MMC5708 Intercultural Communication

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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) or if you need to contact me over the weekend, 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 have over 20 years of experience in communications and public relations, and most of my career has been 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. These courses include: Intercultural Communications and Strategy and Messaging. In the summer of 2017, I also developed a success coach initiative for students in the MAMC program and have been providing tips, tools, and support to help students achieve their graduate school and career goals.

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

Your course is 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.

Course Description:

Our increasingly globalized world has revealed a greater need to effectively communicate across cultures. Today, people from across cultures - some of which were once considered distant and isolated - can instantaneously connect with each other using digital, mobile, and internet technology. With this shift, countries have become increasingly dependent on one another for economic and political security, and uncertainty can often be assuaged using intercultural communications techniques.

Intercultural communications is a dynamic, ever-changing field, which has been studied by a number of academic disciplines. This course takes an interdisciplinary approach to the field and provides students with foundational knowledge that they will practice applying to strategic communications through a semester-long blog project that will include peer review AND problem-solving discussions on topics in the news. Students will create the blog using various intercultural communications methods related to a specified global problem; our term will focus on migration and refugees.

As a functional part of the course, students will learn how to tailor their communications for a target audience using best practices and research findings and apply it to real time communications methods through the blog. Through discussion posts, students will also learn the value of staying on top of major news events and contemplate how they can contribute to the world dynamic through their understanding of intercultural communications.

This Semester's Global Problem: Involuntary Migration and Refugees

People living around the globe are affected by ethnic and religious wars and tensions causing massive waves of migration. While peace talks are in progress in some countries that have felt the effects of these wars, peacebuilding in other areas continues to perplex many of the world's leaders. In 2016, the number of displaced persons sharply increased from 33.9 to 65.6 million - or 34,000 people per day - fleeing war, droughts, and severe conditions (UNHCR Global Trends, 2016). These mass waves of migration have brought global tensions among leaders and have left some countries ill-equipped to absorb these displaced persons into their new homes.[1]

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[1] Martin J. and Nakayama, T. "Intercultural Communications in Contexts." *Seventh Edition,* 2018, Preface, xix - xx.

Intercultural communications can be used to help these migrants to integrate, adapt, and absorb into their new homes and societies. Global leaders and host countries are also faced with the difficulty of absorbing these new migrants. We will discuss this topic in-depth and propose intercultural communications solutions in this course.

Course Objectives:

By the end of this course, students will be able to:

- Understand, be able to discuss the complexities, and offer solutions for specified world problems using written, verbal, and nonverbal modes of communications.
- Learn how to conduct cultural research and use findings to tailor written, verbal, and nonverbal communications to achieve measurable outcomes.
- Develop, create, determine word choice, and write a human-interest story to engage audiences around a global problem.
- Develop, create, tailor nonverbal behavior and spoken language, and record a video blog or "vlog".
- Develop, create, determine word choice, and write a thought leadership article for a blog post.
- Research and choose visuals, photos, and font style for a blog's target audience.
- Write a personal profile for a public blog that can be understood by diverse audiences.
- Choose and use communications tactics and channels to promote intercultural messages to diverse, targeted audiences.
- Practice using self-awareness, research, discussion, and peer review to create tailored messages.
- Propose solutions to current global problems found in the news using intercultural communications methods and strategies.

Course Expectations:

The course is delivered online via the Canvas platform. Assessments will include project-based work, discussions, and quizzes. Students will use two platforms to submit project-based work: Canvas for internal review and Medium, which is a public platform. Details can be found in Canvas under the Assignments tab in the navigation bar or in this syllabus under 'Course and Assignment details'.

Students 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.

Assignments

All class assignments submitted for grading should be typed using a standard 8-1/2 x 11 format, double-spaced, and written using Arial or Calibri 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 and in this syllabus under 'Course and Assignment details'.

Course Communication

You are expected to show respect for the instructor and one another irrespective of 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 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.

Live class meetings

While this program is asynchronous, there will also be **1 to 2 live lectures** for students to ask questions and create a greater sense of classroom community. I will send a Doodle the first week of class to schedule a time that is best fitting for most people. If you can't take part in these lectures, you will have the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live. **If you are not able to attend the scheduled meeting time, I expect you to email me in advance letting me know.** The session will be recorded and sent to the class after the fact to view and review. More information is forthcoming at the start of the semester.

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 and Software:

- Martin, Judith N. and Nakayama, Thomas K. Intercultural Communications in Contexts. Seventh Edition, McGraw Hill Education, 2018.

- Link on Amazon: https://www.amazon.com/Intercultural-Communication-Contexts-Judith-Martin/dp/0073523933

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

We will use Zoom for live course meetings:

- Zoom Video Conferencing: https://zoom.us/

You will need to create an account with the following platforms to participate in the course assessments:

- Medium for creating and publishing blog content: https://medium.com/
- Adobe Spark for recording videos and storytelling using photos (suggested): https://spark.adobe.com/home/

Prerequisite knowledge and skills:

Students are expected to demonstrate high quality writing skills on the first day of class. While I will provide feedback on writing throughout the semester, I expect students to be knowledgeable of grammar rules, essay structure, and proper citation styles.

- Students may use APA style in this course to cite sources: http://www.apastyle.org/learn/quick-guide-on-references.aspx or http://www.bibme.org/citation-guide/apa/.
- Students may check their grammar using: https://www.grammarly.com/

Teaching Philosophy:

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

As an educator and as a PR professional, I design and teach courses with the end in mind, blending philosophies from the two disciplines. I use inquiry as the basis for designing lessons, units, and courses. Questions I ask include: What will students learn and be able to do by the end of the course? How do assessments ensure understanding and a demonstration of knowledge gained? Does each individual lesson lead students to the goal for the course? How can I support each individual student in achieving this?

There are several themes that I like to blend into my classroom: 1. Using measurable objectives to determine assessments; 2. Providing continuous feedback in a safe environment; 3. Working effectively in cross-functional teams; 3. Communicating well in the workplace; 4. Critical thinking and problem solving; 4. Quality writing and research; 5. Staying on top of the latest trends and news; and 6. Using technology appropriately. For example, this course will provide students with the opportunity to solve problems using intercultural communications best practices in real-time, using blogs.

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

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Technical issue policy: 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.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Please contact your advisor at distancesupport@jou.ufl.edu.

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:

While you will submit most of your coursework electronically through Canvas, we are utilizing other programs as well for projects. The following list provides more details:

- Discussions   Canvas
- Quizzes   Canvas
- Blog projects
  - First draft, research   Canvas
  - Peer review   Canvas
  - Final   Canvas and Medium

Deadlines:

This class, like others, involves many deadlines. Here is the deadline structure for this course. The new week starts on Mondays:

- Discussions (6): weeks 1, 3, 5, 7, 9, 11
  - Initial post   11:59 PM EST Tuesdays
  - Follow-up posts (2)   11:59 PM EST Fridays
- Quizzes (6): weeks 2, 4, 6, 8, 10, 12   11:59 PM EST Tuesdays
- Blog projects (5):
  - First draft, research: weeks 2, 4, 7, 9, 11   11:59 PM EST Fridays
  - Peer review: weeks 3, 5, 8, 10, 12   11:59 PM EST Tuesdays
  - Final post: weeks 3, 6, 8, 10, 12   11:59 PM EST Fridays

Grading:

Your work will be evaluated according to the following distribution:

Course Work Item	Percentage
Quizzes - 6 total (Canvas)	25%
Blog projects - 5 total - First draft (Canvas) - Peer review (Canvas) - Final (Canvas and Medium)	50% total: - 10% - 10% - 30%
In the news discussion posts - 6 total (Canvas) - Initial post - Follow-up posts (2 total)	25% total: - 15% - 10%
TOTAL	100%

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, in the news discussion forum topics, and a five-part project where you will create a live blog.

Weekly Readings and Lectures:

In addition to the required text, I have posted complementary articles and lecture videos in Canvas based on course objectives. These videos and articles will vary in length depending on the material. It is your responsibility to read each article, watch each of the videos, and ask questions if you have any.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule is an important part of understanding the course material, as each lesson builds upon the previous week's knowledge and skills covered.

While this program is asynchronous, there will also be **2 live lectures** for students to ask questions and to build classroom community. I will send a Doodle the first week of class to schedule a time that is best fitting for most people. If you can't take part in these lectures, you will have the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live. **If you are not able to attend the scheduled meeting time, I expect you to email me in advance letting me know.** The session will be recorded and sent to the class after the fact to view and review. More information is forthcoming at the start of the semester.

Quizzes:

You are expected to complete 6 quizzes during the course. The quizzes help keep you on track with the readings and enable you to assess your understanding of the course's concepts. Each quiz is composed

of 20 questions, which you will have 30 minutes to complete. The quizzes are due by 11:59 PM EST on Tuesdays during week 2, 4, 6, 8, 10, and 12. You will take these quizzes in Canvas.

In the News Discussions Posts:

As global communications professionals, it is imperative to follow current events and read quality newspapers to stay on top of ever-changing world events, gather facts, and understand a variety of perspectives. Students are asked to read the news daily, especially the world section, and create a Google Alert on the semester's Global Problem topic – involuntary migration and refugees - and relevant organizations. Students will be prompted to discuss news events and relate them to course topics in discussion posts 6 times during the semester.

In each discussion post, students are expected to exhibit the following:

- Provide context for the news story and how it relates to the semester's Global Problem topic.
- Cite sources properly and use quality news sources. Examples include but are not limited to: *The New York Times*, *The Washington Post*, *BBC, NPR, The Wall Street Journal, The Economist, The New Yorker, The Associated Press, Reuters, Bloomberg News, Foreign Affairs, The Atlantic,* major news networks*, Politico* and more*.* **If you are interested in following a specific source but are unsure if it qualifies as a quality source, please consult with the instructor.**
- Connect and apply what you are learning in class to the global situation and news story. Propose solutions *and* identify areas where intercultural communications can assist in resolving a global issue.
- Use proper grammar and essay structure.
- Identify relevant articles, photographs, website materials or videos that relate to course topics and share in your post.

One of the purposes of class discussion is to reveal multiple perspectives and deepen your understanding of course and global topics. Students are also expected to read their peers' posts and respond to at least two of their classmates. The initial post and two follow-up posts are graded.

- Discussion posts are due during weeks 1, 3, 5, 7, 9, and 11.
- Unless otherwise noted by the instructor, initial topic discussion posts are due on the Tuesday of the week assigned by 11:59 p.m. and at least two (2) follow-up posts are due by Friday at 11:59 p.m.
- A scoring rubric can be found in this syllabus and in Canvas.
- Postings must be on topic and relevant to the course material.

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 the News Discussions Rubric
100 Total Points

	100-90	89-80	Less than 80

	Excellent	Good	Unsatisfactory
Topic – 10%	Competently describes and contextualizes subject matter in initial and follow-up posts.	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 – 30%	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 and Problem solving – 30%	Thoroughly applies class materials and best practices to current events topics. Uses critical thinking and creative application to connect between class material and relevant examples. Insights on problem solving take the discussion to a new level of understanding.	Cites some relevant context on news items but does not thoroughly apply it to the course materials and best practices. Insights on problem solving are relevant to the week's topics.	Material is presented without real world relevance.
Share-ability – 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.

Blog Project:
5-part project

In this course, you are learning how to apply best practices in intercultural communications in 'real' situations in the global workplace. You will practice applying these best practices by creating a blog that

will demonstrate your ability to execute verbal, nonverbal, and written communications for diverse and/or target audiences. The subject for the blog should focus on using intercultural communications techniques to solve the semester's Global Problem – involuntary migration and refugees. Students may use the blog for their personal portfolio and may continue to create content after the course is completed at their discretion.

The creation of the blog will be broken down into five mini-projects. Each mini-project uses the following process:

- Learn best practices through readings and lecture
- Conduct research
- Develop first draft (graded, submitted in Canvas)
- Conduct peer review (graded, submitted in Canvas)
- Final (graded, submitted in Canvas and Medium as specified below):
    - Canvas (internal): Self-reflections and research
    - Medium (public): Blogs, vlog, visual choices, and personal profile

The mini-projects will include the following:

- **Project 1: Personal reflection, create a blog, and public profile:** In the first part of this project, students will research and respond to guiding questions on their own personal cultural identity. The purpose is to use this information to appropriately accommodate verbal and nonverbal communications in intercultural communications.

    The second part of this project is for public viewing and review. Students will register and create their personal profile for future blog postings on Medium. The process for project 1 is laid out in the table below:

Project 1: Personal reflection, Create a Blog, and Public Profile			
To do list	Due By	Word count & submission platform	Description
Step 1	week 2, 11:59 PM EST Friday	1,000 words, Canvas	Personal reflection: Students will respond to guiding questions posed in Canvas. The purpose is to become aware of how your cultural identity affects your communications.
Step 2	week 2, 11:59 PM EST Friday	160 words, Canvas	First draft: Write your public profile
Step 3	week 3, 11:59 PM EST Tuesday	Canvas	Peer review of your public profile
Step 4	week 3, 11:59 PM EST Friday	160 words, Medium	Register for Medium and post your public profile

- **Project 2 Target Audience Research:** As communicators, we want our audience to receive our messages and understand them as we intended them. Research can help communications professional to tailor their words, messages, photo choices, as well as the media channels we use to reach them.

  For this project, students will choose a target audience for their communications on the semester's Global Problem topic and conduct research using best practices, resources, and guiding questions presented in Canvas, as well as your own additional research. Students will research word choice and create key messages. They will also research the best media channels to use to reach their target audience. Students will find guiding questions and instructions in the Assignments section in Canvas. The purpose of this research is to guide and inform the three subsequent projects where students will choose their verbal, nonverbal, and written communications based on what they learn about their target audience. Students will conduct peer review as a learning opportunity as well as to help them refine their key messages and help generate ideas for their peers.

  Project 2 follows this process:

Project 2: Target audience research and messaging			
To do list	Due By	Word count & submission platform	Description
Step 1	week 4, 11:59 PM EST Friday	1,500 words, Canvas	Research paper: Students will choose a target audience based upon the semester's global problem topic. Specific directions on how to conduct this analysis are found in Canvas.
Step 2	week 5, 11:59 PM EST Tuesday	Canvas	Peer review: First draft of key messages, generate ideas. You may comment on research to improve the paper.
Step 3	week 6, 11:59 PM EST Friday	Canvas	Submit your final paper - target audience analysis and messaging - in Canvas.

- **Project 3: Human-interest story**

  Students will research and write a human-interest story to engage their target audience in the semester's Global Problem they are solving. If the information is not already public knowledge, students should receive consent from their subject. Project 3 follows this process:

Project 3: Human interest story			
To do list	Due By	Word count & submission platform	Description
Step 1	week 7, 11:59 PM EST Friday	600-750 words, Canvas	First draft: Write a human-interest story to engage your target audience in the global problem we are solving. Receive consent from subject if not public knowledge.
Step 2	week 8, 11:59 PM EST, Tuesday	Canvas	Peer review
Step 3	week 8, 11:59 PM EST Friday	Medium	Post your story on Medium with appropriate photo choice.

- **Project 4: Vlog - Public opinion and persuasion:** Students will create a video to inform, persuade, and monitor public opinion on the Global Problem chosen for this term. Students will write a first draft, record their video, and conduct a peer review in Canvas. Students may use Adobe Spark to record the video, or they may use another method if they prefer. Project 4 process:

Project 4: Vlog - public opinion and persuasion			
To do list	Due By	Word count & submission platform	Description
Step 1	week 9, 11:59 PM EST Friday	5-7 mins/750-1000 words, Canvas	Write a video script that informs audiences on the global problem you are solving and persuade them to take a specified action. Record in advance for peer review.
Step 2	week 10, 11:59 PM EST, Tuesday	Canvas	Peer review
Step 3	week 10, 11:59 PM EST Friday	Medium	Post your video blog or 'vlog' on Medium with appropriate title and click bait.

- **Project 5: Thought leadership article.** Students will research and write a thought leadership article to inform audiences on ways that intercultural communications can be used to solve the semester's Global Problem topic. Project 5 follows this process:

Project 5: Thought leadership article			
To do list	**Due By**	**Word count & submission platform**	**Description**
Step 1	week 11, 11:59 PM EST Friday	600-750 words, Canvas	Write a thought leadership article to inform audiences on ways that intercultural communications can be used to solve the semester's Global Problem topic
Step 2	week 12, 11:59 PM EST Tuesday	Canvas	Peer review
Step 3	week 12, 11:59 PM EST, Friday	Medium	Post your blog with appropriate photo choice on Medium.

You will find details on specific resources and guides questions related to each mini-project in the Assignments section in Canvas.

Blog Project Rubric
Provide Rubric for assignment 1

100-point scale

	Excellent	**Good**	**Needs improvement**
Best practices – 20%	Demonstrates clear understanding of best practices. Lessons from course are seamlessly weaved into plan.	Generally, the content appears to follow best practices. Some lessons from the course are weaved into the plan.	Demonstrates a lack of understanding of how to apply best practices to intercultural communications.
Research – 20%	All elements of the project are thoroughly researched using coursework and quality external sources.	Most elements of the plan are researched using coursework.	There is little evidence of research in the plan.
Insightful and problem solving– 20%	The project brings audience understanding to a new level. Provides great insight into how to resolve global problem.	The project demonstrates adequate understanding of the global problem and	Lack of focus or insight on global issue.

		how some solutions for problem solving.	
Attracts target demo – 20%	Demonstrates a clear understanding of the target audience, rationale for selecting this audience, and the appropriate channels for reaching this audience.	Generally, the content appears to target the appropriate audience but there may be some ambiguity.	Demonstrates a lack of understanding of the target audience.
Writing – 20%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible campaign.	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.

Peer review:

Quality content is imperative in the field of communications. We are communicators, and many of the relationships we build are through our spoken and unspoken language. Reviewing others' work and receiving feedback helps to ensure that content is of the highest quality. In the classroom, acting as a peer reviewer also provides an opportunity to read others work and learn from your peers.

You are assigned to review the five mini-projects from this course. Peer reviewers are assigned and will alternate for each assignment.

Peer reviews are submitted via Canvas and are due on the Tuesdays of the week assigned, which are weeks 3, 5, 8, 10, and 12. Students should provide classmates with feedback on: writing and syntax (grammar, spelling, typos), relevance to the course materials and best practices, and clarity of message. Reviewers are also expected to exhibit a high level of professionalism when providing feedback to their peers.

A rubric is provided on Canvas and in this syllabus to help guide your review. I have also included the rubric that I will use to grade your peer review.

Peer Reviewer Rubric

Peer Reviewers can use the following rubric to guide their feedback:

	Excellent	Good	Needs Improvement
Clarity and focus	Competently describes and contextualizes subject matter. Provides	Relevant to the subject matter but sometimes hard to follow.	Connection to subject is unclear or fails to contextualize it.

	insight that is clearly expressed		
Writing	Writer's grammar, punctuation and spelling is impeccable, few if any errors.	Grammar, punctuation, and spelling errors.	Improper use of grammar, punctuation and spelling makes writing incomprehensible.
Best practices used	Demonstrates clear understanding of best practices. Lessons from course are seamlessly weaved into plan.	Generally, the content appears to follow best practices. Some lessons from the course are weaved into the plan.	Demonstrates a lack of understanding of how to apply best practices to intercultural communications.

Peer Review Instructor Rubric

15-point scale

Reviewers are graded on a 15-point scale using the following criteria:

	Excellent	**Good**	**Needs Improvement**
Professionalism – 5 points	Reviewer provides constructive feedback in a timely manner that improves the final product.	Reviewer provides some feedback in a timely manner but may not address some areas for improvement.	Reviewer does not provide quality feedback.
Great advice – 5 points	Reviewers ensure that their peer's work is clear, focused on course materials, follows the criteria of the assignment, and so on.	Reviewers may mention some areas to improve but is not thorough in their feedback, leaving the work still in need of improvement.	Reviewers do not address areas of concern in their feedback.
Writing – 5 points	Reviewer thoroughly addresses syntax and superior usage of grammar, punctuation and spelling.	Reviewer addresses some, but not all, grammar, punctuation, and spelling errors.	Reviewer does not provide revisions for grammar, punctuation and spelling errors.

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 distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:

Students in this class are participating in a new course evaluation system called *GatorEvals*. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from *GatorEvals*, or in their Canvas course menu under *GatorEvals*.

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 14 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

Weekly module dates:

The modules start on the Monday of each week and end on Sundays. The first module begins on **Monday, January 7, 2019**, and the course ends on **Sunday, March 31, 2019**.

Week 1:	January 7 – January 13
Week 2:	January 14 – January 20
Week 3:	January 21 – January 27
Week 4:	January 28 – February 3
Week 5:	February 4 – February 10
Week 6:	February 11 – February 17
Week 7:	February 18 – February 24
Week 8:	February 25 – March 3
Week 9:	March 4 – March 10
Week 10:	March 11 – March 17
Week 11:	March 18 – March 24
Week 12:	March 25 – March 31

Introduction and Syllabus:

- Watch the course introduction video (link in Canvas)
- Watch the syllabus overview video (link in Canvas)

Course Schedule:

Week 1: Why study intercultural communication?

Learning Objectives:

- Identify six imperatives for studying intercultural communication.
- Explain how studying intercultural communication can lead to increased self-understanding.
- Identify global problems in current events that could be improved with the support of intercultural communications.
- Describe how immigration and forced migration has impacted the globe.
- Identify alternative viewpoints to globalization and the strengths and weaknesses of both viewpoints.
- Describe how intercultural communications is linked to public relations and strategic communications.

Watch:

- Week 1 Lecture

Required Readings:

- Martin and Nakayama, Chapter 1

- Cumming-Bruce, Nick. (Dec. 4, 2018). Nearly 132 Million People Will Need Aid, U.N. Says in 2019 Appeal. *The New York Times*.
- Familiarize yourself with global refugee situations and the following relief agencies that support migrants and refugees:
    - UN Refugee Agency (Read: About Us, Emergencies)
    - UNHCR Global Trends Report 2016 (Watch the video, read the webpage)
    - Migration Policy Institute (Read: About MPI)
    - International Rescue Committee (Browse the website to learn more about refugee situations around the world.)

Assignments:

- Introduce yourself to the class
- In the news discussion post: initial post; 2 follow up posts
- Set up a Google Alert for the UN Refugee Agency UNHCR and for key terms, such as migration, refugees, etc.

Week 2: Research and approaches to the study of intercultural communication

Learning Objectives:

- Describe three approaches to the study of intercultural communications and how these approaches provide increased cross-cultural competence.
- Identify the methods used within each of the three approaches.

- Explain the strengths and weaknesses of each approach.
- Research, reflect and evaluate the influence of one's own cultural group on intercultural interactions and identify areas where one may accommodate to ease communications.
- Write a personal profile for a public blog that can be understood by diverse audiences.

Watch:
- Week 2 Lecture

Required Readings:
- Martin and Nakayama, Chapter 2
- Eurich, Tasha (Jan. 4, 2018). What Self-Awareness Really Is (and How to Cultivate It). Harvard Business Review.
- Tips for writing your personal bio:
  - Lake, Laura (June 10, 2017). How to Write Your Personal Branding Statement. www.thebalance.com
  - Seiter, Courtney (Dec 6, 2017). How to Write a Professional Bio for Twitter, LinkedIn, Facebook & Google+. www.huffingtonpost.com.
  - Garza, Kaysie. 4 Times You'll Have to Write Your Own Professional Bio—and How to Do it Right. The Muse.

Assignments:
- Quiz 1
- Blog Project
  - Part 1 first draft

Week 3: Culture, communication, context, and power
Learning Objectives:
- Identify three approaches to culture.
- Define communication.
- Identify and describe nine cultural value orientations.
- Describe how cultural values influence communication.
- Understand how cultural values influence conflict behavior.
- Explain the relationship between communication and context.
- Describe the characteristics of power.
- Describe the relationship between communication and power.
- Research, reflect and evaluate the influence of one's own cultural group on intercultural interactions and identify areas where one may accommodate to ease communications.
- Identify global problems in current events that could be improved with the support of intercultural communications.
- Write a personal profile for a public blog that can be understood by diverse audiences.

Watch:
- Week 3 Lecture

Required Readings:
- Martin and Nakayama, Chapter 3
- Molinsky, Andy (January 14, 2016). Cultural Differences Are More Complicated than What Country You're From. Harvard Business Review.
- 1. Click here: Geert Hofstede's Cultural Dimensions. 2. You may also conduct a country comparison to see how a country falls on the cultural dimension scale. Be sure to read the descriptions
- Alaimo, K. (Sept 30, 2016). Around the World: 4 Cultural Dimensions that Impact Your Messages. PRSA.
- Mindtools.com: Hofstede's Cultural Dimensions: Understanding Different Countries

Watch these three Dove ads on YouTube. Take note of the difference in messaging and how they relate to cultural differences and value orientations among China, India, and the USA:

- China: Dove ads for the Chinese New Year (2017)
- India: Dove: Let's break the rules of beauty (2016)
- USA: Dove | Beauty on your own terms #MyBeautyMySay (2016)

Assignments:
- In the news discussion post: initial post; 2 follow up posts
- Blog Project
  - Part 1 peer review
  - Part 1 final

Week 4: History and environmental variables
Learning Objectives:
- Explain the relationship between history, power, and intercultural communication.
- Describe the role of narratives in constructing history.
- Describe the relationship between history and identity.
- Identify eight contact conditions that influence positive attitude change.
- Learn how to conduct cultural research and use findings to tailor written, verbal, and nonverbal communications to achieve measurable outcomes.
- Demonstrate understanding of how environmental variables impact public relations planning: political system, level of economic development, legal system, culture, and media control, access, and diffusion.

Watch:
- Week 4 Lecture

- Martin and Nakayama, Chapter 4
- Pages 3 – 19: Sriramesh K. and Verčič. (2009). The Global Public Relations Handbook: Theory, Research, and Practice. Routledge.

Refugees to Europe and the Europe Situation:

- (Updated Dec. 6, 2018). UNHCR: Europe Situation .
- Refugees in Europe . International Rescue Committee.
- (March 4, 2016). Migrant Crisis: Migration to Europe Explained in Seven Charts. BBC News.
- Connor, Phillip. (September 18, 2018). The most common Mediterranean migration paths into Europe have changed since 2009 . Pew Research Center's Fact Tank .
- Connor, Phillip. (September 19, 2018). A majority of Europeans favor taking in refugees, but most disapprove of EU's handling of the issue . Pew Research Center's Fact Tank.
- (March 22, 2018). At Least a Million Sub-Saharan Africans Moved to Europe Since 2010 site. Pew Research Center's Global Attitudes and Trends.

Assignments:
- Quiz 2
- Blog Project
    - Part 2 first draft

Week 5: Identity and intercultural communication

Learning Objectives:
- Identify three communication approaches to identity.
- Define identity.
- Describe phases of minority, majority, and multicultural identity development.
- Identify and describe nine social and cultural identities.
- Explain the relationship between identity and communication.
- Research and recommend appropriate media channels for target audiences.
- Learn how to conduct cultural research and use findings to tailor written, verbal, and nonverbal communications to achieve measurable outcomes.
- Identify global problems in current events that could be improved with the support of intercultural communications.
- Choose and use communications tactics and channels to promote intercultural messages to diverse, targeted audiences.

Watch:
- Week 5 Lecture

- Martin and Nakayama, Chapter 5
- Media research resources:
    - [Nielsen Reports](#) – Choose the country and/or region you are researching for your audience analysis for targeted media reports. (Upper right-hand corner of the webpage.)
    - http://www.nationsonline.org/oneworld/news.html: List of news sources by region and news agencies
    - Set up Google Alerts to track issues.
- Browse the following resources on global media/social media and find information on your chosen target audience:
    - Pew Research Center: Global Attitudes and Trends on Social Media: http://www.pewglobal.org/topics/social-media/
    - Information on media control and diffusion in various nations: https://freedomhouse.org/
- Examples of differences in social media per nation. Read the following blogs on social media in Japan and in Germany respectively:
    - Wong, Kristie (Jan 30, 2017). Japan's social media landscape in 2017. *freshtrax.*
    - (May 24, 2016). Social media in Germany. ExtraDigital (UK marketing and design company)

Assignments:

- In the news discussion post: initial post; 2 follow up posts
- Blog Project
    - Part 2 peer review

Week 6: Language and Intercultural communication

Learning Objectives:

- Identify the four components of language
- Identify cultural variations in communication style and apply to word choice in written communications.
- Understand the challenges of multilingualism and how to adapt communications methods.
- Explain the difference between translation and interpretation.
- Understand the phenomenon of code switching and interlanguage.
- Learn how to conduct cultural research and use findings to tailor written, verbal, and nonverbal communications to achieve measurable outcomes.
- Choose and use communications tactics and channels to promote intercultural messages to diverse, targeted audiences.

Watch:

- Week 6 Lecture

Required Readings:

- Martin and Nakayama, Chapter 6
- [Writing for Global Audiences](). Copyright 1997-2018, Eriksen Translations Inc.
- Alaimo, K. (2016) [Five Strategies for Practicing Public Relations in Europe.]() Institute for Public Relations.
- Meyer, E. (Feb 25, 2014). [How to say 'This is Crap' in different cultures](). Harvard Business Review.
- Kura, Martin. (July 4, 2014). [7 Tips for Cross-Cultural Keyword Research](). SEMRush Blog.

Assignments:

- Quiz 3
- Blog Project
  - Part 2 final

Week 7: Nonverbal communication, behavior, and cultural spaces

Learning Objectives:

- Understand how verbal and nonverbal communication differ
- Discuss the types of messages that are communicated nonverbally.
- Identify cultural universals in nonverbal communication.
- Explain the limitations of some cross-cultural research findings.
- Define and give an example of cross-cultural differences in facial expressions, proxemics, gestures, eye contact, paralanguage, chronemics, and silence.
- Discuss the relationship between nonverbal communication and power.
- Identify global problems in current events that could be improved with the support of intercultural communications.
- Learn how to accommodate nonverbal behaviors to communicate effectively with target audiences.
- Develop, create, determine word choice, and write a human-interest story to engage audiences around a global problem.

Watch:

- Week 7 Lecture

Required Readings:

Textbook:

- Martin and Nakayama, Chapter 7

Communications methods and tactics:

- Resource on choosing colors and cross-cultural considerations:

- o   Cousins, Carrie. (June 11, 2012). [Color and Cultural Design Considerations.](#)webdesignerdepot.com.
- Article with writing tips and steps for structuring a blog:
  - o   Chi, Clifford. [8 Writing Tips I Wish I Knew Before I Started Blogging](#). HubSpot.com Marketing's Blog.
- Articles with writing tips and steps for writing a human-interest / feature story:
  - o   Abbott, Matt. (Oct. 20, 2016). [Writing Human Interest Stories: A Guide](#). Centre for Community Journalism, Cardiff University.
  - o   O'Quinn, Ken. (Feb. 2, 2015). [Putting the 'Art' in Article: Writing Techniques for an Engaging Story](#). MyPRSA Publications: Public Relations Tactics.
  - o   Wylie, Ann. (May 1, 2013). [3 easy pieces: Using the feature-style structure](#). MyPRSA Publications: Public Relations Tactics.

Readings on the Yemen emergency:

- o   **READ THIS:** Walsh, Declan. (Dec. 7, 2018). [The Tragedy of Saudi Arabia's War](#). *The New York Times*.
- o   [Civilians Under Siege: Yemen](#). International Rescue Committee.
- o   (Nov. 20, 2018). [Yemen Crisis: Why is there a war?](#) *BBC News*.

Assignments:
- In the news discussion post: initial post; 2 follow up posts
- Blog Project
  - o   Part 3 first draft

Week 8: Understanding intercultural transitions and migration
Learning Objectives:
- Identify four types of migrant groups.
- Define cultural adaptation.
- Identify three approaches to cultural adaptation.
- Identify individual characteristics that may influence how people adapt.
- List outcomes of the adaptation process.
- Define and describe the occurrence of culture shock.
- Describe the re-entry process and how it differs from adaptation to a host culture.
- Describe how the adaptation process is influenced by contextual elements.
- Explain how different approaches to adaptation are related to cultural identity.
- Explain communications methods that can be utilized to help migrants adapt to new homes.
- Explain, analyze, and describe current problems in migration and propose solutions.
- Develop, create, determine word choice, and write a human-interest story to engage audiences around a global problem.

Watch:
- Week 8 Lecture

Required Readings:

- Martin and Nakayama, Chapter 8

Readings on the South Sudan emergency:

- (Last updated Dec. 11, 2018). South Sudan emergency. UNHCR.
- Associated Press. (Dec. 2, 2018). 125 Women and Girls Seeking Food Were Raped and Whipped in South Sudan. *The New York Times*.
- Bhalla, Nita (February 1, 2018). U. N. sounds alarm on South Sudan as Africa's biggest refugee crisis looms. Reuters.
- Morgan, Hiba. (December 15, 2018). South Sudan refugees sceptical of new peace deal. Al-Jazeera.

Assignments:
- Quiz 4
- Blog Project
  - Part 3 peer review
  - Part 3 final

Week 9: Popular culture, soft power, and intercultural communication
Learning Objectives:
- Differentiate between high and low culture.
- Discuss the importance of popular culture as a public forum.
- Describe some of the ways that popular culture influences how people understand another culture.
- Explain the role of popular culture in stereotyping.
- Explain how the global movement of popular culture influences people around the world.
- Discuss the concerns of some governments about the influence of foreign media in their countries.
- Explain anti-Americanism and soft power and how this can impact intercultural communications and advocacy efforts.
- Describe and explain how public opinion and persuasion can influence solutions for migrants and refugees.
- Identify global problems in current events that could be improved with the support of intercultural communications.
- Develop, create, tailor nonverbal behavior and spoken language, and record a video blog or "vlog".

- Week 9 Lecture
- Nye, Joseph. (Feb 22, 2016). Joseph Nye - On Soft Power. Foreign Policy Association.

Required Readings:
- Martin and Nakayama, Chapter 9
- Wike, R, Stokes, B, Poushter, J., and Fetterolf, J. (June 26, 2017). The tarnished American Brand. Pew Research Center – Global Attitudes & Trends.
- Resources for creating a video blog:
  - Adobe Spark Video: https://spark.adobe.com/about/video
  - Bernazzani, S. How to Make an iPhone Video: A Step-by-Step Guide. HubSpot Marketing.
  - Video Marketing: The Complete Guide to Creating a Video Marketing Strategy. HubSpot Blog.

Assignments:
- In the news discussion post: initial post; 2 follow up posts
- Blog Project
  - Part 4 first draft

Week 10: Culture, communication, and intercultural relationships

Learning Objectives:
- Identify three benefits and three challenges to intercultural relationships.
- Identify three approaches to understanding intercultural relationships.
- Describe some cultural differences in the notion of friendship.
- Describe cultural differences in relationship development.
- Describe "turning points" in intercultural relationships.
- Describe how institutional, historical, or political contexts can facilitate or hinder intercultural relationships.
- Identify the attributes and methods for building trust in intercultural relationships.
- Describe how relationship building methods can have varying reach and impact.
- Develop, create, tailor nonverbal behavior and spoken language, and record a video blog or "vlog".

Watch:
- Week 10 Lecture

Required Readings:
- Martin and Nakayama, Chapter 10
- Neely, Tsedal (October 2015). Global Teams that Work. Harvard Business Review.
- Molinsky, A. and Gundling, E. (June 28, 2016). How to Build Trust on Your Cross-Cultural Team. Harvard Business Review.

- Pisano, Gretchen. Operational Definition of Trust. Info-graphic.

Assignments:
- Quiz 5
- Blog Project
  - Part 4 peer review
  - Part 4 final

Week 11: Culture, communication, and conflict

Learning Objectives:
- Define and describe characteristics of intercultural conflict.
- Be able to discuss three approaches to studying conflict.
- Be able to identify five types of interpersonal conflict.
- Explain the role of cultural values, family influences, gender, and ethnicity in interpersonal conflict.
- Be able to discuss some of the contexts that contribute to social conflict.
- Explain some strategies for dealing with conflict and minimizing potential conflict.
- Be able to distinguish productive from destructive conflict.
- Describe characteristics and advantages of mediation.
- Identify global problems in current events that could be improved with the support of intercultural communications.
- Develop, create, determine word choice, and write a thought leadership article for a blog post.

Watch:
- Week 11 Lecture

Required Readings:
- Martin and Nakayama, Chapter 11
- Brett, J., Behfar, K., and Sanchez-Burks, J. (Dec. 4, 2013). How to Argue Across Cultures. Harvard Business Review.
- Shonk, K. (Jan. 9, 2018). How to Resolve Cultural Conflict: Overcoming Cultural Barriers at the Negotiation Table. Harvard Law School Daily Blog.
- Resources on creating thought leadership articles:
  - Fallon, N. (July 20, 2016). What is Thought Leadership, and Why Does It Matter? Business News Daily.
  - Prince, R. (Sep 9, 2014). Three Elements Of High-Impact Thought Leadership. Forbes.com.
  - Moreno, K. (Dec. 3, 2015). 12 Rules For Creating Great Thought Leadership And Content Marketing. Forbes.com

Assignments:
- In the news discussion post: initial post; 2 follow up posts
- Blog Project

- o Part 5 first draft

Week 12: Striving for engaged and effective intercultural communication

Learning Objectives:
- Identify and describe four individual components of competence.
- Explain how various contexts influence individual intercultural competence.
- Describe the importance of applying knowledge about intercultural communication.
- Describe the various ways one can enter intercultural dialogue.
- Identify strategies for building coalitions across cultures.
- Understand the relationship between social justice and intercultural competence.
- Identify and describe specific strategies for working for social justice.
- Explain the role of forgiveness in intercultural communication.
- Identify several challenges for future intercultural communication.
- Develop, create, determine word choice, and write a thought leadership article for a blog post.

Watch:
- Week 12 Lecture

Required Readings:
- Martin and Nakayama, Chapter 12

Assignments:
- Quiz 6
- Blog Project
  - o Part 5 peer review
  - o Part 5 final