

Intercultural Communication SPCM 4331

Professor: Ashleigh M. Day, Ph.D.

Appropriate Salutations: Dr. A, Dr. Day, Dr. Ashleigh, Professor A, Professor Day, Professor Ashleigh

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Office Hours: Mondays & Wednesdays, 1:30pm-3:00pm, or by appointment

Class Time: Mondays, Wednesdays, & Fridays, 10:10am – 11:05am

Room: BEP 213

*Shalom! Bonjour! Asalaam alaikum! Nǎn hǎo! Hola! Zdravstvuyte! Namaste, Namaskar!
Hello, and welcome!*

Course Description:

An examination of the relationship between communication and culture. The general concepts of intercultural communication, intercommunity communication, and relevant contrast-cultural and ethnic groups are examined. Designed to satisfy the multicultural requirements for elementary and secondary teachers.

Learning Objectives:

1. Understand intercultural communication concepts, theories, and perspectives.
2. Develop a deeper understanding of the utility and applicability of communication concepts, theories, and perspectives in various intercultural contexts.
3. Analyze various intercultural communication phenomena and contexts and apply appropriate concepts, theories, and perspectives to explain, critique, and/or improve the communicative phenomena and context of investigation.
4. Recognize and respect cultural diversity and draw connections as to how diversity may implicate particular communicative strategies and phenomena and vice versa.
5. Understand and analyze the intersectionality of intercultural communication, globalization, and social justice.

Textbook:

Sorrells, K. (2016). *Intercultural communication: Globalization and social justice* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

- As part of preparation and participation, students are expected to bring their textbook to each class.
- Additional assigned readings will be posted on Canvas for student access.
- All course readings are to be read *previous* to coming to class on the day they are assigned for (see the course calendar).

Assignments (500 points total):

- **Exams**

- (30%, 150 points)**

There will be a midterm and final exam in this course. You will be tested on information from course readings, lectures and/or class discussions for each exam. The exams are non-cumulative; however, you will need to thoroughly understand concepts that will be on the midterm (e.g., definitions, concepts, etc.) to succeed on the final. Exams may be multiple choice, true/false, fill in the blank, and/or short answer.

- *The Midterm Exam will take place on Canvas (online).* You will have the time of one class period (55 minutes) to complete the Midterm. The Midterm will be open all day on its scheduled date. You can only open the exam once on Canvas and you cannot exit it or save it to finish later.
- *The Final Exam will take place in class (tentatively).* You have the time allotted by the university to complete the final, which is typically 120 minutes. If the Final is a take home final exam, it will be due by the end of the university-scheduled final exam date/time for our class (see the course calendar). If the Final is verbal, each student will meet with the professor at a scheduled time and will be asked questions from a provided list over the course of approximately 3-5 minutes.
 - *Handwritten* notes may be used for the Final Exam. No electronic notes or printed/scanned copies of notes or other students' notes are permitted. The professor will check to ensure that only *your* handwritten notes that are relevant to the class are being used. The only exception to this is for students with UTT SARs accommodations.
- Each exam will be worth 75 points.

- **Group Analysis of Popular Culture or Intercultural Conflict, Report & Presentation (30%, 150 points)**

Previous to the Final Exam, you and a group of classmates will work as a team to complete the following: 1) compose a 5-7 page summary report of your popular culture or intercultural conflict, 2) apply concepts from the textbook and use five outside *academic* sources to support your analysis, and 3) develop a 15-17 minute presentation that utilizes a professional and creative PowerPoint. As a group, you will need to turn in the summary report and the PowerPoint on Canvas. Groups will be randomly assigned.

Previous to the final submission, each group will turn in a rough draft outline of their project. The rough draft must include: a summary of your popular culture or intercultural conflict event, a statement explaining why your topic is relevant to intercultural communication, outline the main points, identification of relevant concepts from the textbook that you will be applying, the five outside *academic* sources you'll be applying in the paper (cited in APA format), and a detailed list of each group member's responsibilities for the project—both the report and presentation.

- **Homework and Participation (15%, 75 points)**

Homework may be assigned throughout the semester, which may include completing the chapter discussion questions for the following class, bringing in a current event to discuss, impromptu presentations or debates, etc.

In regard to participation: if you’ve taken my classes before, you know that I value dialogue. My preference is to explore course concepts through discussion and activity-centered learning, versus traditional lectures alone. Verbalizing course concepts and theories is one of the best ways to learn new material, and our shared stories and insights provide a rich context for the theories and constructs discussed throughout the course. Hence, we will engage in heavy dialogue and I expect students to come ready to do so. To help encourage and incentivize discussion participation among all students, I will assess your participation in class discussions several times during the semester. A detailed grading rubric follows. I want to emphasize the importance of “quality” as much as “quantity.” You don’t have to talk all the time to receive a “high participation” score; in fact, you are better off contributing a few high-quality, topic-relevant comments that show you did the reading than many low-quality, personal observations or stories that don’t illustrate your understanding of the reading. Participation may also take the form of Q&A, in-class activities/simulations, student discussion leader, micro-team presentations, etc.

<p>High Participation (full credit)</p>	<ul style="list-style-type: none"> • Participant offers solid analysis, without prompting, to move the conversation forward. • Participant, through their comments, demonstrates a deep knowledge of the text. • Participant has come to the seminar prepared and it is clear they did the reading. • Participant, through their comments, shows that they are actively listening to others. • Participant offers clarification and/or follow-up that extends the conversation.
<p>Some Participation (half credit)</p>	<ul style="list-style-type: none"> • Participant offers some analysis, but needs prompting from the instructor. • Through comments, participant demonstrates a general knowledge of the text. • Participant is less prepared and does not appear to have read materials closely. • Participant is actively listening to others, but does not follow-up on others’ comments • Participant relies more upon their opinion, and less on the readings or materials.
<p>No Participation (0 credit)</p>	<ul style="list-style-type: none"> • Participant is not present in class. • Participant offers little or no commentary.

	<ul style="list-style-type: none"> • Participant comes to the seminar ill-prepared with little understanding of the topic. • Participant does not listen to others, offers no commentary. • Participant distracts the group by interrupting or offering off-topic questions or comments. • Participant is using technology inappropriately and not engaging in the discussion.
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- **Mini Projects
(15%, 75 points)**

Throughout the semester you will have a few mini projects to complete, which are:

- The Cultural Artifact one-page summary and presentation (25 pts.)
- The Cultural Space one-page summary and presentation (25 pts.)
- Chapter 10 Self-Reflection (25 pts.)

- **Reading Checks (aka, “Quizzes”)
(10%, 50 points)**

Quizzes will occur throughout the semester. Quizzes will help prepare you for the exams and ensure that you are completing the assigned readings. All students are given a limited timeframe to complete a quiz. (The only exception to this is students with official UTT SARs documentation stating that they need additional time for test-taking).

Otherwise, if you are tardy to class or miss class and do not have “proper documentation” to excuse your tardiness or absence, you will receive zero points for a missed quiz. Quizzes cannot be made-up (without “proper documentation”). Work-related events, events/study sessions for other courses, etc. do not qualify as an excused absence. Quizzes could cover any material that we have previously discussed in class and/or materials or outside readings that are assigned for the class in which the quiz is given. TIP: I highly advise that you take handwritten notes on the chapter readings, previous coming to class on the day we will discuss said chapter and, especially, on days when there is a quiz.

Most quizzes will take place promptly at the beginning of the class. Quiz dates are noted in the course calendar. Some quizzes, however, may be oral quizzes, group-based quizzes, activity-based quizzes, or take-home quizzes. Take-home quizzes are due at the beginning of the next class. If you are tardy to class or miss class on a quiz day and do not have “proper documentation” to excuse your tardiness or absence, you will receive zero points for this portion of your grade. If you arrive late and have missed class time allocated for the quiz, you only have the remaining class time that is left to complete the quiz. The timer will not extend for tardiness. No exceptions. Again, quizzes cannot be made-up without “proper documentation.”

Each quiz is worthy *approximately* 5 points, with the exception of Quiz 1. Quiz 1 is worth 10 points as it will cover Chapters 1 & 2. Most other quizzes will only cover one chapter

and perhaps associated “outside” readings. The quizzes will help you (and the professor) assess what topics you may need to study a bit more.

More detail on assignment requirements will be provided in class and/or on Canvas

Grading Scale

500 - 450 pts. = A 90%-100%
449 - 400 pts. = B 80%-89%
399 - 350 pts. = C 70%-79%
349 - 300 pts. = D 60%-69%
299 - 0 pts. = F 0%-59%

Course Policies

Class Format

This course heavily uses an interactive lecture format, discussion, and activities. The professor will present notes, discussion questions, and relevant exemplars during each class meeting, and students are expected to contribute. Students are expected to come to class ready to participate in the creation of collective knowledge. Students are invited to ask questions, answer questions, share insights, and engage in the material during activities. With that noted, lectures will not duplicate readings; lectures will expand on readings and concepts. New information, concepts, and application-based activities will be presented in class that may not necessarily be included in the textbook.

Concerning the textbook material, the professor will cover only a portion of the textbook material in class (largely due to time constraints). Thus, students are required to stay atop of the weekly readings and complete them *before* coming to class, and be prepared for activities that assess their understanding of ideas in each chapter or article. Students must bring the course textbook/assigned readings to each class.

Grading

Assignment details and rubrics are provided to students, either on Canvas, printed copies that are handed out in class, or verbally by the professor. Please review assignment instructions, requirements, rubrics, and examples (if applicable) before you turn in an assignment. After you've received a grade for an assignment, I encourage you to discuss your grade(s) with me should you have concerns. However, there is protocol to follow:

Wait *at least* 24 hours after receiving a grade to talk with me about your grade (unless there was an error in calculation of the grade). I ask that you wait so that you can look back over the assignment and review your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade. After this, you are to discuss any extant concerns with me (face-to-face) in a scheduled meeting or in my office hours. The tone of all meetings concerning grades are to be

respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will *not* discuss individual grades during class time. Nor will I entertain grade complaints during class time. I will *not* discuss grades/grading/etc. via email. Such discussions are to occur in-person and having an in-person discussion does *not* imply that your grade will be altered.

After a face-to-face meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (again, only after a face-to-face meeting). I must receive the e-mail within two days of its request; include your specific appeal and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade. Thus, use caution when trying to appeal a grade. The professor reserves the right to refuse grade appeals, even if a student submits one; just because you submit an appeal does not imply that a grade reevaluation will take place.

E-mail

If you cannot meet with me during my office hours, UTT email is my preferred form of contact. Allow a 48-hour window for a response. If an email is sent after 5:00pm on any given day, I cannot guarantee a response before 9:00am the following *business day*. Responses are not guaranteed the day before an assignment is due. You should treat our online correspondence with the same respect as any in-person, business, or legal communication.

In your email, please include your first and last name, the course you are contacting me about, and the specific assignment/topic you are emailing about. You must email me regarding our class using your UTT email, not Yahoo, Gmail, etc. Emails that do not conform to the aforementioned standards will not be answered. Sometimes, student emails may be flagged as spam. Thus, if you do not receive a response from me within 48 hours, please resend the email or try to contact me in-person. Students are required to check their UTT email (and the Canvas announcement page) for announcements, updates, etc. regarding this course.

Due Dates will be Enforced

No late work will be accepted. Any work turned in late earns zero points. If an assignment is turned in late and a student desires feedback, the student must attend the professor's office hours to receive said feedback.

Assignment make-ups will be allowed only in extreme emergency situations with verifiable documentation (e.g., doctor's note, jury duty summons). Work-related events, vacations, study sessions for other course, etc. *do not* qualify as an extreme emergency or as an excusable absence. The course schedule and due dates are set well in advance and students have access to this information; thus, plan accordingly. In order to make up an assignment, a student must:

- Take the initiative to contact the professor for permission to make-up an assignment,

which must occur within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and have earned zero points.

- Submit verifiable documentation that excuses the student's absence. Documentation must be submitted to the professor before a make-up opportunity is discussed or scheduled. Such documentation should be provided to the professor within two days of the student's absence.
- Meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the speech. Zero points have been earned in this case. The student may have to make-up the assignment in the professor's office at a set, scheduled time outside of class time.

Regular Attendance is Expected

You are a vital part of this class; so, come and please arrive on time! However, if you acquire three (3) unexcused absences, your final grade will be lowered by *-10 points for each additional absence*. *Students who have six (6) or more unexcused absences will receive an automatic "F" for the course.* In regard to tardiness, two tardies equals one absence. I understand that life happens; that is why everyone is granted up to three (3) "freebie" absences. However, unexcused absences on days when there are point-accumulating assignments will result in zero points earned for those assignments.

If you know you will miss class due to a school-related activity, let me know before the day you are absent. These are excused *with proper notice*, but assignments are still expected to be turned in on time. If you are absent from class—for any reason—it is *your* responsibility to determine what was missed, to hand in any work, and to complete any homework or readings that were assigned in-class during your absence.

Please note that merely attending class does not imply an "A" in the course. The effort you put into studying, completing assignments, participating in class, coming prepared to class, analyzing course readings, learning the materials, and demonstrating your mastery of course materials will determine the grade you earn. Consider the following:

Think of our class as a "gym for the brain." You can pay to be a member of the best "mind" gym in town, but unless you show up, put in the work, actually exercise your mind, and are receptive to "training" (i.e., feedback), learning will not occur. You could physically show up to the gym, goof off, play on your phone, socialize with friends, and not exercise. Such behavior would not lead to positive results as you're not doing the work that is required to yield such results. Therefore, just because you pay to be a member of the best "mind" gym in town does not guarantee results (just as with a "regular" gym).

Classroom Civility

People and ideas must be treated with respect in the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening,

diminishing, minimizing, sexist, racist, and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the Dean may be notified if the infraction is major, which may result in more serious repercussions.

Electronics and Technology Policy

I highly encourage students to take handwritten notes, as they may come in handy for activities, quizzes, and exams. For our class, I will ask you to not use your computer or any other electronic device in class, unless requested by me. Of course, if you need or strongly prefer using a laptop for taking notes or accessing readings in class, please come speak with me. I am happy to do what is best for *you*. I just ask that you to commit to using the laptop only for class-related work. I also do not mind a cell phone on the desk; however, please step outside to text or talk in the case of an emergency. All electronic devices must be placed on “silent.” Please refer to an article written by Ann Curzan from The Chronicle as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>. If given permission, you may use your computer, cellphone, tablet, etc. during class to take notes and/or to participate in media-related exercises.

If a student has to be asked to get off their phone/laptop/ electronic device, or is using any other device inappropriately or in a distracting manner, their grade on the next assignment will be lowered by *-10 points*. If subsequent behavior takes place, your final grade for the course will be lowered by *-10 points for each additional occurrence*. Students inappropriately using electronics or other devices during class may be asked to leave the classroom.

Canvas Support

It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, seek out help:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler’s Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler’s Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler’s Office of Digital Learning for Canvas at: 903.566.6200 or canvas@uttyler.edu

College-Worthy Work is Expected

Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. All assignments must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources used in your papers/outlines (using APA format), within text and on a reference page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult [Purdue OWL’s website about APA](#).

Paper/outline headings should include the student name, course name/number, due date, and assignment title. No other information is needed. Assignments will mostly be turned in via

Canvas. Microsoft Word documents are the only type of documents accepted for formal written papers, unless otherwise noted. Assignments submitted in the wrong format will be given a zero. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, syntax, punctuation, and neatness count towards your grade, for all assignments.

Elasticity Clause

The professor reserves the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes.

General Classroom Infractions

- All electronic devices must be silenced or turned off before class begins.
 - *If I can hear it vibrating, it must be turned off. If I hear a device again in the semester, points will be deducted from your participation grade and the device stays home for good.*
- Cell phone use, ear buds, headphones and other electronic devices are not welcome in the classroom.
- Working on unrelated material, copying, or writing on someone else's notes during class is prohibited.
 - *If you need a pen, paper, etc., then raise your hand and wait for the professor to acknowledge you.*
 - *A lack of preparedness on your part does not give you the right to interrupt the class.*
- Private comments, jokes, nudges, pokes, texts, or written notes between students are a major disruption.
 - *If your attention is not exclusively on the board, your notes, the professor or peer that is presenting/talking, or class-related material, then you will be told to leave.*
 - *Laptops and tablets are not allowed in the classroom (see laptop policy). Also keep tablets, phones, and smartwatches put away!*
- Inattention, sleeping, or the appearance of sleeping (as decided solely by the professor) is prohibited.
- Disruptions such as closing books, zipping bags, or packing up before being dismissed are not welcome.

Consequences: Attendance/Participation grade dropped. Further infractions will result in your permanent dismissal from class and/or lowering your final grade by 5 percent. Also, the professor reserves the right to permanently assign seats to counter disruptive behavior.

Major Course Infractions

- Arguing with, engaging in demeaning acts, or minimizing/rudely questioning the professor's actions during class time, especially when you've been accused of an infraction.

- *We can discuss your behavior later in my office, but arguing with me during class only worsens your offense and is a severe distraction to the course objectives, your classmates, and overall student code of conduct.*
- *If you ever find yourself being sent out of class, gather your things and quietly leave. Be aware that, from the moment the infraction started, everything you are saying and doing will be written in a report to the Dean.*
- Disrespectful or uncivil conduct of any form, either online or in the classroom.
 - *While you have the right to your own opinion, inflammatory language, including discriminatory language based on race, appearance, class, ethnicity, culture, gender, dis/ability, sexual orientation, or national origin, is unacceptable.*
- Religious diversity must be represented in a respectful manner.
 - *Be aware that at no time will I allow you to proselytize your own religious view or bash another's religious view.*
- Academic dishonesty is prohibited in any form.

Consequences: You will be dismissed from class and sent to the Dean for disciplinary action. The Dean may determine that a note be permanently placed on your transcript, barring you from any future college plans.

Plagiarism

In addition to UT-Tyler's Academic Honesty and Student Standards of Academic Conduct policies (listed in forthcoming sections), students are also required to adhere to the following standards:

The "Common Knowledge" Clause. Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know (e.g., Humans once painted in caves. Berlin is the capital of Germany.).

The "10% Rule". As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else's words, regardless of proper quotes or citation.

Intent. When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents. The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance. A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration. Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment, unless noted otherwise. Having someone proofread your work is fine and encouraged, but that can only entail matters of style, grammar, and spelling.

Disciplinary Action for Plagiarism. Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in a “F” for the course and possible disciplinary action by the Dean (e.g., expulsion).

University Policies

UT-Tyler Honor Code

Every member of the UT-Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Academic Honesty Policy

Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action. **(See next section for University Policy)**

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- “Cheating” includes, but is not limited to:
 1. copying from another student’s test paper;
 2. using, during a test, materials not authorized by the person giving the test;
 3. failure to comply with instructions given by the person administering the test;
 4. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 5. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 6. collaborating with or seeking aid from another student during a test or other assignment without authority;
 7. discussing the contents of an examination with another student who will take the examination;
 8. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 9. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 10. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 11. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 12. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 13. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or

collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

- All written work that is submitted will be subject to review by plagiarism software.

The UT-Tyler Writing Center

The Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903.565-5995, writingcenter@uttyler.edu

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated (**Census Date: January 27, 2020**). Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The **Census Date (January 27, 2020)** is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Calendar*
Spring 2020
SPCM 4331: Intercultural Communication

Week	Day of the Week	Topic	Assignment Due Dates
1	M, Jan 13	Introduction to the Course Discuss Quizzes & Exams	
	W, Jan 15	Chapter 1: Opening the Conversation- Studying Intercultural Communication	Chapter 1 Reading
	F, Jan 17	Chapter 1: Opening the Conversation- Studying Intercultural Communication Discuss Cultural Artifact Assignment	
2	M, Jan 20	NO CLASS – MLK, Jr. Holiday	NO CLASS – MLK, Jr. Holiday
	W, Jan 22	Quiz 1 (10 pts.) Chapter 2: Understanding the Context of Globalization	Chapter 2 Reading
	F, Jan 24	Chapter 2: Understanding the Context of Globalization	
3	M, Jan 27	<i>Cultural Artifact Presentations</i>	<i>Cultural Artifact one-page summary and presentations due (upload on Canvas)</i> <i>*UTT Census Date*</i>
	W, Jan 29	<i>Cultural Artifact Presentations</i>	<i>Cultural Artifact one-page summary and presentations due (upload on Canvas)</i>
	F, Jan 31	<i>Cultural Artifact Presentations</i>	<i>Cultural Artifact one-page summary and presentations due (upload on Canvas)</i>
4	M, Feb 3	Quiz 2 (5 pts.) Chapter 3: Globalizing Body Politics: Embodied Verbal and Nonverbal Communications	Chapter 3 Reading

	W, Feb 5	Chapter 3: Globalizing Body Politics: Embodied Verbal and Nonverbal Communications	
	F, Feb 7	“Reading” Body Politics (p. 75) Discuss Cultural Space Presentations	
5	M, Feb 10	Quiz 3 (5 pts.) Chapter 4: (Dis)Placing Culture and Cultural Space: Locations of Nonverbal and Verbal Communication	Chapter 4 Reading
	W, Feb 12	Chapter 4: (Dis)Placing Culture and Cultural Space: Locations of Nonverbal and Verbal Communication	
	F, Feb 14	Discuss Final Project; Groups assigned Chapter 5: Privileging Relationships: Intercultural Communication in Interpersonal Contexts	Chapter 5 Reading
6	M, Feb 17	Quiz 4 (5 pts.) Sexual identity and relationships	Chavez (2013) “Pushing Boundaries: Queer Intercultural Communication”
	W, Feb 19	<i>Cultural Space Presentations</i>	<i>Cultural Space one-page summary & presentation due (submit on Canvas)</i>
	F, Feb 21	<i>Cultural Space Presentations</i>	<i>Cultural Space one-page summary & presentation due (submit on Canvas)</i>
7	M, Feb 24	<i>Cultural Space Presentations</i>	<i>Cultural Space one-page summary & presentation due (submit on Canvas)</i>
	W, Feb 26	Quiz 5 (5 pts.) Chapter 6: Crossing Borders: Migration and Intercultural Adaptation	Chapter 6 Reading
	F, Feb 28	Between Borders: American Migrant Crisis	
8	M, Mar 2	Negotiating Immigration Policies (p. 150) Civics Test	<i>*UTT Midterm Grades entered by today*</i>
	W, Mar 4	Catch-up / Review	
	F, Mar 6	MIDTERM EXAM – on Canvas	MIDTERM EXAM – on Canvas

9	Mar 9 – Mar 14	NO CLASS - Spring Break	NO CLASS - Spring Break
10	M, Mar 16	Quiz 6 (5 pts.) Chapter 7: Jamming Media and Popular Culture: Analyzing Messages about Diverse Cultures	Chapter 7 Reading
	W, Mar 18	Chapter 7 & (neo)Colonialism	Buescher & Ono (1996) "Civilized Colonialism Pocahontas as Neocolonial Rhetoric"
	F, Mar 20	In-Class Workday for Final Project Rough Draft Outline	
11	M, Mar 23	Quiz 7 (5 pts.) Chapter 8: The Culture of Capitalism and the Business of Intercultural Communication	Chapter 8 Reading
	W, Mar 25	Chapter 8 & Commodification, Spectacle and the Political Economy "Left Behind America"	Gotham (2002) "Marketing Mardi Gras: Commodification, Spectacle and the Political Economy of Tourism in New Orleans"
	F, Mar 27	Finish & discuss "Left Behind America"	<i>Rough Draft Outline of Final Project due (submit on Canvas)</i>
12	M, Mar 30	Quiz 8 (5 pts.) Chapter 9: Negotiating Intercultural Conflict and Social Justice: Strategies for Intercultural Relations	Chapter 9 Reading <i>*Last day to withdraw from one or more UTT courses*</i>
	W, Apr 1	Chapter 9 & World Conflict Discuss Chapter 10 Self-Reflection assignment	Collier et al. (2011) "Problematizing National Dimensions-Community Members' Views of Conflict Management in Trinidad and Tobago, West Indies"
	F, Apr 3	SSCA Conference – No Class Group Workday for Final Project	SSCA Conference – No Class Group Workday
13	M, Apr 6	Quiz 9 (5 pts.) Chapter 10: Engaging Intercultural Communication for Social Justice: Challenges and Possibilities for Global Citizenship	Chapter 10 Reading

	W, Apr 8	Chapter 10 & the Flint, Michigan Water Crisis	
	F, Apr 10	Chapter 10, Flint's water crisis, & Climate/Environmental Justice	<i>Chapter 10 Self-Reflection due (upload to Canvas)</i>
14	M, Apr 13	Final Project Workday	
	W, Apr 15	CSCA Conference – No Class Online Activity	CSCA Conference – No Class Online Activity
	F, Apr 17	CSCA Conference – No Class Group Workday for Final Project <i>*By the end of the day, post a group selfie to the Canvas discussion board of you all working on the project for extra credit. Provide a brief summary of what you accomplished during the group workday*</i>	CSCA Conference – No Class Group Workday <i>*By the end of the day, post a group selfie to the Canvas discussion board of you all working on the project for extra credit. Provide a brief summary of what you accomplished during the group workday*</i>
15	M, Apr 20	<i>Final Project Presentations</i>	Final Project Presentations – upload to Canvas **All Group Summary Reports due today (upload to Canvas)
	W, Apr 22	<i>Final Project Presentations</i>	Final Project Presentations – upload to Canvas
	F, Apr 24	<i>Final Project Presentations (if needed)</i> Catch-up day / Review	Final Project Presentations – upload to Canvas
16	M, Apr 27	NO CLASS – UNIVERSTIY STUDY DAY	NO CLASS - UNIVERSTIY STUDY DAY
	W, Apr 29	FINAL EXAM 10:15am-12:15pm	<i>Handwritten notes may be used. No electronic notes or printed/scanned copies of notes. The professor will check to ensure that only your handwritten notes, that are pertinent to the class, are being used. The only exception to this is for students with UTT SARs accommodations.</i>

Subject to change