GET EXAMPLES.
2. Is your culture primarily polychronic or monochronic? Why? GET EXAMPLES.

Make-up 2 questions of your choice that helps you understand their culture

3. \_\_\_\_\_

4. \_\_\_\_\_

Low-context cultures	High-context cultures
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<ol style="list-style-type: none"> <li>1. Meaning is derived primarily through verbal means</li> <li>2. "Say what you mean and mean what you say" is valued</li> <li>3. Elaborate code preferred (more explanation)</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning is derived through multiple means, such as what's not said, social status, nonverbal communication</li> <li>2. Indirectness valued</li> <li>3. Restricted code preferred (less explanation)</li> </ol>
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Monochronic	Polychronic
<ol style="list-style-type: none"> <li>1. emphasize schedules</li> <li>2. compartmentalization of time</li> <li>3. time almost tangible "time is money" "waste of money"</li> <li>4. missing appointments increases anxiety</li> </ol>	<ol style="list-style-type: none"> <li>1. less emphasis on schedules</li> <li>2. do multiple activities at same time</li> <li>3. tolerant of interruptions</li> <li>4. late for appointments</li> <li>5. "being present" or "in the moment" paramount</li> <li>6. people and events more important than schedules</li> </ol>