

**UNIVERSITY OF FLORIDA**  
**INTERCULTURAL COMMUNICATIONS**  
**MMC5708 - 3 Credits**  
**Summer 2016**

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*\*This syllabus is subject to change, as the professor deems appropriate and necessary.*

**INSTRUCTOR:** Ophir Lehavy, MA, MAT

**EMAIL:** [olehavy@jou.ufl.edu](mailto:olehavy@jou.ufl.edu)

**OFFICE HOURS:** Mondays from 11:30 am to 1:30 pm virtually or by phone appointment. Please email me in advance to coordinate. If you are unable to meet during this time, please email me at the address above, and we can make alternative arrangements.

**COURSE WEBSITE:** Located in Canvas: [elearning.ufl.edu](http://elearning.ufl.edu).

**COURSE COMMUNICATION:**

For questions related to course concepts, assignments, policies, and procedures, please use the General Discussion forum on the course site. For communications of a personal nature (e.g., course performance, medical emergencies), please email me directly at the university account listed above and include "MMC5708" in the subject line.

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**COURSE DESCRIPTION:**

This course introduces you to the perspectives used to study intercultural communication and the importance of context and power in relation to communication. As the course progresses, we will use those perspectives as a lens to understand intercultural communication processes (for example: identity, language, nonverbal) and applications (for example: assimilation, popular culture, relationships). Through your participation in this course, you will come to appreciate the complexity in intercultural interactions and increase your intercultural communication competence.

**COURSE GOAL AND/OR OBJECTIVES:**

- Identify, discuss, analyze, and evaluate intercultural communication using multiple perspectives, communication best practices, and research findings.
- Expand knowledge of cultures in various communication contexts such as soft power, migration, technology/internet, conflict resolution, and so on.
- Research and create a target audience analysis and apply to an organization/MNC initiative or campaign using best practices.

- Discuss, analyze and evaluate the influence of one's own cultural group on intercultural interactions, the complexity and sensitivities of intercultural communication, and personal growth with intercultural interactions.

## **REQUIRED TEXT, READINGS, AND VIDEO LECTURES:**

1. The course requires you to purchase and read the following textbook:

Martin, Judith N. and Nakayama, Thomas K. **Intercultural Communication in Contexts**, 6th edition. McGraw-Hill: Boston, 2012.

Instructions:

- Click on the link to purchase the textbook and access the weekly comprehension quizzes:  
<http://connect.mheducation.com/class/o-lehavy-mmc5708-intercultural-communication-summer-c-2016>
  - CONNECT will give you both the weekly comprehension quizzes and the e-book.
  - Please use your ufl.edu email address when registering for the course.
  - Instructions for purchasing a Connect course can be found here:  
<http://createwp.customer.mheducation.com/wordpress-mu/success-academy-student/registering-for-and-purchasing-connect/#.VwvvaQrLIU>
2. In addition, you are required to read complementary articles for each module and apply what you have learned in discussions and projects. The articles provide greater depth on specific areas of intercultural communication and/or relay the text to contemporary contexts or communications practices. The articles are provided in Canvas, and no additional purchase is required.
  3. Your instructor has also included video lectures for select modules.

## **COURSE FORMAT:**

The course consists of weekly readings and video lectures, comprehension quizzes, and group discussions. You are also required to complete a two-part mid-semester project, and the course will culminate with a final project where you will conduct a target audience analysis.

### **Comprehension Quizzes**

You are expected to complete weekly chapter quizzes related to the required textbook as a way to keep you on track with the readings and to enable you to assess your understanding of the course's concepts.

- Each quiz must be completed within 30 minutes.
- The quizzes are accessible via the **Connect** companion web site. Purchase of the bundled text includes access and instructions for signing on to **Connect**.

- Use your university email address to login to the Connect course and access quizzes <http://connect.mheducation.com/class/o-lehavy-mm5708-intercultural-communication-summer-c-2016>. This link will also be provided in the weekly modules and quiz assignments in Canvas.
- Each chapter quiz should be taken prior to the deadline specified in the **Due Dates** file.
- Unless otherwise noted by the instructor, comprehension quizzes are **due by Wednesday at 11:59 p.m.**

### **Group Discussions**

Discussions are opportunities for you to explore the subject matter in conversation with other students in the class. One of the purposes of class discussion is to reveal multiple perspectives and deepen your understanding of course topics.

You are expected to be civil to all participants during these discussions. Differences of opinion are not only expected but healthy, and critiques of others' statements and reasoning may occur and are encouraged. You may approach your instructor privately if you are not sure how to disagree with a fellow classmate in a respectful manner.

In addition to responding to the discussion prompt, you are encouraged to identify relevant articles, photographs, website materials or videos that relate to course topics and share them with the class online. Properly cite all sources, including the weekly readings, in your discussion post.

In your posts, you will be asked to explain, compare/contrast, evaluate, and synthesize information that is relevant to the materials covered in the weeks that the discussion post addresses.

- Unless otherwise noted by the instructor, **initial topic discussion posts are due on Tuesdays by 11:59 p.m.** and at least **two (2) follow-up posts are due by Friday by 11:59 p.m.** of the original posting deadline.
- A scoring rubric can be found in this syllabus and in **Canvas**. Postings must be on topic and relevant to the course material.
  - Initial post: Based on timeliness of submission, providing context and background / a clear point of view that is supported through evidence, grammar, answering all questions and their parts, the quality of the insights offered, clear and appropriate use of relevant course concepts/terms (denoted in bold text), sources are properly noted, and adherence to the specified word count (see forum for details).
  - Follow up posts: Based on replying to a minimum of two (2) peers' initial posts within 72 hours of the initial post's deadline, quality of insights offered (not just simply "I like your post" comments), and following up on questions asked of you by others in their follow-ups.

### **Two-Part Mid-semester Project:**

- **Personal Cultural Research**
- **Interview a Classmate**

Part 1: Self-awareness is a key component of intercultural communication. What influence does your own cultural group have on your communication with other cultures? What insights are you having during the course on your own cultural background? How are you applying what you learn to your professional, academic, or personal life?

You are expected to conduct research on your own cultural background and write a narrative in response to a series of reflective questions. You can find specific directions under the Assignments section in Canvas.

Part 2: Once completing your reflection, you will be assigned to a classmate, and you will each interview the other on what you learned from the first portion of the project. The interview will take place in a discussion forum.

- Part 1 is due on **Thursday, May 26 by 11:59 pm.**
- Part 2 is due on **Thursday, June 9 by 11:59 pm.**
- All project instructions can be found under the Assignments section in Canvas.
- Be sure to include your sources where relevant.
- You may find all **Due Dates** on Canvas.
- A scoring rubric can be found in Canvas.

### **Final Project:**

- **Proposal**
- **Target Audience Analysis**

Choose an existing (or potential) company or organization and conduct a target audience analysis for a communications campaign or initiative. (For example, launch of a company branch in a new location/country, existing company re-branding for a new audience, launch of a community relations campaign or new product to a new target audience). Specific instructions for both portions of this project are located under Assignments in Canvas.

- A brief proposal for your Final Project topic is due on **Thursday, June 23 at 11:59 pm.**
- A Final Paper is due at the end of the course on **Monday, July 25 by 11:59 pm.**
- All project instructions can be found under the Assignments section in Canvas.
- Be sure to include your sources where relevant.

- You may find all **Due Dates** on Canvas
- A scoring rubric can be found in Canvas.

### **EXPECTATIONS:**

You should anticipate spending 5 to 6 hours per week on the module assignments, which include: readings (2 to 3 hours), comprehension quiz (30 minutes), project work (1 to 2 hours) and discussion posts (1 hour). Be sure to check the announcements regularly to read/hear messages from your instructor.

### **COURSE ASSIGNMENTS**

All class assignments submitted for grading should be typed and submitted via Canvas, except for quizzes. Quizzes should be submitted via Connect ONLY. Include short-form citations within the body of all assignments, and the bibliography may follow Chicago or APA formats. For projects, submit using a standard 8-1/2 x 11 format, double-spaced, and *Arial* or *Times New Roman* font. You will find detailed descriptions and other specific expectations of course assignments in Canvas. You can find an outline of each module's assignments on the **Home** page of the course on Canvas. Details for each assignment can be found on the **Assignments** tab in the navigation bar.

### **COURSE COMMUNICATION**

You are expected to show respect for the instructor and one another irrespective of the language ability, cultural beliefs, age, nationality, sexual orientation, etc. You should give others equal opportunity to formulate and express opinions, experiences, and ideas. *All* students should be supportive of a cooperative learning environment.

### **COURSE PREPARATION**

You are responsible for reading the assigned material **before** the class discussion on that topic. You should be prepared to answer questions related to the material AND ask questions about issues of interest or ask for clarification of concepts introduced during each module.

### **COURSE POLICIES:**

#### **Attendance Policy**

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day to check for course updates in the announcements and discussion sections of the site.

#### **Late Work and Make-up Policy**

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Within 24 hours 10% deducted
- Within 48 hours 20% deducted
- Within 72 hours 40% deducted
- More than 72 hours late Not accepted

The modules start the Monday of each week.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Coursework**

In general, most coursework should be submitted through **Canvas**. Weekly comprehension quizzes are submitted through **Connect** found in the textbook bundle (see link under required reading).

- Comprehension Quizzes In Connect
- Intercultural Journal In Canvas
- Group Discussions In Canvas
- Final Paper In Canvas

### **Deadlines**

This class, like others, involves many deadlines. Here is a reminder. The new module week starts on Mondays:

- Comprehension Quizzes 11:59 PM EST Wednesdays
- Group Discussions
  - Initial post 11:59 PM EST Tuesdays
  - Follow-up posts 11:59 PM EST Fridays
- Mid-semester project
  - Part 1 11:59 pm EST Thursday, May 26
  - Part 2 11:59 pm EST Thursday, June 9
- Final Project
  - Proposal 11:59 PM EST Thursday, June 23
  - Final Project 11:59 PM EST Monday, July 25

## GRADING:

Your work will be evaluated according to this distribution:

Assignment	Percentage
• Comprehension Quizzes (Weekly)	20%
• Mid-semester Project	20%
• Group Discussion (Weekly)	30%
• Final Project	30%
<b>TOTAL</b>	<b>100%</b>

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Rubrics**

You will find grading rubrics at the end of this syllabus. Rubrics communicate expectations for assignments, provide you with focused feedback, and are used to grade final products.

## **COURSE SCHEDULE:**

### **Module 1, Chapter 1**

**May 9 – May 15**

Introduction to the course: What's in a name? Why Study Intercultural Communication.

### **Module 2, Chapter 2**

**May 16 – May 22**

Development of the discipline. Theoretical approaches to intercultural communication. Application of theoretical approaches.

### **Module 3, Chapter 3**

**May 23 – May 29**

What is culture? What is communication? Dialectical approaches to understanding culture and communication. The relationship between communication and context. The relationship between communication and power.

### **Module 4, Chapter 4**

**May 30 – June 5**

From history to histories. History, power, and intercultural communication. History in Intercultural Communication. History and identity intercultural communication.

### **Module 5, Chapter 5**

**June 6 – June 12**

A dialectical approach to understanding identity. Social and cultural identities. Identity, stereotypes, and prejudice. Identity development issues. Identity and language. Identity and communication. Identity and Adaption.

### **Module 6, Chapter 6**

**June 13 – June 19**

Language and Intercultural Communication. Thinking dialectically about language. Cultural variations in language Discourse: Language and power. Moving between languages. Language politics and policies.

### **Module 7, Chapter 7**

**June 20 – June 26**

Non-Verbal Codes and Cultural Space. A dialectical approach to nonverbal communication. The universality of nonverbal behavior. Defining cultural space.

### **Module 8, Chapter 8**

**June 27 – July 3**

Understanding Intercultural Transitions. Types of migrant groups. Cultural shock Migrant host relationships. Cultural adaptation

### **Module 9, Chapter 9**

**July 4 / 5 – July 10**

Defining popular culture and folk culture Consuming and resisting popular culture. Consuming and resisting popular culture. Representing cultural groups. U.S. popular culture and power. Learning about cultures without personal experience.

### **Module 10, Chapter 10**

**July 11 - July 17**

Benefits and challenges of intercultural relationships. Cultural differences in notions of friendship. Cultural differences in relational development. Relationships across differences Context in intercultural relationships.

**Module 11, Chapter 11****July 18 – July 24**

Characteristics of intercultural conflict. Approaches to conflict. Managing intercultural conflict.

**Module 12, Chapter 12****July 25 – July 31**

Striving for Effective Intercultural Communication. Components of competence. Applying your knowledge about intercultural communication.

**Final Project****July 25**

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**UNIVERSITY POLICIES**

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

University counseling services and mental health services:

**\*\*Netiquette: Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**Class Demeanor**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have

confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### **Getting Help**

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources  
<http://www.counseling.ufl.edu/cwc/Default.aspx>  
352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### **University Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students 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."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

## **ACADEMIC HONESTY**

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

### **Misrepresenting Research Data**

The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity.

Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

**Disclaimer**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

## RUBRICS:

### Projects

Total 100 points

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Topic – 15%	Competently describes and contextualizes subject matter of assignment.	Capably describes subject matter of assignment with some context.	Fails to fully respond to subject matter or fails to contextualize it.
Writing – 15%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.
Sourcing – 20%	Refers comprehensively to course learnings, drawing from multiple course sources, as well as outside materials. Web links and other multi-media content may be present.	Refers to course learnings comprehensively, drawing from multiple class sources. References are present.	Little reference is made to course learnings and there is no evidence of outside materials.
Relevance – 25%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	Material is presented without real world relevance.
Insight – 25%	Compelling, focused and persuasive views are offered.	The journal describes the student's point of view and the main point is clear.	Point is unclear, either through misunderstanding or lack of focus.

## Discussion Groups

Total: 100 points

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Topic – 10%	Competently describes and contextualizes module's subject matter.	Posts initial discussion topic and responds to 2 unique discussion topics that are relevant to the module's subject matter	Connection to subject is unclear or fails to contextualize it.
Writing – 10%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible post.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.
Sourcing – 20%	Refers comprehensively to course learnings as well as outside materials. Web links and other multi-media content may be present.	Refers to course learnings comprehensively, drawing from multiple class sources.	Little reference is made to course learnings and there is no evidence of outside materials.
Relevance – 20%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	Material is presented without real world relevance.
Shareable Initial Post – 20%	Post is compelling, focused, and creative. The post prompts thoughtful and considerable discussion.	The student's point of view is clear. Posts led to some sharing. There are an adequate number of responses.	Limited potential for content to spur discussion based on lack of understanding or a lack of creative content. Lack of adherence to due dates.
Shareable Follow-up Responses - 20%	Compelling, focused and persuasive views are offered. Further discussion is prompted.	The student's point of view is clear.	Point is unclear, either through misunderstanding or lack of focus. Lack of adherence to due dates.

