



CMST 20 -Syllabus  
Section S9914 – R Lightfoot  
Spring 2025  
1/13/2025 - 3/7/2025

Course Number:	CMST 20	Course Title:	Intercultural Communication
Division:	Arts, Communications & Social Sciences		
Credit Hours:	3	Instructor:	Robb Lightfoot
Days	Online	Instructor Phone:	(Contact through Canvas Mail)
Times Online:	Varies usually Noon M-F	Instructor Email:	Contact through Canvas Mail

**“Friendly,” on-line versions of Robb’s syllabi can be seen at [www.friendlysyllabi.net](http://www.friendlysyllabi.net)**

**Note for Spring 2025 -**

<b>NOTE!</b>	Robb will be traveling to Hawaii, Fujii, New Zealand, and Australia between 1/17 & 2/21/25.	During the time at sea, he may not be able to login each day but will be in regular contact.	Any glitches that result in delays will see due-dates adjusted, if need be, in a manner to benefit students. :)
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**All students are responsible for being sure they are registered for any classes they are attending. Students wishing to drop a class or who are no longer attending a class are responsible for completing a drop form with the Admissions and Records Office or an Extended Education Campus. It is *not* the instructor’s responsibility to register or drop a student from a class.**

**Any student not in class on the first day may be dropped at instructor's discretion. IF YOU ARE UNABLE TO ATTEND FIRST CLASS MEETING BE SURE TO CONTACT ME. Missing more than a week of class is the equivalent of missing two weeks in a regularly-paced class, and so missing one week without prior communication may result in an instructor-drop. That said, it is your responsibility to drop if you believe you can't finish the course. But before you do... please reach out and communicate with me. We'll see if we can bring resources or alternatives into play that could keep you on track. :) [rlightfoot@shastacollege.edu](mailto:rlightfoot@shastacollege.edu).**

## **ADVISORY**

ENGL 190 with a grade of C or higher; or English Placement Level 6 or higher.

## **COURSE CATALOG DESCRIPTION**

The purpose of this course is to develop the skills necessary to build and maintain positive communication and relationships across cultures. Students will focus on similarities and differences in communication behaviors. Perceptions, language usage, nonverbal style, thinking modes, and values all will be explored to see how they influence face-to-face communication between individuals of different cultures. This course may be offered in a distance education format.

## **STUDENT LEARNING OUTCOMES**

1. Transactional Model of Communication: Students will be able to select, define and accurately place on a blank model the elements of the Transactional Model of Communication.
2. Key Terms: Define intercultural communication, including the foundational key terms used in this field of study.
3. Compare and Contrast: Compare and contrast perspectives of various cultural groups as defined by religion, ethnicities, race, gender, class or other important social categories.

## **Objectives:**

Upon successful completion of the course the student will be able to:

1. Compare and contrast communication styles within selected world cultures. Analyze communication styles of the dominant American culture and co-cultures.
2. Define intercultural communication and demonstrate a command of the vocabulary used in this field of study.
3. Identify the nature of culture, the major areas of cultural diversity, and the relationship between culture and communication.
4. Develop an awareness for other cultures and the skill to communicate with people from other cultures as demonstrated by the ability to identify ethnocentric statements.
5. Analyze the effects of cultural variance on perceptions, values, beliefs, norms and the selection and interpretation of verbal and nonverbal messages.
6. Demonstrate the ability to deal with key elements of intercultural communication by researching and analyzing other cultures and completing typed reports and oral presentations.
7. Discuss several guidelines for improving intercultural communication.
8. Identify culturally defined rules that govern communication in significant societal contexts, i.e. business education and health care

## Course Content:

1. Introduction to communication
  - A. Why study intercultural communication?
  - B. Introduction to the process of human communication.
  - C. Characteristics of competent communicators.
  - D. Define communication, intercultural communication, culture, and ethnocentrism.
2. Culture and communication
  - A. Principles, theories and models of intercultural communication
  - B. What is the relationship of culture to communication?
  - C. Characteristics of culture
  - D. Cultural patterns of the dominant U.S. culture and selected other cultures
  - E. Culture, perceptions, beliefs and values
3. Culture and Society
  - A. World view and culture
  - B. Family and culture
  - C. History and culture
4. Language, Verbal Communication and Culture
  - A. The importance of the relationship between language and culture
  - B. How language affects and reflects the dominant U.S. culture and other cultures.
  - C. Idioms from the dominant U.S. culture and other cultures
  - D. Communication styles within selected cultures
  - E. Guidelines for effective use of language in the intercultural context
5. Nonverbal Communication and Culture
  - A. The importance of the relationship between nonverbal communication and culture
  - B. How nonverbal communication reflects the dominant U.S. culture and other cultures.
  - C. Paralanguage and personal space in various cultures
  - D. Guidelines for effective use of nonverbal communication in the intercultural setting
6. Cultural Influences on the Communication Context and Improving Intercultural Communication
  - A. The business setting
  - B. The educational setting
  - C. The health care setting
  - D. Guidelines for improving intercultural communication

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## REQUIRED TEXTS

Title: *Intercultural Communication*

Author: Grothe

Provided in Course Modules

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## GRADING

### *Grading Scale:*

A - 90-100% = 100 -900

D – 60-69% = 699-600

B – 80-89% = 899 - 800

F - 59% and less = 599 and below

C= 70-79% - 700-799

If circumstances cause changes in assignments, the percentages above will apply. Shasta College does not use the +/- grading system.

### **ASSIGNMENTS AND GRADING – PARTICIPATION INCLUDED IN RUBRICS:**

Syllabus Quiz - 10

Video Discussions – 240 (30 points each)

Weekly Quizzes – 100 (10 points each)

Hot Topic – 120 (60 point each)

Final Presentation Paper Written in APA style – 50

Final Presentation shared orally in pre-recorded video – 100

2 Semester Journals – 60 (30 points per entry)

Facts Only – 40 (10 points each)

SLO Quiz – 25

Weekly Discussions – 250

(EXTRA CREDIT IS LIMITED TO 50 points for the term, no matter how numerous the offerings.)

TOTAL – 1,000 points

**WEEKLY LEARNING MODULES:** Each week you will have a learning module with multiple assignments and opportunities to participate in class. The modules open Monday at 8am and close Sunday at 11:59pm. If you do not fully complete a module, you will lose participation points.

**DISCUSSIONS:** You will have two types of discussions each week. One is a written discussion and the other is an asynchronous video discussion via Video. There are two parts to each discussion. The first part, your initial response to the discussion question, is **due by Thursday at 11:59pm each week**. The second part of the discussion, responses to peers, is **due by Sunday at 11:59pm each week**.

**HOMEWORK:** Title V regulations mandate that “degree applicable” courses require “A minimum of 3 hours of work per unit, per week, including class time, prorated for short-term, lab, and activity classes.” Students need to be aware of homework requirements. For accelerated classes, this weekly amount is doubled since the class is half-term and proceeds at twice the usual rate. So, this class should occupy 18 hours of your week. This is a half-time job, but it is only for a half-a-semester. Block out your time and use a calendar to manage your schedule. Falling behind is often the beginning of the end. Stay on task. **Ask for help if you don’t understand an assignment, have tech problems,**

**or need to be connected with the many student resources that Shasta College offers. You can do this. Don't quit because you're reluctant to seek help! College can be complicated! But there are helpful people here.**

ASSIGNED READINGS: All readings for the course are listed on the class calendar. You are expected to have assigned readings completed when you attend class each day.

INTRODUCTION: Introduce yourself! Tell us something cool about you. Speak for two minutes about you and who you are. This will be done via Video. You'll need to master Canvas video tool. Don't delay.

HOT TOPICS: You will research the news pertaining to different cultures and find a "Hot Topic" issue or story that is currently taking place. You will present the article to the class via video and discuss the implications of the story and why it is important culturally to that specific location. This assignment is not just you reading the news article to the class, but putting this information in your own words and offering additional analysis to the class. Each presentation/video recording should be 4-8 minutes.

JOURNAL ENTRIES: Throughout the semester you will write online the equivalent of two 2-3 paged typed (double spaced) papers based on an intercultural prompt provided to you. You will be particularly responsible for raising relevant issues and making connections with the readings, class discussions, etc. Each section of the journal will be turned on assigned due dates. Your thoughts should be developed and your paper should be clearly written.

FACTS ONLY: Throughout the course we will watch several movies to guide you through different cultures. You will write out 10 facts you learned from the movie. Each well-written and complete fact is worth one point. You can write an additional 5 facts for 5 points of extra credit and a total of 15 points out 10 possible points. The page length is 1.5 to 2 pages, or 300-500 words.

FINAL RESEARCH PAPER: You are required to research and write a 5–7-page paper in APA style that will be the basis for your oral presentation. Remember, there's the paper version and then the spoken version.

The goal of your research in this assignment is to educate your classmates about the issues you chose in your target culture. Your goal is simply to inform us and engage us in informed dialogue about your chosen topic. To prepare for this assignment, you will need to take the following steps.

Use clear and sufficient explanations, specific real-life examples, facts, statistics, powerful quotations, etc. ***Each student must orally cite at least five credible sources in the paper and also orally*** when you present, so keep careful track of which source contained what information. The paper must have a correctly formatted works cited. Look to the Purdue OWL website for guidance and to our own library and tutoring center. Start early!

FINAL PRESENTATION: The purpose of this assignment is to share both a written analysis, submitted as a formal, APA-style paper, and an effective public speaking presentation. Your

presentation is NOT a reading of the paper! Your informative presentation which is a deep-dive into a specific culture that you've chosen, subject to the instructor's approval. You may work individually or in groups of up to three students. Each part of the presentation will need 5 oral citations per student. The overall length of this presentation will be between 8-15 minutes, total, depending the team's and class size. If you work alone, you can expect to take 7-8 minutes, again, depending on class size. This time will be announced several weeks in advance.

Organize the information into clear categories and a logical sequence so that it is easy to follow. Give clear and frequent oral citations (at least five). Remember to use sufficient but limited content, clear organization, effective visual aids, and effective delivery. For the video presentation, you will have 7-9 minutes maximum, per person, to present. Narrow your content down sufficiently to be able to present it within the time guidelines and adapt your content to increase your audience's understanding and maintain interest. The best way to meet a time limit is to be careful in selecting the information to present, and to run more than one timed practice sessions.

**QUIZZES:** Each module will have quizzes associated with the readings in the module. Quizzes must be completed by Sunday at 11:59pm. There are no make-ups for quizzes.

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## CLASSROOM POLICIES

### **STATEMENT OF INSTRUCTIONAL METHODS:**

This course will involve both lecture and online discussion. You must have a Webcam to complete assignments in order to meet required Student Learning Outcomes. You are expected to create and upload your videos prior to required deadlines. Start early in case you have issues. You'll also get video links to view.

A typical week will involve 20-50 pages of reading, class discussion, and in-class collaborative work.

Various homework assignments will be due approximately every week, and a paper will be due every week. There is one midterm and a final exam.

### **Course Usage of Canvas:**

Copies of the course syllabus, course calendar, and assignments are posted on Canvas. You are responsible for regularly checking Canvas, which is accessed at <http://online.shastacollege.edu/>

**Online Interaction:** It is recommended that you check your Canvas message, class announcements, and module discussions regularly (5 out of 7 days per week). To be successful you must keep up with the timeline and **required** work each week. **Students who fail to log into the course and participate in required activities by the end of the first week will be dropped from the course. Any student adding the course late, with my approval, must still complete ALL PRIOR WORK IN 1 WEEK.** Any student who will not be able to log into the course for an extended amount of time must contact me at least one week prior to the absence in order to make arrangements to complete assignments early. **Students who don't log in for a week or more may be dropped.**

## CLASSROOM PROCEDURES:

***RESPECT FOR STUDENTS:*** In this class we respect the right for students to have divergent opinions and views. However, we also expect students to express their differences in constructive ways rather than creating a hostile and/or discriminatory environment (i.e., no name calling, bullying tactics, etc.).

***ELECTRONIC MESSAGE POLICY:*** Please contact me first for any issues you have regarding this course. If you do want to contact me, **Canvas Messages is my primary mode of communication with my students.** Message me in Canvas any concerns and or questions. As a general rule, I do not respond to emails after 9 PM on weekdays or any time during the weekend. Any messages received after 9 PM will be addressed the following day or after the weekend. I will not respond to messages full of typographic errors and informal messaging jargon.

***PARTICIPATION:*** **Class participation is vital to the functioning of this class. If you do not complete the introduction module, you will be dropped.** You will lose significant points for not interacting with your classmates. Again, if you quit attending for a week, you may be dropped. Please participate fully and encourage your classmates to do the same.

***OFFICE HOURS:*** Like many adjunct teachers, I don't have an on-campus office or set office hours. Try asking questions via messaging, and if we are unable to resolve issues, I will arrange a time to communicate by phone or video chat. It's best to use such meetings to clarify issues with the class or topics that are unclear even after you've read the material. This is not a time to get an independent, private lesson for information missed in the class due to unexcused absences. It's best to make a study-buddy compact with a few of your classmates if you need to get back up to speed. Do come to office hours with questions prepared in advance. Questions like, "I'm really confused in class," are too vague for me answer. Since you must keep up with the pace of the class, and late work cannot be submitted, it is best to ask questions promptly as they occur to you. Asking for clarification about the first assignment during finals week won't be very helpful for successfully completing the class.

**CLASSROOM ETIQUETTE:** Respect your fellow classmates and myself at all times. If behavior becomes disruptive to others' learning, you may be asked to permanently leave the class. Negative behaviors like these can be detrimental to other students and will decrease your participation points.

**CLASS MATERIALS WARNING:** This is an R rated classroom. The material that we will be viewing, listening to, and discussing in class will contain adult language, violence, or material that may be deemed offensive by some audiences. Your continued enrollment in this course, following the reading of this syllabus, indicates that you are aware of this material and have chosen to stay in this class. Please ask me if you have any questions or concerns. This does not mean you are allowed to use profanity or obscene language in class. It simply means we all have differing points of view on what's acceptable or not.

All submitted papers must be typed, and contain the student's name and assignment title in the upper right-hand corner of the page. **Handwritten work WILL NOT be accepted. All assignments will be submitted electronically through Canvas.** Be sure to acknowledge directly quoted material as well as general ideas taken from outside sources. Use APA style. Numerous resources on the web offer examples. Papers will be evaluated on the quality of discussion, writing style, and mechanics. All papers are graded for both content and form, which includes, but is not limited to, spelling, grammar, organization, sentence structure, typos, etc.

**LATE ASSIGNMENTS:** Late assignments or papers **WILL NOT** be accepted. All assignments are to be turned in at the correct time the date they are due. Assignments submitted one-minute or more past the time it is due will be considered late. There will be NO MAKE UPS, please contact me in advance if you are unable to meet a deadline.

**GRIEVANCE POLICY:** I strongly encourage student involvement in the grading process. To challenge a grade, you must wait 24 hours after you get your graded assignment back and bring it to my attention within 7 days. You will need to prepare a grievance that must be in typed outlining why you believe you should receive additional points and why. Successful grievances refer to the assignment criteria and then, point by point, explain how you met the criteria.

**EXTRA CREDIT:** Extra credit may be given at the instructor's discretion and may come in the form of an assignment or pop quiz. (EXTRA CREDIT IS LIMITED TO 50 points for the term, no matter how numerous the offerings.)

**GRADE CHECK:** I work to keep up with grading and have our Canvas portal's settings so you can see your progress and current grade. To make your grade accurate, I will enter a zero for any assignment that was due but not completed. There are times when assignments will be done over several weeks, in installments. In such cases I may break the work up into components that are graded as due, or wait until the work is done to complete my grading. In the event I miss posting a "zero," do not assume that the work wasn't due. Sudden drops in grade may be seen if I have a backlog of ungraded assignments and several zeros are posted at



once. The best way to keep your grade up is to do the work, on time, and participate fully in the class.

**ATTENDANCE:** Success in the course is dependent to a large degree upon participation and attendance. Absences will affect your grade unless there are clear and verifiable extenuating circumstances.

Students unable to attend at least 80% of the classes should consider dropping the course immediately. If you have extenuating circumstances requiring an extended absence from class (e.g. illness), please see the instructor as soon as possible. Please be aware the instructor may drop a student for lack of attendance and/or participation after the no record drop deadline. Be aware that Canvas has tools for the teacher that allow us to look at the amount of time you have been spending in the class portal, the amount of time you've taken on a particular assignment or quiz. Success in any endeavor is closely linked to the "time on task," the amount of effort you put into your assignments.

A student who fails to attend the first week of a course without notifying the instructor may be dropped from the class. In addition, an instructor may drop a student after the no record drop deadline (approximately 25% of the term) and before the "W" drop deadline (approximately 75% of the term) for excessive absences. Missing more than a week of class at any point may result in an instructor drop. Nevertheless, it is always the student's responsibility to officially drop or withdraw from the class. Students, who fail to file the necessary forms, even though they stop attending class, will be assigned a course grade.

**CLASS PARTICIPATION:** Participation in class involves demonstrating an interest in the reading material and sharing insights with others in class discussions. Not interacting with your fellow students is a missed opportunity to gain allies, learn different ways of thinking, and will cost you points on discussion-based assignments.

**RESPECT:** Each person in this classroom comes from a different place, has experienced different things and is unique. This classroom will have a positive educational environment where we can learn from each other and grow intellectually. Treat everyone in the classroom with courtesy and respect

## COLLEGE POLICIES

**GUESTS AND CHILDREN:** Only authorized persons are allowed in the classrooms. College liability coverage does not extend to guests or children and thus they are not allowed in the classroom.

**ACADEMIC HONESTY:** According to the *Shasta College Student Handbook* and the *Shasta College Catalog*, there are a number of unauthorized behaviors that violate the campus academic honesty policy. Each student should become familiar with the policy.

Failure to acknowledge the work of other scholars constitutes an egregious breach of ethics and is a violation of civil law. You must, in all cases, do your own work, acknowledge sources, and document them appropriately. Otherwise, disciplinary sanctions will be applied. If you have any questions about plagiarism, please do not hesitate to contact me. In other words, cheating of any sort will not be tolerated and will result in an “F” for the assignment, quiz, or exam, and the case may be reported to Student Services.

**STUDENT CONDUCT AND DISCIPLINE:** In accordance with the Student Code of Conduct (Board Policy 5500), students are expected to obey all California State laws and all Federal laws that pertain to behavior on a college campus. Shasta College’s jurisdiction and discipline shall be limited to conduct that occurs on Shasta College premises or that is related to school activities. Any student found to have committed misconduct is subject to the disciplinary sanctions outlined in Board Policy, Section 5520.

**ACADEMIC ACCOMMODATIONS IMPOSED BY A DISABILITY:** Academic adjustments due to a disability or serious medical condition: Students should contact the office of Partners in Access to College Education (PACE) for authorization of academic adjustments (accommodations) for this course. The office is located in room 2006 (242-7790). Students will need to provide documentation that verifies the condition and the type of limitations that may result. The staff in PACE have been designated with the authority to 1) evaluate that documentation, 2) determine which academic adjustments are appropriate to this course, and 3) facilitate the provision of approved academic adjustments. Students will submit notices directly to the course instructor regarding specific academic adjustments that are authorized for this class.

**DROPPING:** If you miss an entire week of class or more it may be assumed that you are no longer interested in the course. School policy notes that you may be dropped by the instructor either on census day or via the instructor initiated drop process. Nevertheless, if you decide to stop attending, it is always your responsibility to officially drop or withdraw from the class.

**NON-DISCRIMINATION:** The Shasta-Tehama-Trinity Joint Community College District (“Shasta College”) does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.

**NOTE:** This schedule and matrix of assignment may be altered if necessary to accommodate unforeseen changes due to technical issues or other unexpected disruptions. Any such changes will be announced as soon as they occur and additional time given to complete work in the case of technical problems. The principle of fair play will be used so that no changes put students at a disadvantage, increase the work required, or accelerate due dates. That said, do remember that this is a compressed, fast-paced class that has the same academic requirements of a traditional, face-to-face, three unit, 18-week class!

# Student Resources

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Shasta College has a large array of resources available to meet the needs of students. Here is a list of some of the resources available:

## Student Services

<a href="#">Tutoring &amp; Learning Centers.</a>	<a href="#">MyShasta Access</a>	<a href="#">Office 365 Information</a>	<a href="#">WiFi Access for Students</a>	<a href="#">Campus Bookstore</a>
<a href="#">International Students</a>	<a href="#">Child Care</a>	<a href="#">Counseling</a>	<a href="#">Financial Aid</a>	<a href="#">Student Health &amp; Wellness</a>
<a href="#">Student Success Center</a>	<a href="#">Transportation</a>	<a href="#">Career Center</a>	<a href="#">LGBTQ+ Resources</a>	<a href="#">Student Employment Center</a>

## FAQs

### “Where can I find mental health or counseling resources on campus?”

A variety of free and confidential mental health services can be obtained. [Click here for a downloadable PDF](#) listing with helpful phone numbers, and **here's a link to Shasta's "Mental and Physical Health" Webpage**, detailing numerous services.

### “What resources are available to me if I'm struggling?”

There are many free resources available to Shasta College students. There are people and programs to help with stress, depression and other mental health challenges. There are tutors and librarians to help you with your studies and research. And there are still more caring experts to help with housing, financial aid, and other needs. You can find them all in one place at “The Hub,” [click here](#).

Yes, there is on campus and online tutoring available. [Click here for the “Basic Needs” website](#) page and a great deal of helpful information.

## “Is there tutoring on campus?”

Yes. There is both on-campus and online tutoring. [Here's a link to the Tutoring Page Guidelines](#), and **here's a link to the online, “Net Tutor” tool** which lives in Canvas but also can be accessed through an external link that is shown on the prior link.

Also, [the Learning Center on campus, accessible with this link](#), has a number of tools for learning about subjects, using the library, or getting feedback on your writing and writing assignments.

And the college has even more resources that can be found on their “**Academic Resources Webpage**,” [click here](#)

## I’ve heard about programs that might help me, but I don’t know what they are or how to find them.

Here are links for a number of programs at Shasta College. Click on the blue text-link to learn more!

- [CalWORKs](#)– CalWORKs provides educational and supplemental financial support for students who are parents and receiving CalWORKs cash aid benefits.
- [EOPS](#) – EOPS provides educational and supplemental financial support for students challenged by economic, educational, and language, disadvantages.
- [CARE](#) – CARE provides educational and supplemental financial support for EOPS students who are single parents and who have at least one child who is receiving cash aid.
- [MESA](#) - MESA is a program designed to enhance the educational experience of students pursuing degrees in STEM fields (Science, Technology, Engineering, and Mathematics).
- [PACE](#) – Partners in Access to College Education (PACE) provides educational support for students with disabilities to help them achieve their educational goals.
- [SCI\\*FI](#)– Shasta College Inspiring and Fostering Independence (SCI\*FI) provides educational and supplemental financial support for college students who are current or former foster youth.
- [STEP-UP](#) – STEP-UP provides academic, logistical, and supplemental financial support for students who have been formerly incarcerated and/or have suffered from alcohol or drug addiction.
- [TRIO](#) – TRIO Student Support Services (SSS) provides academic support and resources for eligible transfer students.
- [Umoja](#) – Umoja is a community dedicated to enhancing the cultural and educational experiences of African American and other students. Open to all students but specifically designed to increase the retention and success rates, graduation, and transfer rates of African American students.

- [Veterans Services](#) – Veterans services is a student support program specifically for the student veteran population which includes students who have served in the United States Armed Services and their dependents.

## “How much time should I dedicate to studying outside of class?”

This varies from class-to-class, but it is a wise question to ask! The “formula” for transfer classes is based on an old unit-of-work concept from the Carnegie Foundation, and it goes like this. For every hour unit of transfer credit, there’s an hour of in-class “seat” time and three hours of homework outside of class. So, a three-unit class would have three hours plus nine hours of homework. This means that a full-time student would have about 12 hours of class time and 36 hours of homework time, about 48 hours in all, not counting travel.

Yikes. But that’s the expectation.

Now, add to this the fact that some classes don’t run on the 16- or 17-week format, but have been accelerated to eight weeks. This **doubles everything**, and is why it’s wise to be very, very careful how many accelerated classes you take at once. It’s great to get a class done and behind you, but easy to get behind in the go-go pacing. A three-unit class would take six hours of interaction with the teacher and classmates, and 18 hours on top of that for homework and such.

Now this is the classic formula, and to tell the truth, there’s a lot of discussion of how this could be or should be changed up to allow students to get credit for things they already know or work faster to get through the curriculum. And different teachers may have more or less intense approaches to their content. What I mean is that some teachers may lay on additional work, and others take a more laid-back approach. I’m sure you’ve seen this. And there are, of course, five-unit courses in many areas that take an even bigger time commitment. As the saying goes.... YMMV, your mileage may vary. 😊

## Question not answered?

[Click here to check out Shasta College’s FAQ page](#) for even more information.

## Course Summary:

Date	Details
Tue Jan 14, 2025	Discussion Topic <a href="#">Academic Agreement - Must Be Completed Before Advancing In The Course!</a>

Date	Details
	Quiz <a href="#">Syllabus Quiz - Spring 2025 Intercultural with Robb Lightfoot</a>
	Discussion Topic <a href="#">The Parable - Discussion #1</a>
Thu Jan 16, 2025	Discussion Topic <a href="#">Video Discussion - Week 1 - Who Would I Take To A Remote Island - 30 points</a>
	Discussion Topic <a href="#">Video Introduction - 30 points</a>
Sun Jan 19, 2025	Quiz <a href="#">Chapter 1 Quiz - Grothe</a>
	Quiz <a href="#">Chapter 2 Quiz - Grothe</a>
	Discussion Topic <a href="#">Painting for Peace - Discussion #2</a>
Thu Jan 23, 2025	Discussion Topic <a href="#">U.S. National Identity? - Discussion #3</a>
	Discussion Topic <a href="#">Video Discussion - Week 2 - 30 points</a>
	Quiz <a href="#">Chapter 3 Quiz - Grothe</a>
Sun Jan 26, 2025	Assignment <a href="#">Ideas &amp; Facts Only 1</a>
	Assignment <a href="#">Journal 1</a>
	Discussion Topic <a href="#">Discussion - The Distribution of Rewards</a>
Thu Jan 30, 2025	Discussion Topic <a href="#">Language and Culture - Discussion #4</a>
	Discussion Topic <a href="#">Video Discussion - Week 3 - 30 points</a>
Sun Feb 2, 2025	Quiz <a href="#">Chapter 4 Quiz - Grothe</a>

Date	Details
	Quiz <a href="#">Chapter 5 Quiz - Grothe</a>
	Assignment <a href="#">Facts &amp; Ideas 2</a>
	Discussion Topic <a href="#">Artistic Case Study - Discussion #6</a>
Thu Feb 6, 2025	Discussion Topic <a href="#">In Defense of Emojis - Discussion #5</a>
	Discussion Topic <a href="#">Video Discussion - Week 4 - 30 points</a>
	Quiz <a href="#">Chapter 6 Quiz - Grothe</a>
Sun Feb 9, 2025	Discussion Topic <a href="#">Hot Topic #1 - Video Response Required - Done in two parts - first 1/2 due by SUNDAY 2/9 of this week (points awarded after SECOND part is turned in on 2/16)</a>
	Assignment <a href="#">Journal 2</a>
	Discussion Topic <a href="#">Living Abroad - Discussion #7</a>
Thu Feb 13, 2025	Discussion Topic <a href="#">To Eat Steak or Not? - Discussion #8</a>
	Discussion Topic <a href="#">Video Discussion - Week 5 - 30 points</a>
	Quiz <a href="#">Chapter 7 Quiz - Grothe</a>
Sun Feb 16, 2025	Quiz <a href="#">Chapter 9 Quiz - Grothe</a>
	Assignment <a href="#">Facts &amp; Ideas Only 3</a>
	Discussion Topic <a href="#">Arrival of the In-Laws - Discussion #9</a>
Thu Feb 20, 2025	Discussion Topic <a href="#">Pepsi v. Heineken - Discussion #10</a>

Date	Details
	Discussion Topic <a href="#">Video Discussion - Week 6 - 30 points</a>
	Quiz <a href="#">Chapter 10 Quiz - Grothe</a>
	Quiz <a href="#">Chapter 8 Quiz - Grothe</a>
	Assignment <a href="#">Facts &amp; Ideas Only 4</a>
Sun Feb 23, 2025	Discussion Topic <a href="#">Hot Topic #2 - Video Upload Required - Due in TWO parts - First due 2/23 - THIS Sunday - 2nd Part is due NEXT SUNDAY, 3/2</a>
	Assignment <a href="#">Implicit Bias Assignment</a>
	Quiz <a href="#">SLO Quiz</a>
Thu Feb 27, 2025	Discussion Topic <a href="#">Video Discussion - Week 7 - 30 points</a>
Sun Mar 2, 2025	Assignment <a href="#">Extra Credit - How To Write and Deliver A Speech - Tips</a>
Tue Mar 4, 2025	Discussion Topic <a href="#">Video Discussion - Week 8 - 30 points</a>
Wed Mar 5, 2025	Assignment <a href="#">Final Research Paper</a>
Thu Mar 6, 2025	Discussion Topic <a href="#">Final Paper - Oral Presentation - Pre-recorded video -100 points</a>
Fri Mar 7, 2025	Assignment <a href="#">Extra Credit - Applying For A Grant To Travel Abroad</a>