

University of Florida // Agricultural Education and Communication
AEC 3073 Intercultural Communication (3 credits)
Spring 2018
Mondays 10:40am – 11:30am and Wednesdays 10:40am-12:35pm
205 Rolfs Hall

Professor:

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

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 the United States and a 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 ensure 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
- 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 assigned 5 Critical Reading & Analysis Discussion Posts. These posts are due by **Monday at 10:40am** on the dates noted on the course schedule.

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

- 1 – How does this reading relate to this week’s topic and how is it applicable to leadership today?
- 2 – What are two things you learned about the topic from the readings?
- 3 – What critical questions do you have after reading the material?

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 that you do **NOT** have Critical Reading Analysis Posts. They will be focused on the assigned reading for the week. On assigned quiz weeks, quizzes will open in the "quizzes" section of Canvas on Monday at 8:00am. The quiz will close online at 8:00am on Tuesday (24 hours after the quiz opens). You will be allotted 30 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?

Book Review – The Absolutely True Story of a Part-Time Indian

One way that we learn about culture is through the stories we hear and read. This semester you will have a chance to read **The Absolutely True Story of a Part-Time Indian by Alexie Sherman** to explore one such story. After reading the book and discussing the themes in class, you should write a paper that both connects the book to the course themes as well as provide your own reflection. The paper should be 3-pages (minimum) and should address the following questions/topics. The due date is noted in the course schedule.

- a. Pick two themes from the course and relate them directly to the plot and story of the novel. How are the themes evidenced in the book?
- b. How can young adult fiction be instrumental in creating social change?
- c. What were your reactions to the story?
- d. What did you learn from this assignment/book?

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 the **second week of the semester**. 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>Book Review Paper</i>• <i>Final Reflection Paper</i>	40 50 70 100
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 (5 @ 10pts each)</i>• <i>Class Engagement – 1st Half</i>• <i>Class Engagement – 2nd Half</i>	60 50 25 25
Quizzes (24% of total grade)	<ul style="list-style-type: none">• <i>Weekly Quizzes (5 @ 20 points each)</i>	100
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		750

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 on Monday of each week.

Class	Date	Topics	Assignment(s)
Reminder – Critical Reading Analysis Posts are Monday at 10:40am on the dates noted on the course schedule, beginning January 22, 2018.			
1	Mon, Jan 8	Introduction to Course	
2L	Wed, Jan 10	Preparing for the semester	
3	Mon, Jan 15	No Class – MLK Holiday	
4L	Wed, Jan 17	Module 1	Extra Credit “Your Expectations of Class” Discussion Post Due @ 8:00p Extra Credit Syllabus Quiz @ 10:40am
		Identity and identity development/Defining Terms	
5	Mon, Jan 22	Module 2	Critical Reading Analysis Posts 1 Cultural Self-Reflection Paper Due @ 11:59pm
		What is Culture? “How do you like your eggs?” * Team Teaching groups selected*	
6L	Wed, Jan 24	Cycle of Socialization	Keep it Current – Team Albert
7	Mon, Jan 29	Module 3	Quiz 1
		In Class Activity - Communication	
8L	Wed, Jan 31	Communication <i>Cultural Differences in Understanding</i>	Heavy History – Group 1
9	Mon, Feb 5	Module 4	Critical Reading Analysis Posts 2
		Why should we care?: Emotional Intelligence	
10L	Wed, Feb 7	Why should we care?: Identity, values, and perspective	Keep it Current- Team Communication
11	Mon, Feb 12	Module 5	Quiz 2
		Social Justice, Diversity, and Multiculturalism	
12L	Wed, Feb 14	Equity & Equality	
13	Mon, Feb 19	Module 6	Critical Reading Analysis Posts 3 Intercultural Communication in the Arts Assignment Due @ 11:59pm
		Race & Ethnicity Film: Race, Power of an Illusion, Part I Stereotypes/Prejudice/Privilege	

14L	Wed, Feb 21	Race & Ethnicity Film: Race, Power of an Illusion, Part I (<i>Cont.</i>) Stereotypes/Prejudice/Privilege	Heavy History – Group 2
15	Mon, Feb 26	Module 7	Quiz 3
		Film: <i>A Class Divided</i>	
16L	Wed, Feb 28	Film: <i>A Class Divided (Cont.)</i>	Keep it Current – Team IFAS
17	Mon, Mar 5	Module 8	Critical Reading Analysis Posts 4
		Spring Break	
18L	Wed, Mar 7	Spring Break	Heavy History – Group 3
19	Mon, Mar 12	Gender & Sexuality	
20L	Wed, Mar 14	Gender & Sexuality	
21	Mon, Mar 19	Module 9	
		Socioeconomic Status & Family Film: “A Place at the Table”	
22L	Wed, Mar 21	Film: “A Place at the Table” (<i>Cont.</i>)	
23	Mon, Mar 26	Module 10	Quiz 4
		Acculturation, Culture Shock, and Migration - Politics	
24L	Wed, Mar 28	Acculturation, Culture Shock, and Migration- Nationality	Keep It Current – Team AEC Film Analysis Paper Due @ 11:59pm
25	Mon, Apr 2	Module 11	Critical Reading Analysis Posts 5
		Intersectionality, Positionality, & Identity	
26L	Wed, Apr 4	Intersectionality, Positionality, & Identity	Heavy History – Group 4
27	Mon, Apr 9	No Module	
		<i>True Diary of a Part-Time Indian</i> BOOK SHOULD BE COMPLETED BY THIS DATE	
28L	Wed, Apr 11	<i>True Diary of a Part-Time Indian</i> BOOK SHOULD BE COMPLETED	Keep it Current – Team McCarty

		<i>BY THIS DATE</i>	
29	Mon, Apr 16	Module 12	Quiz 5
		History, Power, & Citizenship	
30L	Wed, Apr 18	History, Power, & Citizenship	Book Review due @ 11:59pm Heavy History – Group 5
31	Mon, Apr 23	Review & Dialogue	
32L	Wed, Apr 25	Last Day of Class	Keep it Current – Team Intercultural Extra-Credit Assignments Due @ 11:59pm
33	Tues, May 1	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)