

University of Florida // Agricultural Education and Communication
AEC 3073 Intercultural Communication (3 credits)
Fall 2016
Monday/Wednesday/Friday 8:30-9:20am EST
205 Rolfs Hall

Professor:

Dr. Cecilia E. Suarez
174F Bryant Hall
352-273-2574
suarez@ufl.edu

******Office Hours: By appointment only******

Graduate Teaching Assistant

Dustin Rollins
406 Rolfs Hall
afufguy@ufl.edu
Office Hours: by appointment

Overview

The purpose of this course is to increase knowledge of the social, political, anthropological, psychological and linguistic perspectives of intercultural communication and to enhance cultural competence in communication through practical application of intercultural communication principles and concepts. Past and present society illustrates the continuous need to understand and improve the ways in which we lead and function within a multicultural world. This course will examine and take a complex look at the underpinnings of multiculturalism, identity development, and leadership practices. Learners will examine values and beliefs, perceptions and practices, attitudes, and verbal and nonverbal behavior to identify and understand differences in communication patterns among individuals from diverse cultural backgrounds. The course will also explore issues of power, oppression, privilege and the responsibilities of leadership and communication.

Course Objectives

Upon completion of the course learners should be able to:

1. Recognize the broad range of theoretical, philosophical, linguistic, anthropological and practical issues involved in intercultural communication and cultural competence
2. Develop appropriate and effective skills in the field of intercultural communication, particularly in the areas of cultural knowledge and sensitivity
3. Describe the essential role that culture plays on people's perceptions, beliefs, communication patterns and behavior
4. Recognize and interpret underlying cultural values, messages, and implicit cultural meanings expressed in intercultural communication
5. Understand and discuss the relationship of ethics with both communication and culture
6. Analyze and evaluate their own cultural patterns and preferred communication style in relation to other cultures, domestic and international
7. Develop a cross-cultural understanding of United States and global society
8. Enhance their intercultural communication proficiency

Requirements:

1. **Attendance:** Attendance to all class lectures is required. We cannot emphasize the importance of this requirement. Students will be expected to be active participants in class discussions. Your overall grade will be deducted 1 point for each missed lecture. The points deducted for leaving class early (without an appropriate excuse) are the same as those deducted for failure to attend. Punctuality is highly encouraged. If you are more than 15 minutes late to class, you will be considered absent. This does not include excused absences (i.e. absences excused by appropriate university officials and medical staff.). **Any more than three unexcused absences from class will be grounds for failure in the course.**
2. **Class engagement:** Students should take ownership of their own learning. It is expected that you are both physically present and mentally engaged during every class session. This means that you should come to class with questions and ideas you want to offer, absorb and challenge ideas offered by others, and always come willing and anxious to learn. Accordingly, participation is about more than a one-to-one dialogue with instructor and student; it is also about talking to and sharing ideas with your peers. Please be advised that as part of this engagement grade, students are expected to complete all reading assignments according to schedule. **If you are sleeping in class, you are considered absent.**
3. **Assignments:** All assignments must be typed and double-spaced; include page numbers and 1-inch margins; font should be “Times” or “Times New Roman” with a font size of 12, in APA Formatting. All assignments will be submitted electronically by the day that they are due at the start of class. If you have questions about how to cite utilizing APA formatting, please utilize the following website: <https://owl.english.purdue.edu/owl/section/2/10/>

**To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to inform the instructor as soon as possible.

Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Late Paper Policy:

Adherence to deadlines is extremely important. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late papers. Therefore, **SIGNIFICANT POINTS WILL BE DEDUCTED FROM LATE PAPERS.** To that end, papers will be graded one point lower for the first day that they are late and two points lower for each day thereafter.

****PLAGIARISM****

Plagiarism includes turning in writing that is not your own, copying sections of someone else’s work into your own, cutting and pasting material from websites, and failing to cite your sources. It is YOUR

responsibility to understand the full definition of what constitutes plagiarism and ensure that you do not turn in any work that even remotely suggests such a practice. Evidence of plagiarism on any assignment may result in a zero for that assignment, a failing grade for the course, and the possibility of disciplinary action by the university. If you have questions about citing sources or what constitutes plagiarism, consult the following website: http://owl.english.purdue.edu/handouts/research/r_apa.html.

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- • *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library
Wellness Coaching

- • U Matter We Care, www.umatter.ufl.edu/
- • *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Student Complaints:

- • Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- • Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Required Texts and Readings:

There is no required text for this course. However, significant course content can be found within the following texts:

- Required readings will be posted on Canvas

Assignments

Papers, presentations, projects, and quizzes will be assigned throughout the semester. All assignments will be turned in through the course Canvas website, except for quizzes. Should you have questions regarding assignments, it is **your responsibility** to contact your TA for clarification.

Weekly Reading Quizzes

Weekly quizzes will be given each week and will be focused on the assigned reading for the week. If you arrive after the quiz has started, you will not be allowed additional time to complete the quiz. If you are absent, without notifying your TAs prior to absence, you will not be able to make up a quiz. You will be allotted 10 minutes to complete each quiz.

Papers

Cultural Self Reflection Essay:

The purpose of this autobiographical essay is to increase self-awareness of the cultures and beliefs you represent and that shape your life experiences as a leader and community member.

This paper will be **3 pages in length** and does not require citation of sources.

“McFarland” (2015) Film Analysis

Your analysis should be at least **4 pages in length** and incorporate your thoughts on the following questions:

- a. Identify and explain 2 intercultural communication issues within the film, as well as discuss the cultures involved in the issues selected.
- b. What are your own beliefs with regards to this issue?
- c. Utilizing what you have learned in this class, how do you suggest society solves these issues?
- d. Why are understanding these issues important to increasing intercultural communication?

Final Reflection Paper

Your final assignment for the class will be a robust reflection paper that illustrates what you have learned in the course and how it connects to your future endeavors. This is an academic paper and should include citations from the course readings. The final reflection will be due on is the final exam date for the course.

Presentations

“Keeping it Current”

This assignment is focused on staying connected to current issues within society. Often times we are so consumed with theory or historical context that we fail to pay attention to things happening NOW around us. **Students must get current event approved by Dr. Suarez NO LATER than 1 class period before presentation.** At the beginning of the semester each student will sign up for a date to be the discussion leader. You will be responsible for informing the class about a current event that applies to current course topics. You may show a news clip, video, or website and give a brief overview of the event followed by three discussion questions.

Group Presentations

Team Teaching

For this assignment, you will be placed in groups. Each group will draw (raffle style) a topic to present on. Groups will submit an electronic copy of their presentation including a bibliography consisting of at least five (5) sources. Group presentations are limited to 25 minutes followed by a 5-minute Q&A section. This assignment is worth a maximum of 75 points. You and your collaborators will receive the same exact number of points, out of 50 and the 25 remaining points will be determined by an anonymous evaluation of your performance by each of the other members of your team.

Extra Credit Opportunities

Throughout the semester you will have several opportunities to participate in intercultural activities. Different types of activities must be chosen for the experiences which will be explained by the instructor. After participating in the activity, submit an electronic report submitted on Canvas for each assignment within 2 weeks of attending event. The written report should consist of two (2) typed, double-spaced pages. You may complete a **maximum** of 2 extra credit assignments for the semester. Each assignment is worth 3 extra credit points.

****The grading criteria for assignments will be available on Canvas.****

Grading Specifics:

<u>Assignment</u>	<u>Points</u>
Cultural Self Reflection Essay	40
“Keeping it Current”	50
Team Teaching Group Presentation	75
McFarland Analysis	50
Final Paper	100
Quizzes (10 pts each x 10)	100
Attendance/Participation	85
Total	500

Grading Scale

A	468-500
A-	449-467
B+	433-448
B	417-432
B-	397-416
C+	383-396
C	368-382
C-	348-367
D+	333-347
D	318-332
D-	298-317
F	<297

Grading System and Course Content on Canvas

All assignments must be turned in by 8:30 am on the day the assignment is due or students will risk the possibility of partial or no credit for the assignment. Two points will be deducted from the final score for late work submitted less than 24 hours after the due date. Another point will be taken off for each day after until the assignment is submitted.

Canvas is utilized in this course for posting technical content (syllabus, handouts, power point presentations, etc.) and to keep track of your academic progress in the class. Assignments will be turned in on Canvas unless otherwise specified. Please refer to Canvas first before emailing with questions about the course.

A Note on Spelling and Grammar

Professionals throughout the world state that one of the more important skills that they need to be successful is the ability to write well. Sentence structure, spelling, and grammar WILL BE examined when determining a grade for any written project.

Content subject to change

TENTATIVE COURSE SCHEDULE:

Class	Date	Topics	Reading/Reflection	Assignment(s)
1	Mon, Aug 22	Introduction to Course		
2	Wed, Aug 24	Preparing for the semester		
3	Fri, Aug 26	Review & Dialogue		
4	Mon, Aug 29	Identity and identity development/Defining Terms	Tatum, Chpt. 2,	
5	Wed, Aug 31	What is Culture? “How do you like your eggs?” * Team Teaching groups selected*	Tatum, Chpt. 1, “What is this thing culture?”	Self-Reflection Essay
6	Fri, Sept 2	Review & Dialogue	Nacirema	
7	Mon, Sept 5	Labor Day/No Class	Labor Day/No Class	
8	Wed, Sept 7	Why should we care?: Emotional Intelligence	Emotional intelligence and the identification of emotion	*“Keep it Current” Selection*

9	Fri, Sept 9	Review & Dialogue		
10	Mon, Sept 12	Why should we care?: Emotional Intelligence	Emotions and Leadership: The Role of Emotional Intelligence (JM George)	
11	Wed, Sept 14	Why should we care?: Identity, values, and perspective	A. Johnson, Chpt. 6 Lee & King	“Keep It Current” Quiz
12	Fri, Sept 16	Review & Dialogue		
13	Mon, Sept 19	In Class Activity - Communication	Culture and interpersonal communication (WB Gudykunst)	Group 1 Presents
14	Wed, Sept 21	Communication <i>Cultural Differences in Understanding</i>	Making Sense	“Keep It Current” Quiz
15	Fri, Sept 23	Review & Dialogue		
16	Mon, Sept 26	Stereotypes/prejudice/ privilege Film: <i>A Class Divided</i>	C. Johnson, Ch 5	Group 2 Presents
17	Wed, Sept 28	Stereotypes/prejudice/ Privilege *SNL Clip*	Lorde, A. “No Hierarchy of Oppression” (on Canvas)	Quiz
18	Fri, Sept 30	Review & Dialogue		
19	Mon, Oct 3	Equity vs. Equal	A. Johnson, Ch 2	Group 3 Presents
20	Wed, Oct 5	Equity vs. Equal - Education	Understanding Cultural Diversity and Learning	“Accessible Experience” Quiz
21	Fri, Oct 7	Review & Dialogue		
22	Mon, Oct 10	Series: <i>What does intercultural have to do with leadership?</i> Race & Ethnicity	Canvas Reading	Group 4 Presents
23	Wed, Oct 12	Film: Race, Power of an Illusion, Part I		“Keep It Current” Quiz

24	Fri, Oct 14	Homecoming No Class	Homecoming	
25	Mon, Oct 17	<i>Series: What does intercultural have to do with leadership?</i> Gender & Sexuality	Canvas Reading	
26	Wed, Oct 19	<i>Series: What does intercultural have to do with leadership?</i> Gender & Sexuality	Canvas Reading	Quiz
27	Fri, Oct 21	Review & Dialogue		
28	Mon, Oct 24	<i>Series: What does intercultural have to do with leadership?</i> Socioeconomic Status & Family	Savage Inequalities Chapters (Canvas Reading)	Group 5 Presents
29	Wed, Oct 26	Film: "A Place at the Table"	Poverty, Wealth, Discrimination, & Privilege 11 Facts about Food Desserts The New Face of Hunger (link posted on Canvas)	"Keep It Current" Quiz
	Fri, Oct 28	Review & Dialogue		
	Mon, Oct 31	<i>Series: What does intercultural have to do with leadership?</i> Religion	Canvas Reading	Group 6 Presents
	Wed, Nov 2	No Class	No Class	
	Fri, Nov 4	No Class	No Class	
	Mon, Nov 7	<i>Series: What does intercultural have to do with leadership?</i> Politics	Canvas Reading	
	Wed, Nov 9	Politics (cont)		"Keep It Current" Quiz
	Fri, Nov 11	Review & Dialogue		

	Mon, Nov 14	<i>Series: What does intercultural have to do with leadership?</i> Nationality	Canvas Reading	
	Wed, Nov 16	Ability & Disability	Canvas Reading	“Keep It Current” Quiz
	Fri, Nov 18	Review & Dialogue Ability & Disability (cont)		
	Mon, Nov 21	Film: <i>Best Kept Secret</i> Screening	TBD	
	Wed, Nov 23	Fall Break	Fall Break	
	Fri, Nov 25	Fall Break	Fall Break	<i>No Journal Due</i>
	Mon, Nov 28	Reviewing What We’ve Learned	Canvas Reading	
	Wed, Nov 30	TBD	TBD	“Keep It Current” Quiz
	Fri, Dec 2	Review & Dialogue		
	Mon, Dec 5	TBD	TBD	
	Wed, Dec 7	Last Day of Class		<i>Last day to submit extra credit</i>

Write if you will: but write about the world as it is and as you think it ought to be and must be—if there is to be a world. Write about all the things that men [& all genders] have written about since the beginning of writing and talking—but write to a point. Work hard at it, care about it. Write about our people: tell their story. You have something glorious to draw on begging our attention. Don’t pass it up. Use it. Good luck to you. This Nation needs your gifts. Perfect them! (Hansberry, 1960, 263)