

University of Florida // Agricultural Education and Communication
AEC 3073 Intercultural Communication (3 credits)
Online thru e-Learning/Canvas
Summer A 2021

Professor:

Dr. Cecilia E. Suarez
suarez@ufl.edu

Graduate Teaching Assistant

Patricia Jordan
PJordan@ufsa.ufl.edu



******Virtual Office Hours: Tuesdays & Thursdays, 4-5pm EST ******
<https://ufl.zoom.us/j/8766194603>

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.

Statement on Equity, Inclusion and Antiracism

We begin this semester with the acknowledgement that individuals are experiencing multiple layers of harm, threats, stress, uncertainty, and overall emotion. In the midst of a pandemic that has caused the entire world to pause and restructure daily life while also disproportionately impacting Black, Indigenous, and people of color, we must also name the senseless and systematic murders of Black women, men and trans* people, most recently: Ahmaud Arbery, George Floyd, Breonna Taylor, Casey Goodson & Daunte Wright. We hold onto the hope that classrooms are sites of social transformation. Our course content requires a *“willing[ness] to cross the border from what we know to what we need to know...and to open ourselves to the limitations of our own perspectives and the need for those of others”* (Ginsberg & Raymond Wlodkowski, 2009, p. 330).

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official school records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

- It is critical that each class member show respect for diverse worldviews expressed in class, however, hate will **not** be tolerated.
- Please be respectful of others' emotions and be mindful of your own.
- Please let me know if something said or done in the classroom, by anyone in the class community, is harmful. While our intention may not be to offend or harm, the impact of what happens throughout the course is not to be ignored and is something that we consider to be very important and deserving of attention.

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. **Class engagement:** Students should take ownership of their own learning. It is expected that you are engaged with the course material provided by the instructors. Please be advised that as part of this engagement grade, students are expected to complete all reading assignments according to schedule.
2. **Assignments:** All written assignments (excluding discussion board posts) must follow these requirements:
 - a. Typed and double-spaced
 - b. Include page numbers
 - c. Margins: 1-inch
 - d. Font: 12-point "Times" or "Times New Roman"
 - e. APA Format.

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/> . **We have also posted resources on APA in Module "0" on Canvas.**

****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, <https://disability.ufl.edu/>

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, posts, assessments, or other assignments. Therefore, **SIGNIFICANT POINTS WILL BE DEDUCTED FROM LATE PAPERS.** To that end, papers will be graded ten points 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.

Online Course Evaluation Process

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/>.

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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*

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

- U Matter We Care, www.umatter.ufl.edu/
- *Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>. Student Complaints:*
 - Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
 - Online Course: <http://www.distance.ufl.edu/student-complaint-process>

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- 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 are no required textbooks for the Summer A 2019 version of this course. All readings and materials will be posted on the Canvas site for you to easily access online.

Assignments

Papers, presentations, projects, and quizzes will be assigned throughout the semester. All assignments will be turned in through the course Canvas website. 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 (C.R.A.P.)

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 engaging in assignments. To that end, each week there will be three (3) discussion questions posted.

You will be expected to post a Critical Reading & Analysis Discussion Post **each Tuesday by 12:00pm (noon)** as noted on the course schedule. You are only required to create an original post on **one (1)** of the possible three (3) discussion questions posted.

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 thread by **Thursday at 11:59pm.**

Between your three C.R.A.P. assignments each week (1 original post and 2 responses), **you must engage with at least two of the possible three discussion questions.** For example, you may create an original post and respond to one classmate on Discussion A for the week, and respond to another classmate in Discussion B. Or, you could create an original post in Discussion C and respond to two classmates in Discussion A. The choice is yours, but **you will not receive full credit if all three of your C.R.A.P. assignments are confined to only one of the possible three discussion boards for the week.**

All posts should be reflective of all of the readings for the entire week, not just those assigned for Tuesday.

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 when the corresponding module opens. **The quiz will close online at 11:59pm on the Wednesday it is assigned. 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.

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 **2 pages in length** and does not require citation of sources.

"Danger of a Single Story" Reflection Paper:

There is often little time in our day-to-day lives to stop and reflect on our thoughts, values, and actions. As such, the purpose of this assignment is to write a reflection paper, utilizing the prompts given by the professor, on the TED talk "Danger of a Single Story". This paper must be in APA format and be a **minimum of 2 pages.**

This assignment should **not be longer than 3 pages**. Direct quotes and examples from the TED video must be used in this reflection paper, along with your own personal experiences.

Presentations

“Heavy History”

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 into groups and assigned a specific topic/event that your group will need to research and develop a brief PowerPoint or Prezi presentation to cover. Details of what should be covered are available in the Rubric on Canvas.

Groups will utilize Zoom to present your Heavy History presentation together.

Topics will be assigned **by the instructors** and will include the following topics:

- Indian Removal Act
- Stonewall Inn/Riots
- The Bracero Project
- Loving vs. Virginia
- Tuskegee Experiment
- March on Washington, 1983
- The Dream Act, 2001
- Stand in the Schoolhouse Door, 1963

Exams

Final Exam

Your final exam will be a reflective short answer online exam that asks you to personally reflect on and synthesize the topics covered during the course of the semester. You will need to support your answers with citations from readings within the course. It will ask you to apply topics covered in the course to your future professional and personal life experiences. You will be given **two hours** to complete this online exam on Canvas.

The final exam will be available during **Week 6 and close when it is due, Friday at 11:59pm.**

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.*

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	<ul style="list-style-type: none"> • <i>Cultural Self Reflection Paper</i> • <i>“Danger of a Single Story” Reflection Paper</i> 	100 60
Participation and Engagement	<ul style="list-style-type: none"> • <i>Critical Reading and Analysis Posts (12 @ 20pts each)</i> 	240
Quizzes & Assessments	<ul style="list-style-type: none"> • <i>Weekly Reading Quizzes (6 @ 50 points each)</i> • <i>Final Exam</i> 	300 150
Presentations & Creative Assignments	<ul style="list-style-type: none"> • <i>Heavy History Group Presentation</i> 	150
<i>Total Points Possible</i>		1000

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. Ten points will be deducted from the final score for late work submitted less than 24 hours after the due date. Another two points 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.

TENTATIVE COURSE SCHEDULE:

Content subject to change

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.

Mod	Date	Topics	Assignment(s)
<p>Reminder – A Critical Reading Analysis Post is Due Each Tuesday on Canvas by 12:00pm with the Two Follow-up Responses to your Peers by Thursday at 11:59pm, beginning May 14, 2019.</p>			
1	May 10– 15	<ul style="list-style-type: none"> • What makes a leader • Identities, Subgroups, and Categorization • Culture Defined • Personal Values 	<p>1) Tues – C.R.A.P Original Post Due 12:00pm 2) Wed – Online Quiz by 11:59pm 3) Thurs – C.R.A.P. Responses (2) Due 11:59pm 4) Sun – Syllabus Extra Credit Quiz by 11:59pm; Cultural Self Reflection Paper by 11:59pm Photo Submission by 11:59pm</p>
2	May 17– 22	<ul style="list-style-type: none"> • Communication Process, Communicating Identity(ies) • Diversity, Multiculturalism, and Social Justice 	<p>1) Tues – C.R.A.P Original Post Due 12:00pm 2) Wed – Online Quiz by 11:59pm 3) Thurs - C.R.A.P. Responses (2) Due 11:59pm 4) Friday – “Danger of a Single Story” Reflection Paper by 11:59pm</p>
3	May 24 – May 29	<ul style="list-style-type: none"> • Race – Definitions, Concepts, Systems of Power • Racism • Privilege and Oppression 	<p>1) Tues – C.R.A.P Original Post Due 12:00pm 2) Wed – Online Quiz by 11:59pm 3) Thurs - C.R.A.P. Responses (2) Due 11:59pm</p>
4	May 31 – June 5	<ul style="list-style-type: none"> • Food Security & Socioeconomic Status • Education Systems and Inequality 	<p>1) Tues – C.R.A.P Original Post Due 12:00pm 2) Wed – Online Quiz by 11:59pm 3) Thurs - C.R.A.P. Responses (2) Due 11:59pm 4) Fri – Heavy History Presentation by 11:59pm 5) Sun – Responses to 2 other teams’ Heavy History due by 11:59pm</p>
5	June 7 - 12	<ul style="list-style-type: none"> • Gender, Sex & Sexuality • Systems and Gender/Sexuality 	<p>1) Tues – C.R.A.P Original Post Due 12:00pm 2) Wed – Online Quiz by 11:59pm 3) Thurs - C.R.A.P. Responses (2) Due 11:59pm 4) Sun – All extra credit due by 11:59pm</p>
6	June 14 - 19	<ul style="list-style-type: none"> • Synthesizing the Material from the Semester 	<p>1) Tues – C.R.A.P Original Post Due 12:00pm 2) Wed – Online Quiz by 11:59pm 3) Thurs - C.R.A.P. Responses (2) Due 11:59pm 4) Fri – Final Exam by 11:59pm</p>

*I'm convinced of this: Good done anywhere is good done everywhere.
For a change, start by speaking to people rather than walking by them like they're stones that don't matter.
As long as you're breathing, it's never too late to do some good.
-Maya Angelou-*