

MMC5708: Intercultural Communications

Spring 2017

Instructor

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Contact

You can email me at olehavy@jou.ufl.edu or via Canvas Inbox. For questions related to course concepts, assignments, policies, and procedures, please use the Questions and Answers 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.

Office Hours:

Virtually (such as Skype or FaceTime) or by phone appointment. Please email me in advance to coordinate.

Instructor Bio:

I joined the University of Florida's College of Journalism and Communications as an adjunct lecturer and course developer in the fall of 2015. I arrived in Gainesville with over twenty years of progressive experience in the field of communications and public relations. I have spent most of my career in the nonprofit sector, working for organizations based in New York, New Jersey, and Tel Aviv. I am currently teaching courses in the global strategic communications and the public relations graduate programs. Courses include intercultural communications, international public relations, and strategy and messaging.

Before arriving in Gainesville, I managed the communications program for the CPA Exam at the American Institute of CPAs (AICPA) from 2012 to 2015, was the Director of Marketing and Development for the Jewish Federation in Princeton, New Jersey from 2008 to 2011, and was a communications manager and grants administrator for Foundations, Inc. from 2005 to 2007.

My international experience includes time abroad in Tel Aviv, Israel from 2002 to 2005 working in public relations for two non-profit organizations: The Peres Center for Peace and Essence of Life. Prior to Tel Aviv, I worked for the Consulate General of Israel in New York as Director of Community Relations from 1997 to 1999. I am bilingual in English and Hebrew, and I studied Arabic in Fez, Morocco while a graduate student.

I completed my graduate work in 2001 at Columbia University's Teachers College with a Master's in teaching, after also completing a Master's degree in Middle East Studies from New York University in 1997. I completed my Bachelor's degree in 1994 at Georgetown University majoring in History.

Course Website and Login

The course is on Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

This course also requires you to purchase the Connect online version of the textbook to receive access to weekly quizzes. See “Required Text” below for more information.

Course Description:

This course introduces you to the complexities of intercultural communication and how to apply these lessons to the workplace. We will look at the various ways that intercultural communication has been studied to understand these complexities from different perspectives. We will also look at the importance of context and power in relation to communication. As the course progresses, we will use these perspectives as a lens to understand intercultural communication processes (for example: identity, language, nonverbal behavior) and ways they are applied (for example: assimilation, popular culture, relationships). Through your participation in this course, you will come to appreciate the complexity in intercultural interactions, increase your intercultural communication competence, and use this knowledge to reach and communicate with diverse audiences.

Course Objectives:

By the end of this course, students will:

- 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.
- 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.

Course Expectations:

The course is delivered online via the Canvas platform. Weekly quizzes are located on the McGraw Hill companion site on Connect*. You are expected to follow a weekly outline that is found on the Home page of the course. The outline provides materials and opportunities to engage and practice the information learned in sequential steps that ultimately lead to the goals and objectives of the course. Within each week’s outline, you will find the week’s topic, learning objectives, lecture, readings, and assignments.

***You will find more information on how to purchase the textbook and access the quizzes under “Required Text” in this syllabus.**

Course Assignments

All class assignments submitted for grading should be typed using a standard 8-1/2 x 11 format, double-spaced, and Arial or Times New Roman font. Students should submit ALL assignments electronically, via the online course site, in a Word or PDF file. Students can find detailed descriptions of the course assignments in Canvas under 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 completing the reading material -and video lectures on some weeks- before the class assignments are due on that topic. You should be prepared to answer questions related to the material, ask questions about issues of interest, AND ask for clarification of concepts introduced during each module when appropriate.

Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

Required Text:

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

- You are required to take weekly quizzes using the Connect companion site for this course. We recommend purchasing the text and weekly quizzes online using the following instructions:
 - Click on the link to purchase the textbook and access the weekly quizzes:
<http://connect.mheducation.com/class/o-lehavy-mm5708-intercultural-communication-spring-2017>
 - CONNECT will give you both the weekly 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/#.Vwvv_aQrLIU

Additional readings are assigned throughout the term and are available in digital format on the course site in their respective weekly units.

Teaching Philosophy:

As an educator and as a PR professional, I design with the end in mind. Lessons are progressive and ultimately lead you to the goal(s) and objectives for the course: Practical knowledge and skills that you can apply to the PR workplace. I reflect and build upon the following questions when designing a course for that reason: What do we want students to understand? What does understanding look like? How will a student get there? What will students be able to do by the end of the course?

Each person possesses their own set of strengths, interests, skills, and talents – as well as their own areas for growth and improvement. I approach each student as a unique individual and attempt to provide ample opportunities for you to hone your strengths and skills, take ownership over your learning and areas for growth, and explore your interests and perspectives within the framework of the course.

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 pre-approved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. 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

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. Contact UF helpdesk (352) 392-HELP.

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 Submissions:

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

Weekly 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:

- Weekly Quizzes 11:59 PM EST Wednesdays, beginning Jan 11
- 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, January 26
 - Part 2 11:59 pm EST Thursday, February 9
- Final Project
 - Proposal 11:59 PM EST Thursday, February 23
 - Final Project 11:59 PM EST Thursday, March 23

Grading:

Your work will be evaluated according to the following distribution:

- | | |
|--------------------------------------|-----|
| ▪ Quizzes (Weekly) | 20% |
| ▪ Mid-semester Project (Parts 1 & 2) | 25% |
| ▪ Group Discussions (Weekly) | 25% |
| ▪ Final Project | 30% |

The final grade will be awarded as follows:

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF grading policies for assigning grade points:

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

Course and Assignment Details

The course includes weekly readings and lectures, quizzes and discussion forum topics. Each of the topics builds upon knowledge from prior lessons. You will also have a mid-semester project – broken down into two parts. A final project is due at the end of the course. You are also required to submit a proposal for the final project. More details follow:

Weekly Readings and Lectures:

I have posted complementary articles and lecture videos to Canvas based on the topic of the week. I also posted an introduction on the course Home page. These videos and articles will vary in length depending on the material. It is your responsibility to read each article and watch each of the videos.

Quizzes:

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

- Each quiz includes 20 questions and 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
- This link will also be provided in the weekly modules and quiz assignments in Canvas:

<http://connect.mheducation.com/class/o-lehavy-mm5708-intercultural-communication-spring-2017>

- Each chapter quiz should be taken prior to the deadline.
- 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. I encourage students to use discussion topics as a way to relate the text material to the communications workplace and “real life” situations.

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, 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.

Group Discussion Rubric

100 Total Points

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
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.

Mid-semester Project (two parts):

- **Part 1: Personal Cultural Research** - due by 11:59 pm EST on Thursday, January 26.
- **Part 2: Interview a Classmate** - due by 11:59 pm EST on Thursday, February 9.

Part 1: Personal Cultural Research

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. Be sure to include sources where relevant.

Part 2: Interview a Classmate and Write a Profile

The purpose of this assignment is to practice intercultural communication while working on a PR-oriented assignment. Imagine that you are a PR professional, and you have been asked to write a profile of your colleague for your organization's website or blog. For the purpose of this class, I would like for you to focus the interview and profile on the topic of culture using the two articles provided. When conducting your research prior to the interview, be sure to read your classmate's personal cultural research (project part 1) to help develop your questions.

You have been assigned a classmate. You will each interview each other. You can find your assigned classmate in part 2 of the mid-semester project section on Canvas. Be sure to coordinate your timeline for completing this project with your classmate. You can email each other using Canvas inbox or using your ufl address. Your grade is based on your participation, not your partner's. If you are not responsive to your partner, I will deduct 25 points from your grade, unless you have discussed your absence in advance with both your partner and me. You can interview each other within the assigned discussion forum.

Once you have completed your interview, write a 500-word profile using a Q and A pattern. (I'd like to see the questions you ask.) Be sure to include your sources where relevant. More detailed project instructions and supplementary material can be found under the Assignments section in Canvas.

Mid-semester Project Rubric:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
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.

Final Project:

- **Proposal** 11:59 PM EST Thursday, February 23
- **Final Project** 11:59 PM EST Thursday, March 23

Choose a multi-national organization or company and conduct a target audience analysis for a communications campaign plan. (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). The target audience analysis should include a description of the situation, goals for the campaign, the analysis, and a strategy recommendation for reaching that audience.

Specific instructions for both portions of this project are located under Assignments in Canvas. Be sure to include your sources where relevant.

Final Project Rubric

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
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.

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.

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 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 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.

Other Resources:

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

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> 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 contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or 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. 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.

Schedule

The modules start on the Monday of each week and end on Sundays. The first module begins on Wednesday, January 4, 2017, and the course ends on March 27, 2017. Assignments have been adjusted for the first module to reflect the shortened week. The final is due on March 27.

Weekly module dates:

Week 1: January 4, 2017 – January 8, 2017

Week 2: January 9, 2017 – January 15, 2017

Week 3:	January 16, 2017 – January 22, 2017
Week 4:	January 23, 2017 – January 29, 2017
Week 5:	January 30, 2017 – February 5, 2017
Week 6:	February 6, 2017 – February 12, 2017
Week 7:	February 13, 2017 – February 19, 2017
Week 8:	February 20, 2017 – February 26, 2017
Week 9:	February 27, 2017 – March 5, 2017
Week 10:	March 6, 2017 – March 12, 2017
Week 11:	March 13, 2017 – March 19, 2017
Week 12:	March 20, 2017 – March 27, 2017

Course Schedule:

Week One: Why study intercultural communication?

Introduction to the course: Why Study Intercultural Communication?

Assignments:

- Introductory discussion post (no follow-up posts required on week 1)

Week Two: The history of the study of intercultural communication

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

Assignments:

- Quiz 2
- Discussion posts - initial and two follow-up discussion posts
- Look ahead and start working on your mid-semester project (due on week 4).

Week Three: Culture, communication, context and power

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.

Assignments:

- Quiz 3
- Discussion posts - initial and two follow-up discussion posts

Week Four: History and intercultural communication

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

Assignments:

- Quiz 4
- Discussion posts - initial and two follow-up discussion posts
- Mid-semester project Part 1

Week Five: Intercultural communication processes

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.

Assignments:

- Quiz 5
- Discussion posts - initial and two follow-up discussion posts

Week Six: Language and intercultural communication

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

Assignments:

- Quiz 6
- Mid-semester project Part 2

Week Seven: Nonverbal codes and cultural space

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

Assignments:

- Quiz 7
- Discussion posts - initial and two follow-up discussion posts

Week Eight: Understanding intercultural transitions

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

Assignments:

- Quiz 8
- Discussion posts - initial and two follow-up discussion posts
- Final Project Proposal

Week Nine: Popular culture and intercultural communication

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.

Assignments:

- Quiz 9
- Discussion posts - initial and two follow-up discussion posts

Week Ten: Culture, communication, and intercultural relationships

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

Assignments:

- Quiz 10
- Discussion posts - initial and two follow-up discussion posts

Week Eleven: Culture, communication, and conflict

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

Assignments:

- Quiz 11
- Discussion posts - initial and two follow-up discussion posts

Week Twelve: Striving for engaged and effective intercultural communication

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

Assignments:

- Quiz 12
- Discussion posts - initial and two follow-up discussion posts
- Final Project