

SPC4710
Patterns of Intercultural Communication
Spring 2025 Syllabus
Section INCL, Class #17581
Class Meeting Time: MWF Period 3 (9:35 AM - 10:25 AM)
Classroom: Rolfs 211
Class Dates: 1/13/25 - 4/23/25

Instructor: Pasha Agoes, Ph.D.
Email: pasha.agoes@ufl.edu
Office: 415 Rolfs Hall
Office Hours: Wednesdays from 1-4pm
Telephone Number: (352) 294-7588

COURSE DESCRIPTION AND GOALS

The purpose of this course is to deepen the exploration of the practices, analysis and challenges of communication among people of different cultures and to investigate theory and research by which intercultural communication issues can be resolved. Topics include in-depth intercultural learning, self-awareness and meaning-making, cultural dimensions, communication across cultures, and cultural bridging.

CATALOG DESCRIPTION

In-depth exploration of the practices, analysis and challenges of communication among people of different cultures and to investigate theory and research by which intercultural communication issues can be resolved.

NUMBER OF CREDITS

3 (Three) Credits.

Course Goals

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

Cultural Objectives: At the end of this course, students will be able to

1. Explain the characteristics of a culture.
2. Analyze the ways in which contexts impact cultural expressions and perceptions.
3. Identify similarities and differences among cultures by examination of their norms.
4. Articulate factors which impact the cultural diversity of U.S. American society.
5. Evaluate intercultural communication problems and suggest solutions.

Communication Objectives: At the end of this course, students will be able to:

6. Articulate personal benefits of studying intercultural communication.
7. Explain how perceptions of cultures impact behaviors, and therefore impact communication.
8. Evaluate their own cultural competence, as well as that of others.

TEXTBOOK AND COURSE MATERIALS

Neuliep, J. (2021). *Intercultural Communication: A Contextual Approach*. 8th Ed. Houghton-Mifflin, Thousand Oaks, CA.

All other supplementary materials will be available on the class Canvas site.

General Education Subject Area Objectives: Satisfies International (N) General Education requirement.

This designation is always in conjunction with another program area. Courses with **International (N)** should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world. Link:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

General Education Subject Area Objectives: Satisfies Social Science (S) General Education Requirement.

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical

perspectives in individual and societal decisions. Link:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Minimum Grade Allowed: A minimum grade of C is required for general education credit.

STUDENT LEARNING OUTCOMES (SLOs)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

SUBJECT AREA	CONTENT	COMMUNICATION	CRITICAL THINKING
STUDENT LEARNING OUTCOMES			
Social & Behavioral Sciences	Identify, describe, and explain key themes, principles, & terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. <ol style="list-style-type: none"> 1. Explain the characteristics of a culture. 2. Analyze the ways in which contexts impact cultural expressions and perceptions. 3. Identify similarities and differences among cultures by examination of their norms. 	Communicate knowledge, thoughts and reasoning clearly and effectively. <ol style="list-style-type: none"> 1. Articulate personal benefits of studying intercultural communication. 2. Explain how perceptions of cultures impact behaviors, and therefore impact communication. 3. Evaluate their own cultural competence, as well as that of others. 	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. <ol style="list-style-type: none"> 1. Articulate factors which impact the cultural diversity of U.S.American society. 2. Evaluate intercultural communication problems and suggest solutions. 3. Explain how perceptions of

	<p>4. Articulate factors which impact the cultural diversity of U.S.American society.</p> <p>5. Evaluate intercultural communication problems and suggest solutions.</p> <p>Neuliep, Ch. 1-12</p>	Neuliep, Ch. 1-12	<p>cultures impact behaviors, and therefore impact communication.</p> <p>4. Evaluate their own cultural competence, as well as that of others.</p> <p>Neuliep, Ch. 1-12</p>
Assessment of Social Science SLOs	<p>Exam 1 (Ch. 1-6)</p> <p>Exam 2 (Ch. 7-12)</p> <p>Classroom discussions</p> <p>5 Quizzes</p> <p>Reaction papers 1-3</p> <p>Weekly Discussion Comments</p> <p>My Diverse Cultural Identity HW</p> <p>Suspending Judgment HW</p>	<p>Exam 1 (Ch. 1-6)</p> <p>Exam 2 (Ch. 7-12)</p> <p>Classroom discussions</p> <p>5 Quizzes</p> <p>Reaction papers 1-3</p> <p>Weekly Discussion Comments</p> <p>Cultural Dimensions HW</p> <p>Language and Culture HW</p> <p>Communication and Culture HW</p> <p>Non-Verbal Communication HW</p>	<p>Exam 1 (Ch. 1-6)</p> <p>Exam 2 (Ch. 7-12)</p> <p>Classroom discussions</p> <p>5 Quizzes</p> <p>Reaction papers 1-3</p> <p>Weekly Discussion Comments</p> <p>Mindfulness HW</p> <p>Personal Leadership and Intercultural Engagement HW</p>

DESCRIPTION OF ASSIGNMENTS

Homework (Complete 4 of the 8 assignments x 50 pts each) **(200 pts)**

Reaction papers (25 pts x 3) **(75 pts)**

Weekly Discussion Comments (3 pts x 13) **(39 pts)**

Quizzes (10 x 5) **(50 pts)**

Midterm Exam(100 points)

Final Case Study Group Project (100 points)

TOTAL: 564 Pts

Homework

Each assignment will involve data analysis focusing on the themes learned in the chapter. Students must complete 4 HW assignments throughout the semester. Note that you have an *either/or* choice for some assignments, but everyone will do the Describe-Interpret-Evaluate assignment.

Descriptions of Each Homework Assignment (Pick 4 out of 8 Possible Options):

1. My Diverse Cultural Identity Homework

In this assignment, students are asked to explore their unique blend of cultural traditions, values, beliefs, and practices that shape an individual's or groups sense of self and community. The purpose of this assignment is to foster empathy and understanding, encourage self-expression and authenticity, and enhancing global citizenship, and avoid stereotyping and bias.

2. Suspending Judgment Homework

In this assignment, students will learn the methods to suspend judgment, and temporarily set aside one's preconceptions, biases, and opinions. The purpose of this assignment is to avoid hasty conclusions, learn to gather more information, consider alternative perspectives, and evaluate evidence objectively.

3. Cultural Dimensions Homework

In this assignment, students will learn about the Power Distance Index (PDI, Individualism vs. Collectivism (IDV), and Uncertainty Avoidance Index (UAI), among others. The purpose of this assignment is to enhance intercultural communication competence, inform business and management strategies, facilitate international cooperation, promote cultural sensitivity and empathy.

4. Language and Culture Homework

In this assignment, students will learn how understanding of language and culture enhance communication, and foster empathy and respect. The purpose of this assignment is to teach students how to become competent intercultural communicators.

5. Communication and Culture Homework

In this assignment, students will learn how culture shapes communications styles, and influences interpretation of message. The purpose of this assignment is to enhance understanding, improve relationship, increase productivity, and better conflict resolution.

6. Nonverbal Communication Homework

In this assignment, students will learn various forms of expression beyond spoken words. This includes body language (kinesics), eye contact (oculesics), touch (haptics), and proximity (proxemics), among others. The purpose of this assignment is to enhance

credibility, build rapport, convey confidence, show empathy, and avoid intercultural misunderstandings.

7. Mindfulness Homework

In this assignment, students will learn the practice of being fully present and engaged in the current moment, while cultivating a non-judgmental awareness of ones' thoughts, feelings, and bodily sensations. The purpose of this assignment is to improve emotional regulation, enhance cognitive function, boost self-awareness, and foster compassion and empathy—all important abilities to become a competent intercultural communicator.

8. Personal Leadership and Intercultural Engagement Homework

In this assignment, students will learn the ability to guide and direct oneself, influencing one's own thoughts, emotions and actions to achieve goals and make positive changes in various intercultural environments. The purpose of this assignment is to improve decision-making, enhance problem-solving, increase productivity, improve relationships, enhance collaboration, improve communication, increase innovation, and resolve conflict.

Reaction Papers

Students are required to write 3 reaction papers relating to intercultural communication (25 pts. each). Reaction papers should be approximately 3-4 pages in length (double-spaced, 12-pt, Times New Roman font, 1" margins).

For the reaction papers, a separate and detailed assignment description shall be provided. Overall, an intercultural communication reaction paper is an essay that responds to and reflects on a specific text, lecture or experience pertaining to intercultural communication. For each paper, students are asked to provide an introduction, summary, reaction, and conclusion. Reaction papers are always due by midnight and will be submitted to CANVAS by the due date listed on the weekly schedule.

Midterm Exam

The Midterm Exam will be given in class on print copy and will cover material from Chapters 1-7. respectively. They will be composed of T/F, multiple-choice questions, and essay questions.

Final Case Study Group Project

In this final case study group project, students will select a real-world situation involving intercultural interactions. Some examples may include: multinational team dynamics in a workplace (In-person or virtual), students in study abroad programs, business negotiations between companies in different countries, marketing and advertising in different cultures, and so forth. Students may choose an array of material covered from chapter 1-12.

In this project students are responsible on providing the background on the cultural groups involved and the situation, the individuals or groups with specific interests or concerns, and the specific intercultural misunderstanding or challenge to analyze. Lastly, to propose workable solutions. Students will present their findings as a group. The purpose of this assignment is to encourage problem-solving, critical thinking, empathy, and intercultural communication skills.

Grading Scale: (Total: 564 pts)

Scale for Final Grades (In Terms of Percentages)

A=93-100%

A-=90-92%

B+=87-89%

B=83-86%

B-=80-82%

C+=77-79%

C=73-76%

C-=70-72%

D+=67-69%

D=63-66%

D-=60-62%

E=0-59%

Scale for Final Grades (In Terms of Points)

A=525-564

A-=508-524

B+=491-507

B=468-490

B-=452-467

C+=435-451

C=412-434

C-=395-411

D+=378-394

D=356-377

D-=338-354

E=0-337

COURSE HOMEPAGE

The course homepage on *Canvas* (<https://elearning.ufl.edu/>) will be central to the class. You will be able to access readings, worksheets, and the class discussion boards through the homepage. I will update it regularly with news and syllabus changes. Although I will make announcements in class and/or send e-mails regarding the assignments and schedule, it is your responsibility to check the homepage for updates.

ADDITIONAL GUIDANCE

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

ATTENDANCE & PARTICIPATION

Your attendance and participation in class is significant to your success in the class. Attendance will be taken daily via roll call. Only three absences for whatever reason will be allowed. Beginning with the 4th unexcused absence, you will lose 20 points per absence off of your final grade. An excused absence is possible with a note from a clinic or a doctor, a letter notification for a career interview, or a notification from the Athletic department or other UF department if the student is participating in a UF event. If students are not on present at the start of class, this disrupts the entire class, and students will be considered late. If a student leaves class early, this will also be considered as a 'tardy.' Three instances of tardiness count as one absence. If a student is only in attendance for under 40 of the 50 minutes of class, the student will be counted as 'absent' and not just 'tardy.' Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

GRADING POLICIES

“No Name”: Any and all assignments that do not have your full name on each document will receive an automatic 2-point penalty.

Late Assignments: You are permitted to submit **1** late assignment during the semester without penalty (to be turned in no later than 1 week after the due date in order to receive credit). Except for this one-time allowance, no assignments or make-up exams will not be accepted (*even for partial credit*) without a University-approved absence.

“Re-Do” Assignments: I do not allow students to “re-do” an assignment once it has been graded or to do an additional assignment in place of another assignment (e.g., homework, extra credit).

Further information on grading policies can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

CLASS RECORDINGS

While this is a face-to-face course, some of our sessions may occur over Zoom, around campus, or will be in the form of a pre-taped lecture for you to watch. The dates for these lectures are indicated on the day-by-day part of the syllabus.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

STUDENT CONDUCT

The William & Grace Dial Center for Speech and Communication Studies strives for a classroom climate that is comfortable for all. Students are expected to behave according to the UF student code of conduct in their classes. This means treating their instructors and fellow classmates with respect. To ensure a positive learning environment, students should not: make complaints publicly (in front of other students); attack the instructor

verbally, physically, or in written form; or express reactions in the classroom that would bring harm to other students. Failure to meet the UF code of conduct can impact a student's class participation grade or result in referral to the UF judicial office. Class atmosphere can be made or broken by the approach that students take to the challenges of the course. Students that support others, show good humor in the face of obstacles, show dedication in the face of setbacks, and show grace when others are not doing as well will help to create a positive communication climate.

In a communication class, it is especially important for each of us to:

- Display respect for all members of the classroom – including the instructor and students;
- Pay attention to and participate in all class sessions and activities;
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom;
- Avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.).

ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See *the <https://disability.ufl.edu/get-started/> site*. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

U MATTER, WE CARE

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

HONOR CODE

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.' Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor for this class." For more information, refer to UF's Student Conduct & Honor Code, <https://sccr.dso.ufl.edu/students/student-conduct-code/>

COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

COMMUNICATION STUDIES MINOR

The William & Grace Dial Center for Speech and Communication Studies offers a minor in Communication Studies (CMS). Our CMS minor is consistently one of the largest minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The total minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor. You can find more information at https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/. Visit our website at <https://dialcenter.clas.ufl.edu/>

PUBLIC SPEAKING LAB

The Public Speaking lab offers assistance to those seeking to develop effective speaking skills across academic disciplines. We are open to all of the UF academic community, including undergraduates, graduate students, TAs, faculty, and UF alumni. We take walk-ins, but you can make an appointment at this link, and find the Dial Center: <https://tutortrac.clas.ufl.edu/TracWeb40/Default.html>

The following hours are available:

- Monday: 11am – 5pm
- Tuesday: 10:30am – 5pm
- Wednesday: 10am – 3:30pm, 4-5pm
- Thursday: 10:30-11:30am, 1-5pm
- Friday: 9:30-10:30am, 11am – 3pm

If you have a question about the Lab or need help with public speaking, feel free to contact the Lab Director at publicspeakinglab@clas.ufl.edu

CAMPUS RESOURCES

- Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the <https://shcc.ufl.edu/>

University Police Department: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

- Academic Resources

E-learning technical support: <https://it.ufl.edu/helpdesk/> or call at 352-392-4357 or via e-mail at helpdesk@ufl.edu

Career Connections Center: <https://career.ufl.edu/> or visit the Reitz Union Suite 1300, or call 352-392-1601.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Visit <https://uflib.ufl.edu/find/ask/> or call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: <https://umatter.ufl.edu/office/teaching-center/> or visit 1317 Turlington Hall, 352-392-2010 or to make an appointment call 352-392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/writing-studio/> Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit <https://www.sfa.ufl.edu/written-student-complaints> for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View <https://em.ufl.edu/> for more information.

INSTRUCTIONAL MATERIALS

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

WEEKLY SCHEDULE SPRING 2025

*All assignments due by midnight on Canvas unless otherwise noted
 **Default meeting location is the classroom unless otherwise specified

MODULE	WEEK	DATE	CLASS CONTENT	ASSIGNMENTS DUE
1	Week 1	Jan 13-17	Course overview Chapter 1: The Necessity of Intercultural Communication Topics: Benefits of intercultural communication, the nature of human communication, the nature of culture, the ethics of intercultural communication The Goal: Intercultural Communication Competence	Weekly Discussion 1 Due End of Week Readings: chapter 1, pp. 1-39
2	Week 2	Jan 20-24 (Jan 20 is a holiday)	Chapter 2: The Cultural Context Topics: Individualism-collectivism, High-and-Low-Context Communication, Schwartz Theory of Basic Values, Kluckhohn and Strodtbeck's Value Orientations, Power Distance, Uncertainty Avoidance	Weekly Discussion 2 Due End of Week Reading: chapter 2, pp. 40-84 Quiz 1 End of Week
3	Week 3	Jan 27-31	Chapter 3: The Microcultural Context Topics: Microcultural Group Status, Communication Accommodation Theory (CAT), culture and communication styles	Weekly Discussion 3 Due End of Week Readings: chapter 3, pp. 56-89
4	Week 4	Feb 3-7	Chapter 4: The Environmental Context Topics: Culture and the natural environment, time orientations	Weekly Discussion 4 Due End of Week Reading: chapter 4 pp. 116-153 Quiz 2 End of Week HW #1 Due Feb 10
5	Week 5	Feb 10-14	Chapter 5: The Perceptual Context Topics: The Model of Human Information Processing, Stereotyping, Ethnocentrism	Weekly Discussion 5 Due End of Week Reading: chapter 5 pp. 154-185 Reaction Paper #1 Due Feb 16
6	Week 6	Feb 17-21	Chapter 6: The Sociorelational Context Topics: Membership and Non-membership groups, pushing against biases	Weekly Discussion 6 Due End of Week Reading: chapter 6 pp. 186-213

7	Week 7	Feb 24-28	Chapter 7: The Verbal Code Topics: The relationship between language and culture, the Sapir-Whorf Hypothesis, the structure of human language, cross-cultural communication styles	Weekly Discussion 7 Due End of Week Reading: chapter 7: pp. 214-247 Quiz 3 Due End of Week HW #2 Due Feb 30
8	Week 8	Mar 3-7	Chapter 8: The Nonverbal Code Topics: Definitions of nonverbal communication, relationship between verbal and nonverbal codes, ethics, and the nonverbal code	Weekly Discussion 8 Due End of Week Reading: chapter 8: pp. 248-288 Midterm Exam on Mar 7 (Chapter 1-7)
9	Week 9	Mar 10-14	Chapter 9: Developing Intercultural Relationships Topics: Communication and Uncertainty, Anxiety/Uncertainty Management Theory of Effective Communication, empathy, perceptions of relational intimacy	Weekly Discussion 9 Due End of Week Reading: chapter 9: pp. 290-332
10	Week 9	Mar 17-21	Spring Break	N/A
11	Week 11	Mar 24-28	Chapter 10: Intercultural Conflict Topics: Kim's Model of Intercultural Conflict, intercultural dialogue, conflict resolution, and a culture of peace	Weekly discussion 10 Due End of Week Reading: chapter 10: pp. 334-363 Quiz 4 on End of Week HW #3 Due Mar 30
12	Week 12	Mar 31-Apr 4	Chapter 11: Intercultural Communication in Business, Health Care, and Educational Settings Topics: Intercultural management, management practices across cultures, learning styles across cultures	Weekly discussion 11 Due End of Week Reading: chapter 11: pp. 364-400 Reaction Paper #2 Due Apr 6

13	Week 13	Apr 7-11	Chapter 12: Acculturation, Culture Shock, and Intercultural Competence Topics: Acculturation, culture shock (W-Curve Models of Re-Entry Culture Shock), indicators of success in the intercultural context, and a model of intercultural competence	Weekly Discussion 12 Due End of Week Reading: chapter 12: pp. 402-431 Quiz 5 End of Week HW #4 Due Apr 13
14	Week 14	Apr 14-18	Group Discussions on the HW Assignments, preparation for final project presentation, design intercultural competence vision statement	Weekly Discussion 13 Due End of Week No Reading Due Discuss Final Project Reaction Paper #3 Due Apr 20
15	Week 15	Apr 21-23	Final Case Study Group Project Presentations	