

CROSS-CULTURAL COMMUNICATION (CSS 3314.01, 12:20 P.M. – 1:10 P.M.)
FALL 2012

Ignorance of course policies and expectations outlined in the syllabus does not exonerate you from them.

INSTRUCTOR: Dr. Rosalind Baty

OFFICE: 143 Castellaw

OFFICE HOURS: Mondays, Wednesday from 2:30 p.m. – 4:30 p.m. or by appointment

OFFICE PHONE: 710-4257

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REQUIRED TEXT

Martin, J. N. & Nakayama, T. K. (2013). *Intercultural Communication in Contexts*, 6th Ed. New York: Mc-Graw-Hill. ISBN: 978-0-07-803677-4

Additional readings as noted in the class schedule (accessible via Blackboard under the 'readings' link).

Note of caution: Ordering books online can take time and is not an excuse for missed readings and assignments. Please plan accordingly.

COURSE OBJECTIVE AND DESCRIPTION

To facilitate student learning of intercultural communication as a complex process, with an emphasis on understanding how interrelated cultural forces affect human identity, relationships, systems, and social rhetoric. This course in an introduction to foundational and contemporary concepts and practical application of diverse theoretical frameworks associated with intercultural communication. Students in this course will engage in critical assessment of the relationship between culture and communication with the explicit goal of exploring issues such as identity, race, ethnicity, gender, class, nationality, sexual orientation, relationships, conflict, nonverbal communication, privilege, language, and popular culture.

COURSE GOALS

1. Learn what culture is and how it affects interpersonal communication dynamics through critical analysis of sociopolitical and historical contexts, media, family, globalization, and rhetorical strategies.
2. Identify and understand benefits and challenges of being culturally competent, informed, responsible, and socially just as a member of a global society.
3. Develop and refine understanding of *self* and *others* through mindful and appreciative dialogue that is cultivated through listening, patience, respect, reflexivity, and openness across various contexts.
4. Identify, address, and critique issues of inequality – racism, placism, sexism, and privilege in contemporary society and how to address them via accountability-centered dialogue.
5. Develop skills to research, observe, and analyze intercultural dynamics in daily life, popular media, texts, and other mediated discourse.

COURSE EVALUATION AND GRADING RUBRIC

Note: All assignment overviews are available on Blackboard under the assignments link. Hard copies will not be distributed in class. Students are expected to download, carefully review, and bring these overviews to class per the date on the course schedule as indicated on the syllabus.

*Class Participation Exercises	150 points
Quizzes	120 points
Cultural Identity Paper	200 points
Group Project	200 points
Final Exam	<u>30 points</u>
Total	700 points

* = Assignments not available for download on Blackboard, will be distributed in class without prior notice.

PARTICIPATION, CLASS STRUCTURE AND ACCOUNTABILITY IN OUR LEARNING ENVIRONMENT

1. PARTICIPATION

Class participation is a distinguishing characteristic of a course of this nature. This is a dialogue-driven course and your active participation is essential to your success. I define participation as being able to intelligently respond to the course material by having read assigned reading, coming to class prepared with questions and personal insights, readiness to reflect individually and in small groups, free from distractions such as cellphones, homework for other classes, and surfing the web.

2. CLASS STRUCTURE

Traditional lectures, otherwise known as “sit and get” will comprise one-third of class time most days. The majority of our time together will be spent engaged in active learning. In essence, you cannot be a spectator in this course and expect to gain maximum learning benefit. Through small group activities, class discussions on analysis of popular culture, media, and historical as well as contemporary texts, and self/group reflection, it is intended that a deeper insight and appreciation of intercultural communication dynamics will be fostered. Simply stated, my role will be to facilitate rather than dictate your learning.

3. ACCOUNTABILITY

We need, from the very beginning, to acknowledge that we are engaging politically and socially debated and most often, conflict-laden issues. Given that each of us cannot enter into these conversations apolitically or with full neutrality, it is essential that we maintain a learning environment where each of us is held accountable for our behaviors statements, and participation while simultaneously demonstrating a level of respect and compassion for others in the class. While the idea of creating a fully “safe” environment may not be possible, it is my belief that through a commitment to accountability, we will be able to challenge and learn from each other in constructive, productive ways.

I encourage all students to be fully self-expressed. However, verbal and/or physical attacks will not be tolerated. As a class, we are not responsible for one's inability to decipher fact from opinion. **During the course of the semester students will read, view and listen to materials that may contain profanity, brief nudity, and adult**

situations. Please note that the material presented in this course is designed to inform and not to offend and it is designed to be a catalyst to move conversations that have historically never moved, in a forward and productive manner.

Our goal is to transform moral and binary arguments into inclusive conversations that give all voices and perspectives an equal opportunity to respond and be heard. Our classroom is a safe zone and our discussions and debates are framed in a scholarly manner. This demands common courtesy and sensitivity, especially when discussing ethnicity, race, culture, religion, politics, sexual orientation, gender variance, and nationalities. I have the professional responsibility to treat you with understanding, dignity and respect, to guide discussion and to set reasonable limits on the manner in which we express our opinions. As a member of this class, you share that responsibility, and our common goal will be to maintain a welcoming and productive learning environment. In the event that you are offended by something in this class, I encourage you to communicate with me immediately. Don't let your opinions impact your ability to get your work done completely and in a timely manner. I request that you anchor your argument in scholarship rather than pure emotion. I will not entertain subjective opinions without a sufficient scholarly framework. I invite you to take the coaching in effort to find the language to articulate what you are feeling and experiencing. Be courageous, please stay in the conversation, your discomfort, emotion and anxiety can make for powerful learning opportunities for you and your classmates.

GRADES

All grades are *final* and rounded to the nearest tenth. The ranges listed below reflect the amount of points needed to receive a certain letter grade. To calculate your final grade, simply divide the number of points (including any extra credit) you have earned into 700. For example, if you have earned 615 out of 700, $615/700=87.8\%$, rounded to the nearest tenth = 88% (B+). You can reference your course average at any time during the semester as grades are recorded on Blackboard and a running course average column is available for your reference under the “My Grades” link.

Additional work, course incompletes, and extra credit are not offered to students to boost their grades. Your grade in this course will reflect your efforts throughout the semester. If you are concerned about your class performance, please see me well before the end of the semester.

(627 - 700) = A

(487 - 535) = C

(606 - 626) = B+

(417 - 486) = D

(557 - 605) = B

(0 - 416) = F

(536 - 556) = C+

PREPARING FOR SUCCESS

My goal is to help you be successful in the course. While success is a relative term, many students define success as getting a high grade in the courses they take. I challenge you to take this concept a step further by engaging the learning process and preparing for success by immersing yourself in the course material and critically reflecting on how you plan to establish yourself as a responsible member of our global society who is self-aware, knowledgeable, and respectful of others when engaged in cross-cultural interactions. Your study habits, commitment to excellence, and class decorum have much to do with developing such competence.

Help me help you by proactively preparing for success. Such preparation includes but is not limited to: (1) reading the syllabus and being clear on/adhering to due dates and course expectations; (2) checking Blackboard frequently; (3) reading assigned textbook chapters and other supplemental reading prior to class; (4) taking notes during personal study time and during class; (5) thoroughly reading assignment expectations and asking for clarification when needed; (6) seeking help outside of class; and (7) actively listening and discussing relevant course material during class to engage the learning process. I am happy to work with students on an individual basis or refer students for tutorial services if needed.

COURSE POLICIES AND EXPECTATIONS

I. ATTENDANCE, MAKE-UP WORK, & PROMPTNESS

Attendance at all class sessions is expected. Because of the nature of the course and the high value of discussion and practice-exercises, excessive absences are likely to affect your ability to achieve a high grade in this course. If there is a pattern of excessive absences, I will report students to the Paul L. Foster Success Center. Specifically, excessive is defined as 5 absences. Additionally, if a student does not attend at least 90% of an allotted class period, their attendance will be recorded as an unexcused absence. In other words, each class period is 50 minutes, to get attendance credit you must be present for at least 45 minutes.

ABSENCES

The attendance policy for this course will follow the mandates of the College and Arts and Sciences as follows:

“To earn course credit in the College of Arts and Sciences, a student must attend at least 75% of all scheduled class meetings. Any student who does not meet this minimal standard will automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings.

In addition to the College of Arts and Sciences Attendance Policy, faculty and students will be guided by the University Attendance Policy in the Undergraduate Catalogue. Furthermore, departments and individual faculty members may establish more stringent requirements regarding attendance, punctuality, and participation.

All attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course.”

Whether an absence is excused or unexcused, it is still considered an absence. Your attendance record will be posted and available to you on Blackboard. Absences will be recorded as unexcused (U) or excused (E) to determine student eligibility for makeup work. Late enrollment in the course (meaning after the first day of classes) does count toward absences. Such absences appear on Blackboard as dashes.

MAKE-UP WORK

Students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official university functions, (2) personal illness, or (3)

an illness or death in the immediate family. Such absences are considered excused and must be accompanied by the appropriate documentation (see excused absence documentation).

Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. It is the student's responsibility to inform the instructor of the reason for an absence (providing proof) and to do so in a timely fashion (no later than 2 days upon return to class). Such cases are left to the instructor's discretion to determine the credibility of the plea and whether the circumstances call for a special consideration. Oversleeping and failure to balance the demands of other courses are not grounds for consideration to make up work. If you know ahead of time that you will be absent from class, you are welcome and strongly encouraged to turn your work in early. All assignments and due dates are posted on Blackboard for such purposes.

EXCUSED ABSENCE DOCUMENTATION

- Authorized participation in official university functions must be substantiated with written communication from a coach or faculty/staff advisor via email or letter on official university letterhead.
- Personal illness (physical or otherwise) must be substantiated with written communication from the Chaplain's/Pastoral Care office and/or physician who administered the health services with the dates that you are to be excused from class.
*NOTE: If you are ill and you miss class because you are trying to get an appointment but find that the health center is booked, your absence will not be excused. While this is unfortunate, you still do not have the required documentation.
- An illness or death in the immediate family must be substantiated with written communication from the Chaplain's/Pastoral Care office with the corresponding dates that the student needs to be excused. In the event of an absence due to a death in the family, the aforementioned written documentation must be accompanied by a program from the services.

EXCUSED ABSENCE PROTOCOL

In the event of an excused absence(s), it is the student's responsibility to set up a meeting immediately upon their return during office hours or by appointment to make up assignments missed or to have them excused (provided they meet the criteria to be excused). Depending on the nature of the assignment, I will determine whether it is appropriate to allow the student to make-up the assignment or excuse the assignment so that it does not count toward the earned point total. If it is determined that an assignment is to be made-up, then the requirements for the assignment may differ from the original assignment.

NO MAKE-UP WORK OR EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN FOR UNEXCUSED ABSENCES. In other words, all work missed due to unexcused absences will be marked as a "0". For example, oversleeping or forgetting is not considered credible for assignment make-ups.

PROMPTNESS

It is my belief that attendance and promptness are key components in determining success and are crucial to personal development. If you come in late, please enter the classroom in a way that does not disrupt the learning process or comprise the integrity of our academic community. If you must pass between the instructor and your classmates, wait to be acknowledged before walking to your seat, as this is proper etiquette. Also, please be mindful that tardiness

compromises your ability to earn full credit on assignments, hear assignment-specific instructions and other course announcements.

ATTENDANCE & TARDIES

Class begins and attendance is taken at the official class time (not necessarily according to your watch). If you walk in after your name has been called for attendance, you are considered late. It is your responsibility to make sure you are counted as present by speaking with me after class. Your attendance record for that day will be recorded on blackboard with an "L". Please do not assume that I saw you come in. Failure to speak with me regarding your tardy will result in your attendance being logged with a U for unexcused absence. After a class has transpired, retrospective correction of your attendance record will not be permitted.

2. CLASS ETIQUETTE & USE OF TECHNOLOGY

A key component of professional development is displaying business etiquette. Arriving late, use of cell phones, surfing the web, working on assignments for other classes, sleeping, talking to classmates during lectures or while instructions are being given are considered disruptive and discourteous. To maintain the integrity of the learning process and optimal classroom dynamics, all cell phones, pagers, two-ways, MP3 players, etc. must be turned off prior to class. While use of laptops is permitted for note taking, if a student is found to be surfing the web, looking at web casts, instant messaging or working on assignments for other classes, that student will no longer be permitted to use their laptop in class and will be asked to leave for the remainder of class. In short, it is important that students come prepared to work and ready to partake in meaningful academic dialogue free from distraction.

3. ELECTRONIC RESOURCES - BLACKBOARD

This class will require *frequent* use of Blackboard. Students are expected to regularly check their Baylor email account and Blackboard before each class to ensure they keep abreast of announcements, assignment logistics, grades, attendance records and other pertinent class information. Email and Blackboard will be the primary ways in which the instructor will communicate with students outside of class. All assignments, due dates, and expectations are posted on Blackboard. Students are responsible for keeping up with changes in assignment logistics and due dates throughout the semester. In addition, students are required to download and bring copies of assignments to class, as extra copies of assignments will not be provided in class when an assignment is due. Every Friday, an overview of the upcoming week will be posted on Blackboard. This is to ensure that students are well informed about course logistics and to reinforce reading assignments as printed on the syllabus. There may be times that the course schedule will be changed from what is originally printed in the syllabus. In the event the schedule is altered in any way, the Blackboard announcement will clarify the necessary changes. In essence, students should prepare for the week based on what is reiterated on Blackboard.

While I do not require mandatory attendance of University-sponsored Blackboard training sessions, I strongly encourage you to attend one if you are not comfortable with using it. Baylor's Electronic Library will conduct Blackboard orientation seminars for students at Noon, 1:00pm, 2:00pm, 3:00pm and 4:00pm, on the Garden Level of Moody Memorial Library in Room G32. These 45-minute seminars will cover Blackboard basics as well as address specific tasks that often prove difficult for students. Seminar attendance is first-come, first-served, so students do not have to sign up in advance. Each student who completes Blackboard orientation will receive a certificate of completion.

These seminars are intended to reduce the amount of class time needed for basic Blackboard orientation, thereby allowing more time for valuable instructional activities.

If you have any questions regarding specific class dates, please contact John Lowe, Online Teaching and Learning Services, at John_Lowe@baylor.edu or by phone at extension 7362.

4. ASSIGNMENTS OVERVIEW, LATE WORK POLICY, ASSIGNMENT GRADES & EXTRA CREDIT

ASSIGNMENTS

1. CLASS PARTICIPATION (150 POINTS): Class exercises and discussions are major components of this class. You will be given several opportunities to display and enhance your learning through reflective, small group, and/or class forum based exercises that reinforce concepts and themes associated with various chapters in the textbook. These assignments will be given without prior notice. Therefore, regular class attendance is an expectation as well as requirement to maximize your learning as well as total points earned for this portion of your grade. No make-up work will be given for students who missed class for unexcused reasons.
2. QUIZZES (120 POINTS): There will be 7 quizzes worth 20 points each. Quizzes will be over assigned textbook and article reading to measure basic comprehension of key concepts, terms, theories, and scholarly arguments. You will have 15 minutes to complete each quiz. If you arrive late to class, you will only have what remains of the initial 15 minutes to complete the quiz. The lowest quiz grade will be dropped from your overall point total.
3. CULTURAL IDENTITY PAPER (200 POINTS): This is a six-to-eight page typed, double-spaced, 12 pt. font paper, with an appropriate title page (name, course and section number, and date) on how your culture(s) affects your communication. This paper is designed to allow you – a member of possibly many cultures, co-cultures, and social groups – an opportunity to examine how your own cultural and social identities affect you and your communicative behavioral patterns. You will be required to decide how your own cultural, social, and personal beliefs, values, and norms affect the manner in which you communicate with others, and to tie your findings to course concepts and theoretical frameworks. Your paper will be evaluated based on your level of insight, demonstrated understanding of course concepts, and the quality of your writing. Papers should be written in APA format. A detailed overview of this assignment is on Blackboard under the “Assignments” link. Ample time for questions and answers will be given in class per the course schedule.
4. GROUP PROJECT (200 POINTS): The project is designed to investigate cultures that we, as a class, believe should be better understood. You will be assigned to groups of 4 – 5 people based on which cultures you prefer to study. Each group will read information about its culture of interest, interview members of that culture, if possible, and observe cultural displays in order to determine the ways in which the culture affects its members’ communication. Each group will give a 20-minute presentation that includes an overview of cultural components and conclusions that the group has drawn regarding how the make-up of that culture influences its communication. Group members are expected to answer class questions for up to 5 minutes. Your group presentation will be evaluated based on the quality of the information you present to the class, as well as the quality of the presentation itself. A detailed overview of this assignment is on

Blackboard under the “Assignments” link. Ample time for questions and answers will be given in class per the course schedule.

LATE WORK

Adherence to deadlines in the workplace is imperative for success and establishment of professional credibility. Therefore, **late work is not accepted**. Work that is to be turned in during class is considered late if it is not submitted at the time requested (usually after attendance is taken). If you know that you will not be in class the day an assignment is due, you are encouraged to turn in your work early or give it to a classmate who will be present to turn it in for you. Due dates will always be announced in class and reinforced via announcement reminders on Blackboard.

SCHEDULING APPOINTMENTS REGARDING ASSIGNMENT GRADES

Please allow at least 24 hours to pass after grades have been delivered before you discuss grade issues with me (during office hours or by appointment and not before or during class).

EXTRA CREDIT

Students possibly have two opportunities to earn up to 20 extra credit points:

1. 10 points for reading the syllabus carefully and signing and dating the acknowledgement form located at the end of the syllabus. This is due by Monday, August 27 at the beginning of the class.
2. There may (there is no guarantee) be an opportunity to participate in a department-specific research initiative. Once details become available, specifics about expectations will be communicated in class. The points received for participation will not exceed 10.

Students must adhere to extra credit guidelines to receive full credit. No partial credit will be given.

5. FINAL EXAM

There will be a final exam worth 30 points. You will be given 6 essay prompts over course concepts and theories. You are to choose 3 of the 6 essay prompts you wish to address. Each essay is worth 10 points each. A study guide will be distributed later in the semester to aid you in preparing for the exam. However, the best way to prepare is throughout the semester by taking good notes over assigned readings and continually reflecting on the practical implications of concepts and theoretical frameworks presented in each. The final exam schedule is available at <http://www.baylor.edu/registrar/index.php?id=84416> and is subject to change. To date, the final exam for this class is scheduled for Thursday, December 6, 9:00 am -11:00 am.

6. WRITTEN ASSIGNMENTS & EXPECTATIONS

Written work must be consistent with expectations of the corporate workplace. When applicable, papers should be submitted in APA format. Specifically, written work must be presented in a professional style, and follow basic principles of effective written communication. Some assignments may require word processor formatting. At a minimum, regardless of the level of formality associated with an assignment, all assignments should be neat, well organized, clearly written, and free from grammatical and/or typographical errors.

Due to the immense importance of writing skills in professional settings, all your submitted work will, in part, be evaluated based on this competency. It is recommended that if writing skills are a “growth” area for you, that you immediately schedule an appointment with the Writing Center. Plan to have all your required works in this course reviews with a writing consultant prior to submission in order to avoid unnecessary point deduction related to writing mechanics.

7. ACADEMIC INTEGRITY

University policy on academic honesty will be strictly enforced. Along with preparing for and attending classes, each student has the responsibility of promoting high academic standards. Academic dishonesty includes: (a) cheating, (b) fabrications and falsifications, (c) multiple submissions, (d) plagiarism, and (e) complicity in academic dishonesty. Acts of dishonesty may result in a possible failing grade for the course and referral to the Baylor University Honor Council.

Baylor University policies require that students, staff, and faculty act in academic matters with utmost honesty and integrity. *It is the responsibility of each student to be familiar with the Honor Code and other university policies and procedures affecting academic integrity.* Students are also encouraged to consider these suggestions:

- Review each class syllabus for expectations your professor may have regarding course work and class attendance that go beyond those stated in university policies and guidelines and the Honor Code.
- Be familiar with the importance of academic integrity in class. Understand how citations show respect for other scholars.
- Talk with your professor if you are confused about citation practices or other research standards.
- Make sure you understand not only what counts as plagiarism and cheating, but also how to avoid engaging in these practices. Manage your time, take notes correctly, and use the internet appropriately.
- Make sure you understand your professor's guidelines about working with other students on assignments, receiving assistance from other students on assignments, citing sources, using notes or exams from previous or other classes, and accessing information during an examination. If in doubt – ask your professor!
- Understand that penalties can result from dishonest conduct, ranging from failure of the assignment to immediate expulsion from the university.

For more information see the Baylor University Honor Code on the Academic Integrity Web page or contact the Office of Academic Integrity at 710-8882 or Academic_Integrity@baylor.edu.

In addition, I deem respect for both other students and the instructor a form of academic integrity. Therefore, disrespect in any form, subject to my analysis, will not be tolerated. The aforementioned consequences following items a - e apply in this situation as well. Further, looking at or in the direction of another student's paper (determined from test proctor's vantage point) during an exam or other graded individual effort is considered academic dishonesty; likewise, the aforementioned consequences apply. The outlined consequences are subject to the instructor's discretion.

8. CLASS BEHAVIOR

I expect students to treat each other (and me) with the same measure of respect, courtesy, and openness that they will be given. Open and honest exchange is greatly encouraged in this class but this does not give anyone license to deride, belittle, embarrass, or ridicule those with opinions that are different or less popular. Please see the “Participation, Class Structure and Accountability in Our Learning Environment” section on p. 2 for further information about expected class behavior.

9. OFFICE HOURS

Please take full advantage of office hours. This time is set aside to meet with students to discuss concerns and gain further insight into the class/policies/assignments/exams or just visit on a more personal level. During office hours I have an open-door policy. However, if hours are not conducive to your schedule please request an appointment via email or phone. Allow me 24 hours on weekdays to respond to confirm your request. Please do not request an appointment before or during class.

10. DISABILITIES

Every reasonable attempt will be made to remove any physical barrier, which may hamper the ability of an individual to learn in the classroom. Anyone who has a physical disability or other circumstance that may impact the completion of assignments should feel welcome to discuss this limitation with the instructor. Baylor University and its faculty are committed to helping you meet your individual needs and to supporting your efforts for a quality education. For assistance, contact the Office of Access and Learning Accommodation at 254-710-3605 and your instructor within the first two weeks of the semester.

TENTATIVE WEEKLY COURSE SCHEDULE

Please note the schedule is labeled *tentative*. I desire to use our time together effectively; but flexibility in a course of this nature is essential. The reading assignments noted for each class date reflect the reading you are required to complete before you come to class. You are responsible for any changes made to this schedule. This includes but is not limited to: changes to dates, assignments and/or chapters covered. The changes will be posted as announcements on Blackboard and will be announced in class, but will not be updated in the course schedule below.

DATE	CLASS FOCUS	READING/ASSIGNMENT (due on date listed)
M: 8/20	Welcome, Introductions, Course Overview	Download and read syllabus
W: 8/22	Introduction to Intercultural Communication	Martin & Nakayama, Chapter 1
F: 8/24	History of Intercultural Communication	Martin & Nakayama, Chapter 2
M: 8/27	Quiz 1 (Chs. 1 & 2); Defining Culture	Moon, "Concepts of Culture"
W: 8/29	Culture, Context, and Power	Martin & Nakayama, Chapter 3
F: 8/31	Culture, Context, and Power	Allen, "Power Matters"
M: 9/03	Labor Day Holiday – No class	
W: 9/05	Quiz 2 (Ch. 3); History & Intercultural Communication	Martin & Nakayama, Chapter 4; Warren, "Living Within Whiteness"
F: 9/07	Assign Cultural Identity Paper Identity and Intercultural Communication	Assignment overview (Blackboard) Martin & Nakayama, Chapter 5
M: 9/10	Identity and Intercultural Communication	Martin & Nakayama, Chapter 5; Allen, "Difference...Matters"
W: 9/12	Understanding and Performing Identity (ies)	Chen, "An Alternative View"; Allen, "Communicating Social Identity"
F: 9/14	Assign Cultural Projects and Groups Understanding and Performing Identity (ies);	Assignment overview (Blackboard) Pratt et al., "American Indian Identity"; West & Zimmerman, "Doing Gender"
M: 9/17	Quiz 3 (Ch. 5); Language & Intercultural Communication	Martin & Nakayama, Chapter 6; Wynne, "We Don't Talk Right"
W: 9/19	Language & Intercultural Communication	Fong, "The Nexus of Language"
F: 9/21	Language & Intercultural Communication	Ellis & Maoz, "Dialogue, Argument"; Roy, "Mexican Dichos"
M: 9/24	Quiz 4 (Ch. 6); Nonverbal Codes and Cultural Space	Martin & Nakayama, Chapter 7

W: 9/26	Nonverbal Codes and Cultural Space	Andersen, "The Basis of Cultural..."
F: 9/28	Nonverbal Codes and Cultural Space	Hall, "Monochronic..."; Crouch, "Mexicans and Americans"
M: 10/01	Quiz 5 (Ch. 7); Researching Intercultural Communication	Creswell, "Designing a Qualitative Study", part of "Ethnography"
W: 10/03	Cultural Identity Paper due Researching Intercultural Communication	Hall, "How Can We Learn"
F: 10/05	Colorblindness & Colorblindness Ideologies	Lewis et al., "The Impact of 'Colorblind' Ideologies"
M: 10/08	Sexuality, Gender, and Society	Allen, "Gender Matters"; Charlebois, "Ladylike Men and Guyland"
W: 10/10	Sexuality, Gender, and Society	Allen, "Sexuality Matters"; Eadie, "In Plain Sight"
F: 10/12	Whiteness and Identity	Feagin & O'Brien, "The White Bubble"
M: 10/15	White Privilege	Excerpts from Rothenberg, "White Privilege" (Wildman & Davis; Johnson)
W: 10/17	White Privilege	Excerpts from Rothenberg, "White Privilege" McIntosh, Jensen, and Wise)
F: 10/19	Fall Break – No class	
M: 10/22	Communicating Prejudice	Allen; "Social Class Matters"
W: 10/24	Communicating Prejudice	Allen, "Ability Matters"; Braithwaite, "Which is My Good Leg?"
F: 10/26	Communicating Religion, Faith, & Spirituality	Ishii, et al. , " Worldview in Intercultural Communication"
M: 10/29	Communicating Religion, Faith, & Spirituality	Fong, "The Spirituality of 'Being' Grace"; Begley, "Action-oriented Interfaith Dialogue"
W: 10/31	Popular Culture and Intercultural Communication	Martin & Nakayama, Chapter 9
F: 11/02	Popular Culture and Intercultural Communication	Martin & Nakayama, Chapter 9
M: 11/05	Quiz 6 (Ch. 9); Culture, Comm., & Interpersonal Relations	Martin & Nakayama, Chapter 10
W: 11/07	Culture, Communication, and Interpersonal Relations	Nwosu, "America in Black and Brown"
F: 11/09	Engaged and Effective Intercultural Communication	Martin & Nakayama; Chapter 12

M: 11/12	Quiz 7 (Ch. 10); Engaged and Effective Intercultural Comm.	Martin & Nakayama; Chapter 12
W: 11/14	Research/Prep Day – No class	
F: 11/16	Research/Prep Day – No class	
M: 11/19	Optional attendance group help session	
W: 11/21	Thanksgiving – No class	
F: 11/23	Thanksgiving – No class	
M: 11/26	Presentation Preparation – optional attendance help session	
W: 11/28	Group Presentations	
F: 11/30	Group Presentations	
M: 12/03	Group Presentations - Last Day of Class ☺	

Reading List

- Allen, B. J. (2004). Power matters. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 23-38). Long Grove, IL: Waveland.
- Allen, B. J. (2004). Difference and other important matters. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 1-22). Long Grove, IL: Waveland.
- Allen, B. J. (2004). Ability matters. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 139-164). Long Grove, IL: Waveland.
- Allen, B. J. (2004). Gender matters. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 39-64). Long Grove, IL: Waveland.
- Allen, B. J. (2004). Sexuality matters. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 117-138). Long Grove, IL: Waveland.
- Allen, B. J. (2004). Social class matters. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 95-116). Long Grove, IL: Waveland.
- Allen, B. J. (2004). Communicating social identity. In B. J. Allen, *Difference matters: Communicating social identity* (pp. 187-204). Long Grove, IL: Waveland.
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Syllabus Acknowledgement Form for Extra Credit

I _____ acknowledge that I have read, understand, and accept full responsibility for the requirements and expectations set forth in the syllabus for 3314.01. By initialing each of the items below and signing and dating this form by Monday, August 27 at the beginning of class, I will receive 10 points extra credit that will be added to my overall point total for the course.

- _____ I understand in addition to announcements made in class regarding changes to the course schedule and other course related information, Dr. Baty will communicate via Blackboard and/or email to keep students informed about the class. Therefore, frequent reference to the syllabus, use of Blackboard, and my Baylor email account are necessary to stay abreast of course related information and assignments.
- _____ I understand my attendance record and grades are available to me via Blackboard under the corresponding links and that I may determine my grade at any time by dividing the total number of points I have earned into the total number of points possible that have transpired up to that point. For example, if I have earned 200 points out of a possible 250 plus an additional 10 in extra credit at that point in the semester, I simply divide 210 into 250 for an average of 84% (B).
- _____ I understand Dr. Baty does not accept late work unless circumstances fall under the “excused absence” criteria and I have the proper documentation or there are extenuating circumstances that I have spoken with Dr. Baty about proactively (before the assignment is due).
- _____ I understand if I come in late (after attendance has been taken), it is my responsibility to let Dr. Baty know that I am present *before* I leave class as retroactive correction of attendance will not occur. Also, if I am more than 5 minutes late for a class, I have not met the 90% attendance requirement for that class and my attendance for the day will be recorded as an unexcused absence.
- _____ I understand opportunities for extra credit are an act of grace and that it is up to me to take advantage of those opportunities so that I may earn up to 20 extra points. Additionally, I understand that no other opportunities for extra credit will be offered outside of the ones outlined in the syllabus.
- _____ I understand that my cell phone, MP3 player, and any other electronic devices are to be turned off and remain off during class and that failure to comply will result in my property being confiscated for the remainder of the period. Such devices do not include laptops if being used for the explicit purpose of note taking or in-class assignments that may require use of technology.
- _____ I understand I must attend at least 75% of all class meetings to pass the course. Failure to do so will be an automatic F per the attendance policy adopted by the College of Arts and Sciences.

Student's Printed Name

Student's Signature

Date