



Intercultural Communication AEC3073

Fall 2024- 3 credit hours

Instructor

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Class Times

Mondays, 11:45-12:35; Wednesdays, 10:40-12:35

Location

Leigh Hall Room 0142

Course Description

Basic culturally coded communication behaviors, such as cultural values and beliefs, attitudes, and verbal and non-verbal behavior, are examined to identify basic differences among individuals from diverse cultural backgrounds. Special emphasis is placed on cultural communication issues in the agricultural and natural resources sciences.

Attributes: General Education - Diversity, General Education - International, General Education - Social Science

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 culture's essential role in 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 cultural patterns and preferred communication styles in relation to other cultures, domestic and international.
7. Develop a cross-cultural understanding of the United States and a global society.
8. Enhance their intercultural communication proficiency.

Course Design

The course is a self-paced, asynchronous online course with the expectation of meeting every two weeks for questions and answers about the content. The instructor and TA are willing to meet with students via Zoom if they need help or guidance throughout the semester. The course will provide students with a learning experience tailored to their preferred learning style as determined by the VARK model. Numerous opportunities will be made available to students to engage in new experiences, followed by personal and group reflection activities to facilitate the creation of meaning. The course is guided by a set of values that prioritize cultural awareness, critical thinking, real-world experience, diversity, life-long learning, and teamwork.

Requirements

Textbook:

Jandt, F. E. (2020). *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage Publications.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- TopHat - <https://tophat.com/>
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Minimum Technical Skills:

Minimum technical skills required:

1. Proficiency in utilizing Canvas and navigating the internet effectively.
2. Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
3. Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
 - Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
 - Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours**, except on holidays, when feasible during the work week, Monday through Friday. We also hold office hours each week via Zoom. The major assignments will be graded, with *meaningful feedback* provided, **within ten days of their submission**. Quizzes are graded automatically upon submission.

Assignments

You will find participating in class regularly provides the best opportunity for success in this course. You are expected to complete all course assignments during the specified time frame. Assignments are due on the dates listed in the syllabus.

Class Pre-reflection (25 points)

Before we begin, writing a personal reflection describing your cultural identity is important. This assignment will require a one-to-two-page paper and does not require any citation of sources.

1. How would you describe your cultural background, heritage, and upbringing?
 - a. How have these aspects influenced your identity and shaped your worldview?
2. What cultural values, rituals, heroes, and symbols are important to you?
 - a. How do they impact your decision-making and interactions with others?
3. Which of the following regulators do you feel more identified with? Justify your answer.
 - (a) Religion, (b) Nation, (c) Class, (d) Gender, (e) Race
4. When communicating, do you prefer being direct or relying on the other person to read between the lines?
5. How do you envision your cultural identity influencing your role as a leader?
 - a. What strengths or unique perspectives do you bring to leadership based on your cultural background?
6. Do you believe humans should dominate nature, live in harmony with it, or be dominated by it?
7. Do you believe it is important to learn from history and preserve traditions, live in the present moment, or plan for a better future by investing in your personal and professional development?
8. Do you believe humans are inherently good, evil, or both?

Agricultural Buddy from another country (75 points)

As part of this assignment, you will be partnered with an international representative from Zamorano University in Honduras. You will engage and interact for two weeks and document these meetings with your partner based on the topics covered during class. This task aims to broaden your understanding of cultural systems that are different from your own. To facilitate these interactions, the instructors will provide ten question prompts, which you can use as a guide or modify to suit your needs.

At the end of the semester, you will be required to write a 1000-word reflective paper about the intercultural experience you have participated in. The paper should include the following:

- 1) A comprehensive account of your experience, encompassing an in-depth analysis of the cultural group's history, values, and assumptions that you engaged with.
- 2) Elucidate the disparities between your culture and the other and the potential impact on future transactions.
- 3) It is imperative that you take into consideration the contextual factors of the interactions.
- 4) Lastly, apply the principles, abilities, and attitudes obtained in the course to enhance the comprehension of your encounter.

Documentary reflection (75 points)

The purpose of this assignment is to show you the reality of people around the world. **Living on One Dollar** is a documentary that will provide you with that insight since it was filmed by two young people from the United States who went to Guatemala.

Skills:

- Practice your listening skills
- Reflect on the experience
- Connect this activity with the knowledge provided in class

Knowledge:

You will gain knowledge of how people live around the world. Task: • We will watch the documentary during class. You must upload a 1,000-word reflection to Canvas (80 points). You will be required to participate in a discussion about the documentary after watching the documentary together. At least one active contribution to the discussion is required to receive points (20 points).

When including a quote, you must include who said it in the documentary. For your reflection paper on **“Living on One Dollar”**, please remember you should have a minimum of

1,000 words that address the questions below. You should use Times New Roman, 12-point font, and double-space your paper.

Quizzes (5 x 20 points each = 100 points)

The bi-weekly quizzes are designed to assess your comprehension of the course material. These quizzes will consist of multiple-choice, true/false, and short-answer questions.

Purpose: To gauge your understanding of key concepts and ensure you are keeping up with the course material.

Skills:

- Critical reading and analysis.
- Time management for efficient completion.
- Application of knowledge to various question formats.

For each quiz, you will have two attempts. The highest grade you receive will be included in your final grade.

Country Evaluation Presentation (125 points)

As part of your learning experience, you'll explore the cultural dimensions of various countries and showcase their unique perceptions, habits, and practices. Your task is to research and present on a specific assigned country with an assigned class partner, covering topics such as agricultural exports, history, culture, and the population's biggest needs and potential solutions. Additionally, you will evaluate the country in comparison to the United States, based on [Hofstede's Cultural Dimensions](#).

The presentation should last a minimum of 10 and a maximum of 12 minutes. You will be required to email the PowerPoint presentation to the instructor before the class period in which you present.

Case Study-Based Open Book Final Examination Exam (100 points)

As the semester ends, the instructor will design three case studies related to the course material. You must choose one of the three case studies and answer the questions as much detail as possible within the given time frame. There is no need to cite the information in your answers. Your grade will be based on the strength of your arguments, so strive for clarity and coherence without worrying about page or word limits. You will have access to your class notes.

BONUS ACTIVITY Class Reflection (25 points)

At the end of the semester, you can submit a reflection essay about yourselves based on the topics covered throughout the semester. This assignment will also require a two-page double-spaced pages paper and does not require any citation of sources.

1. **Main Takeaways**
 - Reflect on how exploring cultural identity in the class has contributed to your personal growth and understanding of yourself.
2. **Worldview Shaped by Multicultural Experiences:**
 - In what ways having a multicultural class shaped your worldview to foster adaptability, openness to new ideas, and a commitment to inclusivity?
3. **Intercultural Communication Competence:**
 - Share a professional setting where intercultural communication competence was crucial. How did you apply the skills and knowledge gained in the class?
4. **Cultural Impact on Perception:**
 - Reflect on a situation where cultural factors led to misunderstandings. How did you navigate through it, and what did you learn from the experience?
5. **Language as a Barrier in Intercultural Communication:**
 - Delve into the impact of the Sapir-Whorf Hypothesis on intercultural communication. How could language determinism apply to your culture?
6. **Values and Identity in U.S. Cultural Patterns:**
 - Explore the origins of your cultural patterns using value orientation theory, examining the relation to nature, motivation for human activity, temporal focus, and the individual's relation to others.
7. **Globalization and Cultural Exchange:**
 - Considering the impact of globalization on cultural exchange, how do you foresee the continued blending and sharing of cultural practices on a global scale?
8. **Class Activities and Real-World Application:**
 - Which class activity provided the most practical insights for real-world application, and how did it influence your perspective on intercultural communication?
9. **Fostering Cross-Cultural Understanding Beyond the Classroom:**
 - How can you actively contribute to fostering cross-cultural understanding beyond the classroom setting, considering your personal experiences and cultural background?
10. **Integrated Learning Reflection:**
 - Considering all the concepts, experiences, and discussions throughout the semester, reflect on how the integrated learning from this class has shaped your overall perspective on cultural communication and its significance in your life.
 - How do you envision carrying these insights forward in your personal and professional journeys?

Evaluation of the Grades

Assignment	Total Points	Due
Pre-flection	25 points	08/31
Documentary Reflection	75 points	11/02
Agricultural Buddy from another country	75 points	12/01
Bi-weekly quizzes (5 x 20 points)	100 points	
Country Comparison Presentation	125 points	Week 10

Case Study-Based Open Book Final Examination	100 points	12/04
Total Points in the Class	500 points	

Late Policy

Late assignments will receive a 10% deduction per day late. After 10 days, assignments will receive a zero.

Course Grading:

You can find the course assignment rubrics on the Canvas site. Once I have completed grading each assignment, I will post the grade in Canvas and provide feedback with a completed rubric in class.

Grading Scale

Grade	Percentage Range	Point Range (Out of 500)	Your Points
A	90 – 100%	450 – 500 points	
B+	86 – 89.99%	430 – 449 points	
B	80 – 85.99%	400 – 429 points	
C+	76 – 79.99%	380 – 399 points	
C	70 – 75.99%	350 – 379 points	
D+	66 – 69.99%	330 – 349 points	
D	60 – 65.99%	300 – 329 points	
F	Below 60%	299 points or less	

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Reading & Assignment Schedule:

AEC 3073 Intercultural Communication Course Schedule

Week	Date	Topic	Mandatory reading/activity	Assignment due
1	08/22 - 08/24	-Introduction to the course - Culture and Communication	Chapter 1	
2	08/25 - 08/31	Intercultural Communication Competence	Chapter 2	Pre-reflection activity (submit to Canvas on 08/31)

3	09/01 - 09/07	How Culture Affects Perception	Chapter 3	Quiz 1 (09/07)
4	09/08 - 09/14	Nonverbal Communication in Intercultural Contexts	Chapter 4	
5	09/15 - 09/21	Language as a Barrier	Chapter 5	Quiz 2 (09/21)
6	09/22- 09/28	Cultural Dimensions	Chapter 6	
7	09/29- 10/05	Values and Identity	Chapter 7	Quiz 3 (10/05)
8	10/06- 10/12	Documentary: Living on One Dollar	Chapter 8	
		Culture & Gender		
9	10/13- 10/19	Religion and Identity	Chapter 9	Quiz 4 (10/19)
10	10/20- 10/26	Country Comparison Presentations	No Mandatory Reading	
11	10/27- 11/02	Communities: Cultures within Cultures	Chapter 10 and Chapter 11	Documentary Reflection (11/02)
12	11/03- 11/09	Identity and Communities	Chapter 12	Quiz 5 (11/09)
13	11/10- 11/16	The Impact of Cultures on Other Cultures	Chapter 13	
14	11/17- 11/23	Future Challenges	Chapter 14	Bonus Activity: Reflection (11/24)
15	11/24- 11/30	Thanksgiving Break		
16	12/01- 12/07	Final Exam	No Mandatory Reading	Agricultural Buddy from Another Country Report (12/01)
				Final Examination (12/04)

This COURSE SCHEDULE is TENTATIVE and will be updated and modified.

Academic Integrity

UF's Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others’ expression of that information. We obtain permission to use our sources’ expression or give full credit for a *limited, fair use*, including direct quotes.

Attendance Policies

Attendance is required and will be monitored by daily check-ins in the class. If students must miss class for an excused reason, they will work with the instructor to make up all work and discussion elements. This class relies heavily on participation and attendance. If you do not attend and participate, YOU WILL NOT do well in this course. Changes to due dates will be a whole class decision and will be given in advance. You are given 4 unexcused absences for this course. **The 5th unexcused absence will result in an automatic F** for the class. Absences that comply with university policy will be excused.

Excused absences must be consistent with university policies in the undergraduate catalog and require appropriate documentation. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#). It is essential that you attend class and are an active member of the class.

Institutional Policies

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are

(1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Student Services

Health & Wellness

- U Matter, We Care

- If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - 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.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

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, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)