

University of Florida // Agricultural Education and Communication
AEC 3073 Intercultural Communication (3 credits)
Spring 2017
Monday/Wednesday/Friday 10:40-11:30am EST
205 Rolfs Hall

Professor:

Dr. Cecilia E. Suarez
121F 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 and learn about historical and present occurrences and individuals of 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 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 time stated in Canvas. 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:

- Alexie, Sherman (2009). *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers. ISBN: 978-0316013697
- Takaki, Robert (2008). *A Different Mirror*. Back Bay Books. ISBN: 978-0316022361
- Other readings posted through Canvas and Course Reserves.

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. **Please ensure that you check the grading rubrics on Canvas for each of the assignments (excluding quizzes) to ensure that you are completing them in a way to receive maximum credit/points.**

Critical Reading & Analysis Posts

Each week, you will be assigned intentional readings that will be illustrative of the assigned topic. We expect that you have read the material, digested it, and have thought critically about the material before coming to class. To that end, you will be expected to post a Critical Reading & Analysis Discussion Post **each Tuesday by 10:40am** as noted on the course schedule.

Each post that you make should include the following information/answer the following questions:

- 1 – Why do you believe this reading was assigned? What is its purpose related to the week’s topic?
- 2 – What are two things you learned about the topic from the readings?
- 3 – Is the information presented still relevant and applicable to leadership today?
- 4 – What critical questions do you have after reading the material?

In addition to posting the information above, you should post responses to at least two class members per week. These two posts should be posted in the original discussion thread by **Wednesday at 11:59pm**. Your posts should be reflective of all of the readings for the entire week, not just those assigned for Monday.

Weekly Reading Quizzes

Weekly quizzes will be given online each week and will be focused on the assigned reading for the week. On assigned quiz weeks, quizzes will open in the "quizzes" section of Canvas on Wednesday at 12:00pm. The quiz will close online at 11:59pm on the Wednesday it is assigned. You will be allotted 15 minutes to complete each quiz. Make-up quizzes will only be given at the discretion of the instructors for University Approved Absences or serious illness. Documentation may be required.

Intercultural Communication in the Arts

One of the most powerful acts of intercultural communication comes through the Arts. This assignment seeks to possibly stretch you out of your comfort zone and to examine course topics through a non-traditional mode of inquiry. You will attend one “Arts” event prior to the assignment deadline. Once you have attended the event, you will create an Adobe Spark Story using photos and text to answer the following questions:

- 1 – How did the “Art” you choose personify intercultural communication in relation to leadership?
- 2- What concepts from the course topics covered (at the time you go) relate to the “Art” that you observed or participated in?

- 3 – In what ways did the art touch on topics of difference, diversity, and liberation?
- 4 – How did the “Art” observation make you feel?
- 5 – What did you learn?
- 6 – Include a photo of yourself at the event.

Prior to attending your Art observation, you must propose your idea to the instructors via email for approval. Assignments turned in without approval will not receive credit. You must seek approval at least one week prior to the event you hope to observe.

*You can create a free account to complete this assignment at: <https://spark.adobe.com/> ([Links to an external site.](#)) In order to "turn in" this assignment, you should submit a link to your presentation in Canvas.

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.

Film Analysis

Instructors will choose and announce the name of the specific film as the assignment deadline approaches.

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.

Group Presentations

“Keeping it Current” Presentation

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 the Instructor and TA NO LATER than 1 class period before presentation.**

Group Composition, Presentation Dates, and times of the presentations will be assigned by **January 11, 2016**. Your group will be responsible for informing the class about a current event that applies to current course topics. Your time limit is **20 minutes**. You may show a news clip, video, or website and give a brief overview of the event followed by three discussion questions. A presentation visual aid is required (e.g. powerpoint, prezi, etc.) You must also submit your presentation and any handouts online on canvas **BEFORE** you present to the class. Every group member will receive the **same score** for this portion of the grading of this project.

“Keeping it Current” Presentation Peer Evaluations

For the Keeping it Current presentations, you will evaluate your group members anonymously through the link posted on Canvas. We will see your name to give you credit for this activity, but your name will not be connected to your feedback of specific group members. You must complete this evaluation no later than **48-hours** after your presentation to the class.

Your grade for this assignment will be based on two criteria:

- 1) Did you complete the evaluation within 48 hours of your in-class presentation
- 2) The collected feedback your group members gave about your performance on the group presentation.

Instructors will use their discretionary judgement to filter the anonymous results and award points fairly to each individual group member.

“Heavy History” Group Presentation

As the saying goes, “You can't know where you're going until you know where you've been”. While it is important to pay attention to current events and occurrences in society, it is important to understand and recall history, because history is one of the most essential tools to help guide and nurture society to a more fruitful and just space. For this assignment, you will be placed in groups. Each group will draw (raffle style) a topic to present on. Topics will focus on historical court cases or occurrences in history that have changed, shaped, or altered society.

Extra Credit Opportunities

*Below are the **only** anticipated extra credit opportunities for the semester. Please take advantage of them, because it is extremely unlikely we will offer additional opportunities.*

Your Expectations of Intercultural Communication Discussion Post

During the first week of the course, we are excited to learn what you hope to gain out of this course and what you expect of us, your instructors. Complete the online discussion post by the deadline in the course schedule to earn up to **1 point of extra credit**.

Syllabus & Expectations – Where We Start From Quiz

We want to ensure that you get started on the right foot in the course. On the first day of class we will cover the syllabus and basic course expectations. You will have until the date in the course schedule to complete the online Syllabus and Expectations quiz to earn up to **2 points of extra credit**.

Intercultural Activities Attendance and Reflection(s)

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 intercultural activities extra credit assignments for the semester. Each assignment is worth 3 extra credit points.

****The grading criteria/rubrics for assignments are available on Canvas.****

Grading Specifics:

Assignment Category	Assignment	Points of Assignment
Papers and Essays (31% of total grade)	<ul style="list-style-type: none">• <i>Cultural Self Reflection Paper</i>• <i>Film Analysis Paper</i>• <i>Final Reflection Paper</i>	40 50 100
Class Attendance, Participation and Engagement (21% of total grade)	<ul style="list-style-type: none">• <i>Attendance (physical presence in class)</i>• <i>Critical Reading and Analysis Posts (12 @ 3pts each)</i>• <i>Class Engagement – 1st Half</i>• <i>Class Engagement – 2nd Half</i>	40 36 27 27
Quizzes (24% of total grade)	<ul style="list-style-type: none">• <i>Weekly Reading Quizzes (10 @ 15 points each)</i>	150
Presentations & Creative Assignments (24% of total grade)	<ul style="list-style-type: none">• <i>Keep It Current Group Presentation</i>• <i>Keep it Current Peer Evaluations</i>• <i>Intercultural Communication in the Arts</i>• <i>Heavy History Group Presentation</i>	75 25 50 80
Total Points Possible		700

Grading Scale

Grading Scale is represented in final percentages.

A: 94-100	C: 74-76
A-: 90-93	C-: 70-73
B+: 87-89	D+: 67-69
B: 84-86	D: 64-66
B-: 80-83	D-: 61-63
C+: 77-79	E/F: 0-60

Grading System and Course Content on Canvas

All assignments must be turned in by **the deadline on canvas** 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:

Readings will be posted for each week in the MODULE SECTION that corresponds with the week/dates. All Readings should be completed prior to arriving to class for the day in which they are assigned.

Class	Date	Topics	Assignment(s)
Reminder – Critical Reading Analysis Posts are Due Each Tuesday on Canvas by 11:59pm with the Follow-up Response to your Peers by Wednesdays at 11:59pm, beginning January 10, 2017.			
1	Wed, Jan 4	Introduction to Course	
2	Fri, Jan 6	Preparing for the semester	
	Sun, Jan 8	No Physical Class/Meeting	Extra Credit “Your Expectations of Class” Discussion Post Due @ 8:00p
3	Mon, Jan 9	Review & Dialogue	Extra Credit Syllabus Quiz @ 10:40am
4	Wed, Jan 11	Identity and identity development/Defining Terms	Cultural Self-Reflection Paper Due @ 11:59pm
5	Fri, Jan 13	What is Culture? “How do you like your eggs?” * Team Teaching groups selected*	
6	Mon, Jan 16	No Class – MLK Holiday	
7	Wed, Jan 18	TBD	
8	Fri, Jan 20	Why should we care?: Emotional Intelligence	
9	Mon, Jan 23	Review & Dialogue	Heavy History – Group 1
10	Wed, Jan 25	Why should we care?: Emotional Intelligence	Quiz Due @ 11:59pm Keep It Current – Team AEC
11	Fri, Jan 27	Why should we care?: Identity, values, and perspective	
12	Mon, Jan 30	Review & Dialogue	Heavy History – Group 2
13	Wed, Feb 1	In Class Activity - Communication	Quiz Due @ 11:59pm
14	Fri, Feb 3	Communication <i>Cultural Differences in Understanding</i>	
15	Mon, Feb 6	Review & Dialogue	

16	Wed, Feb 8	Stereotypes/prejudice/ privilege Film: A Class Divided	Quiz Due @ 11:59pm Keep it Current- Team Communication
17	Fri, Feb 10	Stereotypes/prejudice/ Privilege *SNL Clip*	
18	Mon, Feb 13	Review & Dialogue	
19	Wed, Feb 15	Equity vs. Equal	Quiz Due @ 11:59pm
20	Fri, Feb 17	Equity vs. Equal - Education	
21	Mon, Feb 20	Review & Dialogue	Heavy History – Group 3
22	Wed, Feb 22	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Race & Ethnicity	Quiz Due @ 11:59pm Keep it Current – Team IFAS
23	Fri, Feb 24	Film: Race, Power of an Illusion, Part I	
24	Mon, Feb 27	TBD	
25	Wed, Mar 1	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Gender & Sexuality	Quiz Due @ 11:59pm
26	Fri, Mar 3	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Gender & Sexuality	
27	Mon, Mar 6	Spring Break	
28	Wed, Mar 8	Spring Break	
29	Fri, Mar 10	Spring Break	
30	Mon, Mar 13	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Socioeconomic Status & Family	
31	Wed, Mar 15	Film: “A Place at the Table”	Keep it Current – Team Intercultural
32	Fri, Mar 17	Review & Dialogue	Film Analysis Paper Due @ 11:59pm

33	Mon, Mar 20	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Religion	
34	Wed, Mar 22	TBD	Quiz Due @ 11:59pm
35	Fri, Mar 24	TBD	Heavy History – Group 4
36	Mon, Mar 27	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Politics	
37	Wed, Mar 29	Politics	Quiz Due @ 11:59pm Keep it Current – Team Leadership
38	Fri, Mar 31	Review & Dialogue	Intercultural Communication in the Arts Assignment Due @ 11:59pm
39	Mon, Apr 3	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Nationality	
40	Wed, Apr 5	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Ability & Disability	Quiz Due @ 11:59pm Keep it Current – Team McCarty
41	Fri, Apr 7	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Ability & Disability	
42	Mon, Apr 10	TBD	Heavy History – Group 5
43	Wed, Apr 12	Reviewing What We've Learned	Quiz Due @ 11:59pm Keep it Current – Team Rolfs
44	Fri, Apr 14	TBD	
45	Mon, Apr 17	Review & Dialogue	Heavy History – Group 6
46	Wed, Apr 19	Last Day of Class	Extra-Credit Assignments Due @ 11:59pm
47	Thur, Apr 27	Scheduled Final Exam Time – No Physical Meeting	Final Reflection Paper due @ 5pm

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)*